ENGLISH TEACHERS’ STRATEGIES IN MANAGING A LARGE CLASS AT SMP NEGERI 4 KOTA JAMBI

A Thesis Proposal

Submitted to the English Education Study Program in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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UNIVERSITY OF JAMBI
2017
APPROVAL

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DECLARATION OF ORIGINALITY

1, MERIA SANTY SIBARANI, clarify that this thesis is my own work and has not been submitted in any forms for another degree or diploma at any university or other institute or tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and lists of references are given in the bibliography.

Jambi, Juni 2017

Meria Santy Sibarani

NIM. RRA1B212005
Ask, and it shall be given you; seek, and you shall find; knock, and it shall be opened unto you

(MATTHEW 7:7)

Therefore I say unto you, what things soever you desire, when you pray, believe that you receive them, and shall have them

(MARK 11:24)
DEDICATION

This thesis is dedicated to my beloved family;

Harles Sibarani, my beloved father

Tirami Pasaribu, my beloved mother

Desy Sibarani, Octa Sibarani and Amel Sibarani my beloved sister and,

the last Widodo Sibarani, my beloved brother.
ABSTRACT


Key Words: Teachers’ Strategy, Teaching English, Classroom Management Strategy

The purpose of this research was to identify English teachers’ strategies in managing a large class. This research used descriptive qualitative approach. The major instrument used was interview. There were four English teachers that involved as participants in this research. Based on the result of study, there are some strategies that used by teacher to manage large class. There are organization, rules, and communication. First, strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routine in classroom and giving instruction for make students comfortable in classroom. Second, strategies in classroom management rules include five sub-themes, there are; making students disciplined in classroom, making students enthusiastic in classroom, making grouping discussion for students in classroom, giving punishment to students in classroom. The last is strategy in communication include one sub-theme, that is bilingual strategy.
ACKNOWLEDGEMENTS

First of all, the researcher would like to express her sincere gratitude to Lord of this universe Jesus Christ for all mercy, blessing, fortune and love, so the researcher finally could finish the thesis entitled *English Teachers’ Strategies In Managing A Large Class at SMP Negeri 4 Kota Jambi*. The researcher would like to express her gratitude to this following people that have inspired and even invested their time to help her finishing this thesis.

1. Dra. Radiatan Mardiah, M.Hum., as the first supervisor for this thesis. Thank you very much for your patience to guide me in finishing this thesis. The researcher also thank for your valuable input, guidance, comments, support, and suggestions which have contribute significantly for completing this thesis.

2. Drs. Ahmad Ridha, MA., as the second supervisor for this thesis. Thank you very much for your suggestions, guidances, corrections, and opinions that are very useful for me in the process of writing this thesis.

3. Urip Sulistyo, S.Pd., M.Ed, Nunung Faharyani, S.Pd., M.Pd, Duty Volya, S.Pd., M.Pd., as examiner team in seminar and examination of this thesis, thanks for their valuable comments and suggestions to improve this thesis.

4. All lectures of English study program who teach things to me during my study in Teacher Training and Education Faculty.

5. The researcher beloved parents; her father and mother. Thanks for their love, care, pray, support and motivation.

6. Thanks for my lovely sister Desy Sibarani, Octa Sibarani and Amel Sibarani who always support, fill her life with joy, laugh and love. Love you so much.

7. Her lovely brother Widodo Sibarani who always support, pray, care to me.

8. Her lovely friends are Jelda, Rostiny, Wina, Veranika, Ewi, Anita, Sara, Erin, Abi, Yoko thank you for the wonderful time you all have passed togehter.
9. Her best friend Movedra Karizal thank you for support me, you’re the best friends and thanks for the wonderful time you all have passed together.

10. All my friends from Elementary, Junior high school and senior high school thank you for supporting me.

11. All my friends in Eng’12 that she can not write all the names here. Thanks a lot for helping, supporting and happiness that you give.

12. Her new friends from Kukerta posko 23 specially to Kakania, Yulia, Novi, Bintang and Wiwik thank you for supporting and motivating me.

13. BM (Bang Mucthar) thank you for helping me always staying keep in UPT.

Finally I hope that this thesis will be useful for everyone who read it and give beneficial input for English Learners, the lectures and the researcher’s in language teaching.

Jambi, Juni 2017

The Researcher

Meria Santy Sibarani
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CHAPTER I
INTRODUCTION

1. Background of Study

Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher is as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge. Besides that, the role of the teacher is also very important to make learning process run well.

One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. Marzano (2003), stated that the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process would not run effectively. In addition, Joyce McLeod et. al, (2003), stated that teachers have a crucial role in classrooms as a leader of instruction. To fulfill that role, teachers should pay attention to the social, intellectual and physical classes. So teachers could carried out their role appropriately. Besides that, teachers must be able to control and overcome if there are disruptions in the classroom. Thus, it could be concluded that the most important thing in teaching and learning process is classroom management.
Classroom management is one of the things that are important in determining the students’ learning outcomes. Students should feel comfortable with the situation of the class. Classes are convenient not only of how nice and neat classroom, but also in terms of teacher teaching in the class. Mastery classroom when teaching is necessary, because teachers who could master classes could make learners would easily captured the subject matter presented well. It is reason why the effectiveness of classroom management is required in teaching and learning process.

From the description above it could be seen how important classroom management in the success of the learning objectives and the basic skills of a teacher in improving students learning activities. Unfortunately not all teachers are able to manage their classes well, especially in large classes. Many teacher assume that a large class is one of the main obstacles to implement effective learning. They felt that many of the difficulties and problem arise when teaching in large classes. Problems that arise could be either physical or psychological. Hayes, (1997) stated that many teachers who teach in large classes felt that the obstacles that often arise is caused by the physical condition of the class which is limited by the number of students, so it made teachers and students difficult to interacted because of the limited space to move. Moreover, Muna Thaher, (2005), stated that many English teachers who teach in large classes felt pessimistic that they could achieve the goal of learning well. Conditions and less conducive situation of the class made students felt uncomfortable in class so that they can not concentrated in following lessons that result in a declining students achievement. According to Harmer (1998), the conditions for large
classes made teachers and students difficult to interaction in the learning process. Because of the limited space to moved it made difficult for teachers to contact with all students and only students who sit in the front that often got attention from teachers. In addition, teachers are also difficult to set up creative learning because the situation is not supported. To solve the problem as the researcher states above, teachers are required to made creative strategies to created a classroom atmosphere that supported teaching and learning activities.

Based on the explanations above, the researcher interested in investigating about English Teacher’s strategies in managing a large class. It is could helped teachers to improved how they should teach in a good way by looking at students teachers’ strategies. So, the researcher wants to know “English teachers’ strategies in managing a large class in SMP N 4 Kota Jambi”.

1.2. Research Question

The researcher formulate a research question is What are English teachers’ strategies in managing large classes at SMP N 4 Kota Jambi?

1.3. Research Objectives

This research would investigate English teacher’s strategies in managing a large class at SMP N 4 Kota Jambi.

1.4. The Limitation of Research

This research only focuses on the English teachers’ strategies in managing a large class. This research is conducted at SMP Negeri 4 Kota Jambi. Then,
participants of this research are English teachers at SMP Negeri 4 Kota Jambi. All of them involve in this research.

1.5. Significance of the Study

The researcher hope the result of this research can be as a feedback for junior high school English teachers’ in due to improve quality of teaching and learning process by realizing their strategies and management classroom. Beside that, this research would expect to provide useful information for the net researcher who want to have research in the same field about English teachers’ strategies in managing a large class at SMPN4 Kota Jambi.

1.6. Definition of Key Terms

**Strategy** come from the Greek, strategies (the art of general). Strategy is a term that refers to a complex of thoughts, ideas, insights, experience, goals, expertise, memories, perceptions and expectation that provide general guidance for specific section in pursuit of particular end (Nickols, 2012). Strategy concerned how people will achieve their aims.

**Classroom Management** Dear-Hammond (2005:330-332) describe the sense of classroom management as the actions taken by the teacher in creating and maintaining a conducive learning environment for students and teachers reach for instructional purposes. In this study, it refers teachers with classroom management would be easier to create an atmosphere that is effective at the time of teaching.
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. Teachers

According to Harmer (1998) there are many metaphors to describe the teacher such as teacher is actors because they are always on the stage, teachers are orchestral conductors because direct construction and set the pace and tone and the last is the teacher is gardeners because they plant the seeds and then watch them grow. In addition, the teacher is the person who is given responsibility to become an educator in education and also they have the right in education and teaching in formal education institutions.

Besides that, teacher is as professional educator with their work educating, teaching, guiding, assess and evaluate students start from elementary school, junior high school, senior high school and the last is university. Also they have an obligation to manage the class. In teaching learning process, the teacher has to give facilities for the students to make teaching learning process are easy, active and more comfortable.

2.2. Definition of Teaching Strategies

According to Brown (2000:113) Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy is as a remedy the teacher in making system area that happened to process teaching learning. (Ahmadi:2005: 32). According to Chamot (1987) strategies are often more powerful when they are used in appropriate combinations.
Based on those definitions above, strategies are any tools or tactics that learners employ to learn more effectively and more autonomously.

2.3. Classroom Management Strategy

2.3.1. Classroom Management

According to Randin Mccreay (2013) Classroom management is as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve.

In other words with the skills in the classroom management of the students would indirectly participate in the strategy made by the teacher, which is the goal of the teacher is to make the classroom environment conducive and active in the lesson.

2.3.2. Management Strategy

According to Amatembun in Maulana (2011:10) Management strategy is the science of drafting, implementing, and evaluating cross-functional decisions that enable a teacher to achieve its goals. By definition, strategy management focuses on the process of learning goal setting, policy development and planning to achieve objectives, and allocating resources to implement the policy and plan achievement of learning objectives from the several definitions above are the most responsible for the strategy management of learning to enable a more proactive rather than reactive in a lesson, it allows the learning to initiate and influence the activity so that it could control the purpose of learning itself.
As for what is meant by management strategy is an action or a way with various aspects and goals created and accountable by teachers who apply in the classroom.

2.4 Skills of Classroom Management

The classroom management skills are of primary importance in determining success in teaching. The skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much. For good management, there are three essential skills following (Paul and Don 1994,p.505-551);

1. *Organization:* This is an important skill of management. Under organization, there are four main characteristics. They are as follows: a) Having material and demonstrations prepared in advance. b) Starting on time. c) Having well established routine. d) Making transitions smoothly and quickly.

2. *Rule:* The second set of essential management involves preventing misbehaviors from disrupting the flow within learning activities. Rule in class is very necessary because as control and guide in teaching, so that in teaching could be a maximum and conducive school classrooms.

3. *Communication with Learner:* It is another skill of management. As a teacher, he has to do frequent communication with his learner. It may be either verbal or non verbal communication. In every corner of the
classroom, he has to capture his attention. It means teacher should keep in touch with his learners as far as he can.

2.5. Teaching Strategy of Classroom Management

Classroom management is a very important aspect of teaching these researcher collects data within the strategy of the management class that teaching is a pleasure and the students would be enthusiastic in learning. According to Brophy and Good (1989) in Borden (2013:75-78) cited in Rudyanto (2014), this data is designed to give a few tips that would help the researcher with class management strategies:

1. Get set up: Preparation in the first teaching is a teacher must have preparation, when teachers want to start teaching, things that need to be prepared is the learning materials and learning implementation plan that would be submitted. It trains teachers better in teaching, and teachers should plan and develop daily schedules and lesson plans that are closely aligned with the provisions given by the school district. This plan should match the needs and learning styles of each student in the classroom.

2. Make the room attractive: Teachers should be able to create an exciting and conducive classroom atmosphere so that students can appreciate and enjoy a clean and comfortable room for where they perform their teaching and learning activities. In other words teachers are asked to be more creative and innovative in making students to remain happy while learning.

3. Set classroom rules: The rules in the classroom is needed because it can be a tool of control and mentors in teaching, so it can make the classroom to be maximal
and conducive, and the teacher involves students designing the rules and they will run it so as to enable students to work discipline in running the rules. Once this rule has been made and then made it a responsibility, all students who violate or do not see that the rule is followed correctly or not. And give rewards to students who run the rules properly. This will encourage other students to continue to follow the rules and motivate students who are not successful enough to get rewards in the future.

4. **Be enthusiastic about the lessons.** When the teacher gives the lesson have earned more interactive with the students and engage them to participate and could understand. And develop methods that created and encourage all students to participate in lessons teachers teach and if students gave a wrong answer, the task of the teacher is to encourage and help them to succeed by helping them with the correct answer and give instructions, ask questions and answer appropriately. Make sure that the teachers always thank for the student to their participation in the following lesson in school classrooms.

5. **Be fair with the students,** as a teacher it is necessary for teaching to be fair to all of the students. Make a point to always hear students out and treat each one of the pupils with dignity and respect. Don't make differences in them and give the ones that appear a bit disobedient as much respect as teach give those who present themselves respectfully all of the time. Because they would all love and appreciate teacher for this attitude of being fair to all students.
From some a few tips above, the researcher described it would help the teacher to get it together in the classroom; be prepared, have an attractive classroom, design classroom rules, teach with enthusiasm, and be fair.

2.6. Definition of a Large Class

There is no exact number of large classes. Some experts have different opinion about large class. Hayes, (1997), states that there is no quantitative definition of a large class, as people’s perception of this varies from context to context. Many teachers consider that large class is the class with too much number of students to learn. Its mean that definition of large class is depend on the disciplines and teaching context, people from one country to another country also have different perception about large class. China for example, a large class may consist of 50-100 students in one classroom. In Indonesia, a classroom normally consists of 25-35 students. However, many teachers agree that a classroom consist of more than 35 students is large.

Based on those definition above it would be concluded that large class size is a relative term. A classroom would be considered as large class is when the number of students over the space and facilities. In this study large class refers to a class with more than 40 students.

2.7. Previous Study

In order to support this research, the researcher discusses some related studies. Suryani (2013) analyzed the teachers’ strategy for hearing impairment students. The similarities of her study with the researcher’s are about the object of the topic that is
teaching English and teachers’ strategies, the data was analyzed using descriptive qualitative design and the purpose is finding the strategies of the subject of the research.

The second, Nuri (2013) analyzed the strategies of classroom management which is used by the teacher in managing a large class and the problem faced by the teacher and students during implementing the teaching. Nuri (2013) thesis has similarities with the present study. First, the scope of this education. Second, the research design of the thesis is descriptive qualitative. However, the researcher’s study has some differences from Nuri’s study; they are concerning specifically of teacher manage a class and on the problem of the subject data. Meanwhile, the differences between Nuri’s (2013) study and researcher are the subject of the research. She took the English teacher for senior high school.

The third is a study by Rudyanto (2014) analyzed the classroom management strategy applied in English teaching, interest in English teaching and Learning process and teachers overcome the problems. The similarities are the object of research is classroom management strategy and the study is focused on the English teacher.

The fourth is Bashyal (2010) carried out research on “Strategies of Classroom Management Used by Secondary Level English Teacher”. He tried to explore the major strategies adopted by the secondary level English teachers. Encourage, feedback, motivation etc were the major strategies for classroom management. After having reviewed the related literature, it was found that none of the studies focused
on classroom management techniques used by ELT teachers. Hence, the study is different from the rest of the studies.

The last previous study is conducted by Afrisa (2016) analyzed English teachers view on students learning style in learning English. Afrisa (2016) thesis has similarities with the present study. First, the scope of this education. Second, the research design of the thesis is descriptive qualitative. The differences between the last study with study is the previous study focuses on the English teachers view on students learning style, this study focus on the teachers strategies in managing a large class.
CHAPTER III
RESEARCH METHOD

3.1. Research Design

In this research the researcher used descriptive qualitative research. Qualitative is used to investigate a problem in order to get clear understanding of certain phenomenon (Cresswell, 2012). In addition according to Christensen and Johnson (2008, p.37) states that “qualitative research is focus on understanding the ‘insider’s perspective’ of people and their culture, and this requires direct personal and often participatory contact”. So, the researcher used qualitative method to get rich information and deeper understanding from participants’ perspectives.

In this research, the researcher analyzed the data to describe about English teachers’ strategies in managing a large class at SMP Negeri Kota Jambi.

3.2. Researcher’s Bias

Researcher should put on the researcher’s background profile such as experience, relation to the participants, and the perspectives that they already had since studied that research (Patton, 2002). Here, the researcher is a female student of education of Faculty of Teacher Training and Education in Jambi University, in nineth semester. The researcher has finished her teaching practice at SMP Negeri 4 Kota Jambi about one month. The researcher took English teachers to involve in this research.

The researcher focused on analyzing English teachers’ strategies in managing a large class at SMP Negeri 4 Kota Jambi. The researcher chose seventh, eighth, and
nine graders of English teachers because mostly the students difficult in learn English (as a foreign language), it was a strategies English teachers’ in a managing a large. Here, to avoid researcher’s bias, the researcher confirmed to participants (English teachers) in order to very and clarify their response about this research.

3.3. Participant of the Research

In this research, the researcher chose purposive sampling. According to Christensen and Johnson (2008; p.239), “purposive sampling procedure is a non random sampling technique in which the researcher socialits person with specific characteristics to participate in research study”. The goal of using purposive sampling was to get information from selected participants: First, the teachers are teacher in at SMP Negeri 4 Kota Jambi. Second, the teachers are English teachers at SMP Negeri 4 Kota Jambi. Third, the teachers have accepted the invitation of interview by the researcher. After that, the researcher found out teachers that suitable with criteria, the researcher contacted them and also asked them to be the participants in this research.

3.4. Technique of Data Collection

The data were collected from interview. The researcher identify teachers’ strategies in managing a large class. The researcher recorded all of data and make transcript of the data. Next, the researcher read carefully and analyzes data that had been transcribed.

3.4.1. Interview

According to Miller P. G and Strang, Miller P. M (2010), “an interview is an information gathering technique in which the defining feature is the presence of an
interaction between the interviewer and the interviewee”. Before conducting interview the researcher prepared interview protocol. The researcher used personal interview. Personal interview focus on teacher individually, it means that the researcher interviewed one by one of the English teacher. The researcher was used structured interview. The interview was done at SMP Negeri 4 Kota Jambi. The researcher was used interview for this research with aims to know how the English teachers’ strategies in managing a large class. After that, the participant was interviewed about 8-14 minutes.

3.4.1. Specification of the instruments interview

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<th>Description</th>
<th>Number of the questions</th>
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<td>What kind of skill of classroom management’s strategy you’re focusing in the class.</td>
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<td></td>
<td>What will you do when you make some mistakes on teaching Strategy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>How do you train the students to be active in class</td>
<td>5</td>
</tr>
<tr>
<td>Rules</td>
<td>What rules do you use in the learning process</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>How do you set your students behavior in English learning process</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>How do you join the</td>
<td></td>
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</tbody>
</table>
Do you divide the student who is smart and poor or not?

What kind of punishment do you apply in the class?

### Communication

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<th>Question</th>
<th>Page</th>
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<tbody>
<tr>
<td>How is the communication between the teacher and the student inside the class</td>
<td>7</td>
</tr>
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</table>

Adapted from Descriptive Analysis of Classroom Management Strategies (By Rudiyanto Arief 2014).

#### 3.5. Trustworthiness

Trustworthiness is the study or to verify the accuracy of the data, finding and interpretations (Lincon and Guba, 1985 as cited in cresswell, 1998). In order to verify the accuracy of the data, the researcher had some procedures. The researcher recorded all the result of interview and made in transcribe it. After that, the researcher asked the participant to check again in order to make sure what they had said before true or not and the name of the research participant was pseudonym and then, the data were kept by the researcher herself.
3.6. Technique of Data Analysis

In data analysis of qualitative research there are data entry and storage, segmenting, coding and developing category system, identifying relationship and constructing diagram, tables, matrices and graphs (Christensen and Johnson, 2008).

First of all, on data entry and storage were the process when the researcher asks participants how many English teachers at SMP Negeri 4 Kota Jambi. Next, the researcher did interview by tape-record. After that, segmenting, coding and developing category system, the researcher listened recording carefully in several times to more understanding and make a transcript in this research. Then, researcher read transcript of the data that have made and analyze every line in transcript. Then, identifying relationship, the researcher read all interview transcribe to find out the relationship with them. Finally, the researcher had a plan to construct table to report result. So forth, corroborating and validating result by discussing it with supervisor.
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of English teachers' strategies in managing large class in SMP Negeri 4 Kota Jambi. These chapters are divided into two sections. Part one discussed overview of the research. Part two discussed findings from research questions about English teachers' strategies in managing a large class in SMP Negeri 4 Kota Jambi.

4.1. English Teachers’ Strategies In Managing a Large Class

The interview was done on Friday 27th Januari 2017. The interview was done to all of the participants and was done in English. The researcher developed the interview protocol based on the literature and also from researcher own curiosity about the topic.

The purpose of this qualitative study was to investigate of English teachers’ strategy in managing a large class at SMPN 4 kota jambi. In this study, research question was divided “what are English teachers’ strategies in managing a large classes at SMPN 4 Kota Jambi”. Four participants were interviewed after the distribution of consent form and to ask any questions about this research. From the interview, the data were collected. The general findings were each participant explored their answers about English teachres’ strategies in managing a large class.

Based on Paul and Don 1994, p.505 -511 cited in Rudiyanto, (2014) the researcher grouped questions into three themes that were (1) the organization of
classroom, (2) the rule of classroom and (3) the communication of classroom. Based on Brophy and Good (1989) in Borden (2013:75-78) cited in Rudyanto, (2014) strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routine in classroom and starting on time. Strategies in classroom management rules include six sub-themes, there are; making students disciplined in classroom, making the room attractive, making students enthusiastic in classroom, making grouping discussion for students in classroom, being fair with the students and giving punishment to students in classroom. Strategy in communication include one sub-theme, that is bilingual strategy.

4.1.1. Strategies in Classroom Management Organization

During this stage, there were some strategies used by the participants. They are: lesson plan, the established routine and giving instruction for make students comfortable in classroom

4.1.1.1 Preparing Lesson Plans Before Learning

In classroom management organization, lesson plan is the dominant strategy used by teachers, especially in classroom organization. This term included into sub-themes emerged commonly in the interview data. In lesson plan teachers must have a structure for a lesson. For this sub-themes, the participants mentioned that they had used this strategy this strategy in their learning process. The following findings showed that the participants used lesson plan strategy;

A. “ketika saya melakukan kesalahan pada saat mengajar, saya kembali lagi pada RPP yang saya buat”
   (when i do mistakes on teaching, i come look back RPP again.)
B. “Sampai saat ini saya tidak ada kesalahan, karna saya lihat RPP yang saya buat”
   (until now, there is no mistake, since i refer to the lesson plan i make)

C. “Kalau saya sih menyiapkan segala yang diperlukan sebelum pelajaran dimulai”
   (i still prepare everything necessary before the lesson begins hell)

D. “Kalau saya sih menyiapkan segala yang diperlukan sebelum pelajaran dimulai”
   (i still prepare everything necessary before the lesson begins hell)

From the findings above, it showed that the participants used the lesson plan strategy in classroom management. The researcher described the opinion of the teachers’ they tend to only stock-still to lesson plan, but they do not have a backup when there is a mistake in teaching that does not fit with the lesson plan that they create. Later, in their final statements they tend to be conservative in conveying the materials as well as less use of existing media which make students are less understand and interested with the material.

From the participants’ above, the researcher discussed that these question which focus on the classroom management strategy in English teaching and learning process, the following illustration would showed the detail models of teaching and learning.

4.1.1.2 Making Well Established Routine in Classroom

The established routine becomes the second sub themes in the interview data. The established routine means that teachers created a strategy based on procedures. The established routine strategy plays important role in development of classroom organization because could help teachers’ to be more succesfull in effective learning
environments based on Good and Brophy (1994) cited in Rudiyanto (2014). For this sub-themes, the participants mentioned that they had used this strategy in their learning process. The following findings showed that the participants used established routine:

A. “pertama yang saya lakukan adalah pemyejukan dari dalam dan luar kelas, kedua saya menciptakan suasana belajar yang menyenangkan dan mencoba menyusun materi yang diajarkan membuat siswa antusias dan mudah untuk menjadi mengerti”
(first, is conditioning of both pupils and classroom envirotment inside and outside of classroom. Second, i create a fun learning atmosphere and try to compose the material we teach, make the student enthusiastic and easy to be understand)

From the findings above, it showed that teacher still less in drafting the management classroom strategy, because the teachers’ not only see it from the readiness in general. Such as: the learning environment both within and beyond the classroom, preparing lesson plan, as well as students and teacher. The teachers tend to only the lesson plan and theories which make the learning less creative.

From the participants’ above, the researcher discussed that the students to be active in class is variation the way of teachers to applied students to be active in the class. The researcher thauted making creative would be more suitable model in organizing students to be active in understanding and discussing the topic. The teachers are applying flexible method in order to make the students better in learning. For example, with give students task or excercise outdoor.
4.1.1.3 Giving Instruction for Make Students Comfortable in Classroom

Give instruction becomes the third sub-theme in the interview data. Give instruction means that the teachers’ becomes a leader to the students in the classroom. Furthermore, give instruction strategy plays important role in development of classroom management organization. In this activity teachers must have instruct students to do something in classroom. The following findings showed that the participants used give instruction strategy:

B. “saya membuatnya menjadi fleksibel, jadi tidak ada aturan khusus atau strategi yang saya buat, misalnya ada yang membuat kebisingan saat belajar saya memperingatkan mereka dan meminta mereka untuk tetap diam”  
(I make it flexible, so there is no special rules or strategy that I created, for example, when learning takes place and there are students who make a noise, i warn them and ask them to keep silent)

C. “saya akan meminta siswa untuk menjawab pertanyaan secara bergiliran”  
(i will ask students to answer questions in turn)

D. “menyuruh siswa mencari informasi materi pelajaran dari internet”  
(ask the students to find information on the internert subject matter)

From the findings above, it showed that some instruction like a warn for noise students assignments would made students more enthusiastic in following the lesson and understand the goals which the teacher want to achieve and ask students to be active with answer questions in turn also instruct student to find information of subject matter on internet.

From the participants’ above, the researcher discussed that the teachers are applying flexible method in order to make the students better in learning.
4.1.2. Strategies in Classroom Management Rules

During this stage, there were some strategies used by the participants. They are: making disciplined, making the room attractive, making enthusiastic, making grouping, being fair with the students and punishment;

4.1.2.1 Making Students Disciplined in Classroom

In classroom management rules, making discipline is dominant strategy used by teacher, especially in rules classroom. This term included into sub-theme emerged commonly in the interview data. In students disciplined students must have obey on the rules of the teacher. For this sub-themes, the participants mentioned that they had used this strategy in their learning process. The following findings showed that the participations used making disciplined strategy;

A. “acuan pertama saya adalah discipline dalam berpakaian dan mengikuti pelajaran dengan baik”
   (my first references is discipline, whether it’s clothing and following the lesson well)

C. “masuk kedalam kelas dengan tepat waktu, memeriksa kerapian dan kebersihan kelas”
   (enter in to class on time, check out the neatness and cleanliness class)

D. “saya tidak mengizinkan siswa makan daat belajar dan bercerita saat saya sedang menjelaskan pelajaran”
   (I do not allow students to eat as learn and tell when i’m explaining the lesson)

From the findings above, it showed that the participants used the discipline strategy in their rules classroom activity, it means that the teachers thought that the discipline could help the students becomes aware of their assignments and obligations.
From the participants’ above, the researcher discussed that rule in class is very necessary because as control and guide in learning, so that in learning could be a maximum and conducive at classroom and also made students be responsibility.

4.1.2.2 Making the Room Attractive

Make attractive becomes the second sub theme in the interview data. Make attractive mean that teachers must work to have an attractive and conducive spaces as well as students could appreciate and enjoy as well as creating a clean and comfortable room for them to learn. For this sub-themes, the participants mentioned that they had used this strategy in their learning process. The following findings showed that the participations used making attractive strategy;

A. “untuk membuat siswa tertarik pada pelajaran, saya menggunakan internet sebagai media untuk memberi mereka pengalaman. Misalnya, dalam teks recount akan menggunakan ilustrasi pada pengalaman mereka, seperti perjalanan, dan kegiatan siswa sehari-hari itu akan menjadi titik awal saya untuk membuat siswa menjadi responsif terhadap pelajaran”
(to make the students interested on the lesson, i use internet as media to give them experience. For example, in recount text will using an illustration on students experience, such as trips, and students daily activities. That will be point to make the students responsive toward the lesson)

B. “saya biasanya memberikan reward, misalnya sebelum siswa mengerjakan tugas saya telah memberikan pengumuman, seperti yang melakukan dengan baik akan mendapatkan hadiah”
(i usually give reward for example before students work on the task i previously provides announcements, as whom doing well will get a reward)

C. “saya menggunakan media untuk membuat mereka dapat bereksperimen menjadi lebih mudah untuk memahami . contohnya mereka membuat mini kamus untuk pelajaran vocabulary”
(i use a media to make the able to experiment becomes easier to understand. For example, they make a mini dictionary for vocabulary lesson)
From the findings above, it showed that the participants used making attractive strategy in classroom management rules. In this activity teachers were use media to make the students interested on the lesson and doing this could produce such students to be more creative, innovative and keep them happy would be a lesson that teachers pass.

From the participants’ above, the researcher discussed that students tend to be attractive in following lessons, because using media as tools to teach more make students able to experiment becomes easier to understand.

4.1.2.3 Making Students Enthusiastic in Learning Process

Make enthusiastic becomes the second sub-theme in the interview data. Make enthusiastic means that when an instruction from the teacher to be important in maintaining motivation and student learning, Furthermore, making students’ enthusiastic strategy its’ important to applied in the class because could made students’ more motivated to learn. This strategy is the classic strategy in rules classroom, from the one of the participants used this strategy. The finding showed that the participants had used this strategy;

B. “tidak ada aturan khusus yang dibuat dikelas saya, biasanya saya meminta siswa saya untuk menjadi antusias dalam mengikuti pelajaran saya”
(there is no particular rule i made in my class, i usually ask my students to be enthusiastic in following my lessons)

D. “saya selalu mengatakan waktu pada saat pengumpulan tugas harus tepat pada waktunya. Misalnya, pada saat latihan dikelas waktu yang diberikan sudah ditentukan dari sebelumnya, begitu juga dengan PR”
(make the students responsive the lesson, i always inform the time at the time of collection must task on time. for example, when training class given time already determined them ever, as well as homework)
From the finding above, it showed that both of the participants applied this strategy in their rules classroom, the researcher described the opinion of the participants that the enthusiastic of students was an instruction from the teachers.

From participants’ above, the researcher discussed that the students tend to be enthusiastic in following lessons, because they believe without motivation and support of teachers to students would be not enthusiastic to follow the lesson.

4.1.2.4. Making Grouping Discussion for Students in Learning Process

In classroom management rules, making group discussion is the dominant strategy used by teacher, especially in management rules. Making grouping becomes the fourth sub-theme in the interview data. In group discussion students must have ability in sharing the knowledge or information that they know about togetherness. Fot this sub-themes, the participants mentioned that they had used this strategy in their learning process. The following findings showed that the participants used making group strategy;

A. “saya meminta siswa untuk mengerjakan tugas dalam bentuk diskusi kelompok”
   (i ask the students’ to work on assignments in the discussion)

B. “saya sering membuat grup, saya membagi siswa dalam kategori (cerdas dan kurang) sehingga mereka dapat berkolaborasi untuk belajar bersama”
   (i frequently make groups, i divided the students into categories (smart and poor) so they could colaborated to learn together)

C. “saya akan mengatur posisi tempat duduk anak (menyatukan anatara yang cerds dan yang lemah) agar yang lemah termotivasi untuk belajar lebih giat”
   (i’ll adjust the seat postion students (between smart and weak) so weak students are motivated to study harder)
From the findings above, it showed that the participants used the making grouping strategy in classroom management rules. In this activity students were join together in a study group to facilitate exchange ideas with other students and then students could worked together with their team groups. So, the participants in the research have done this strategy in their process of classroom management rules.

From the participants’ above, the researcher discussed that teachers tries to give they are ultimate capability by using body language to make students understand about what actually they are talking about. It means that the teachers train the students in group and then the researcher discussed a simple summary that is the teachers not only give the lesson but also attention to the students in order that they feel motivated.

4.1.2.5 Being Fair with Students

Being fair with students becomes the fourth sub-theme in the interview data. Being fair with students means as a process, act, and how to understand in classroom learners. Being fair strategy is important to determine the students understanding, as a teacher it is necessary for teaching tto be fair to all ot the students. Do not make differences in them and give the ones that appear a bit disobedientas much respect as teach give thoef who present themselves respectfully all of time. Because they would all love and appreciate teacher for this attitude of being fair to all students. The following findings showed that the participants used this strategy in classroom management rules;
A. ‘saya tidak membedakan kemampuan siswa, saya akan memberikan perhatian kepada siswa yang memiliki kemampuan berbeda’”
( i didn’t differentiated students capabilities, but i give attention to my students who have different capability)

B. “saya tidak membedakan anatara siswa yang memiliki kemampuan tingging dengan kemampuan yang buruk, saya sering mengatur tempat duduk secara acak, saya mengatur tempat duduk mereka ketika mengerjakan tugas didalam kelas sehingga siswa yang cerdas dapat membantu siswa yang lain untuk meningkatkan kemampuan mereka”
(i didn’t differentiate between students who have high capabality with poor capability, instead i set the sitting and often random. I organize their seat when working on assignments in class so that students who ar smart can help other students to increase their ability)

C. “mereka semua bergabung, jika yang cerdas disatukan maka yang lemah akan diam saja”
(all of students join, if smart students unified so the weak students will silent)

D. “khususnya dalam belajar kelompok saya menggabungkan siswa cerdas dan siswa yang lemah”
(especially in the study group i combined the smart students and the weak)

The finding showed that the next issue of unifying the understanding of the different students, teachers must be careful in seeing students ability in order to equalize their perception as well as never distinguish students who are smart and poor, this can improve the lack of creative of teachers in organizing classroom management strategy.

From participants' above, the showed the researcher concluded that some teachers told not differentiate student ability, they give attention to students who are behind in learning, adjust seating position based on the students ability suppose (smart and weak) combined in one group so that they can exchange ideas then, by looking at the end of students academik results.
4.1.2.6 Giving Punishment to Students in Classroom

In classroom management rules, punishment is the strategy used to enforce discipline used by teacher, especially in classroom rules. Punishment becomes the fifth sub-theme in the interview data. The penalty was reasonable but it should be educational. That is the punishment of students come to know/understand about the wrong they have done, without depriving "the limits of humanity." For this sub-themes, the participants mentioned that they had used this strategy in their classroom management process. The followings showed that the participants used punishment strategy:

A. “untuk hukuman saya memberikan tugas didepan kelas”
   (I give a task in front of class until they are able to work on it)

B. “saya memberikan peringatan dengan cara menyuruh siswa mencari kosa kata tersulit”
   (I give warning by having the students look up vocabulary hardest)

From the findings above, it showed that both of the participants applied this strategy in their rules classroom, the researcher described the opinion of the participants that the sanction of teachers was not a physical punishment, but punishment that educate as well as beneficial to students.

Punishment is used not to make students afraid, but punishment is given so that they should not repeat the mistake in the future, and this can make students more enthusiastic in following the lesson and also the punishment is not too hard for the students, it means to educate the students, and in addition they get the same lesson material with other students.
4.1.3 Strategy in Communication Classroom Management

Communication with learner it is the last skill of management. As a teacher, they have to do frequent communication with their learner. It many be either verbal or non verbal communication. In every corner of the classroom, teacher have to capture their attention. It means teacher should keep in touch with their learners as far as they could.

During this stage, there was one strategy that was used by the participants. In general the participants had used same strategies, it was bilingual. The following findings showed that the participants used this strategy in communication classroom management:

A. “komunikasi yang sederhana dan memerintahkan siswa subjek yang lebih baik lagi”
(simple communication and command students to understand the subject better)

B. “saya berbicara menggunakan bahasa inggris, saya harus menerjemahkan bahasa yang tidak dipahami oleh siswa”
(i speak in English, i had to translated the language if the students do not understand)

C. “komunikasi yang saya gunakan didalam kelas simpel kadang menggunakan bahasa inggris pada siswa, kadang juga menggunakan bahasa indonesia jika ada siswa yang belum paham”
(communication that i use in the classroom is simple sometimes using English language and sometimes using Bahasa if there are students who did not understand)

D. “bahasa yang saya gunakan adalah B.indo dan bahasa inggris”
(i use bahasa and English language)

From the findings above, it showed that the participants used the bilingual strategy in communication classroom management activity. Although the participants
didn’t mention directly, but their statement indicated what they have done included in bilingual. The goals in this activity is to help students to be no difficulty in understanding the lessons are delivered in English language.

From the participants’ above, the researcher discussed that these points seem to be important to organize the class, teachers’ statement of the teachers the class use a simple communication. Whereas of the teachers tries to use English for communication, start with from the simple such as asking, ordering and so on.
CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

The purpose of this research was to identify English teachers’ strategies in managing a large class. Based on the result of study, there are some strategies that used by teacher to manage large class. There are organization, rules, and communication. First, strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routine in classroom and giving instruction for make students comfortable in classroom. Second, strategies in classroom management rules include five sub-themes, there are; making students disciplined in classroom, making students enthusiastic in classroom, making grouping discussion for students in classroom, giving punishment to students in classroom. The last is strategy in communication include one sub-theme, that is bilingual strategy.

5.2 Suggestion

Based on conclusion described above, teachers were applied three strategies, there are organization, rules and communication in managing a large class. The researcher gave some suggestions were as follows:

1. The research suggest for teachers should be more creative use strategies of classroom management especially teachers strategies for communication in order to make the learning process is not boring and more interest for
students. Afterwards, for the teacher who did not know which strategies and media or tools that are appropriate to be applied, it could be use those strategies in learning.

2. The readers were suggested to read the findings to widen and broaden their horizon in the theory of classroom management and the decision makers were suggested to read the findings of this study as one of the considerations in making the decision for the policy of the teachers' strategy and classroom management.
REFFERENCES


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https://bagawanabiyasa.wordpress.com/2013/05/29/penilaian-pengukuran-dan-evaluasi/
Dear English teacher,

I am Meria Santy Sibarani (RRA1B212005), one of English Departement Student from Jambi University would like to conduct a research about English Teachers’ Strategies in Managing A Large Class at SMP Negeri 4 Kota Jambi. The purpose of this study are to identify what are English Teachers Strategies in Managing A Large class at SMP Negeri 4 Kota Jambi.

In the study, you will be asked to complete interview. If you are writing to participate in the study, I do appreciate it if you conduct me back by emailing me at meriasantysibarani@gmail.com, text me at my phone number 085210590436. Then, I will give of send you a consent from. Your records will be used for reearch purposes only and all data will be kept confidential. I do appreciate your participation in my study.

Looking forward to hearing from you.

Thank you very much.

Sincerely,

Meria Santy Sibarani
APPENDIX B

INTERVIEW PROTOCOL

English Teachers’ Strategies in Managing A Large Class at

SMP Negeri 4 Kota Jambi

1. Apa jenis strategi classroom management yang ibu fokuskan di kelas?

(What kind of skill of classroom management’s strategy you’re focusing in the class?)

2. Apa aturan yang ibu gunakan dalam proses belajar?

(What rules do you use in the learning process?)

3. Apa yang akan ibu lakukan ketika ibu membuat beberapa kesalahan terhadap strategi pengajaran?

(What will you do when you make some mistakes on teaching strategy?)

4. Bagaimana ibu menyediakan siswa untuk menjadi bertanggung jawab dalam belajar?

(How do you provide the students’ to be responsive to the learning?)

5. Bagaimana ibu melatih siswa untuk lebih aktif di kelas?

(How do you train the students to be active in class?)

6. Bagaimana ibu mengatur perilaku siswa ibu dalam proses pembelajaran bahasa Inggris?
(How do you set your students behavior in English learning process?)

7. Bagaimana komunikasi antara guru dan siswa dalam kelas?

(How is the communication between the teacher and the student inside the class?)

8. Bagaimana ibu menggabungkan pemahaman siswa di kelas?

(How do you combine the students’ understanding in the class?)

9. Bagaimana ibu mengukur perbedaan kemampuan siswa?

(How do you measure the student difference capability?)

10. Apakah ibu membagi siswa yang cerdas dan lemah atau tidak?

(Do you divide the student who is smart and poor or not?)

11. Apa jenis hukuman ibu terapkan di kelas?

(What kind of punishment do you apply in the class?)
APPENDIX C
INFORM CONSENT FORM

Please read this form carefully and tick the relevant boxes beneath. If you have any queries about this form, or the data I will gather please ask me in person or you can contact me through e-mail or mobile phone.

Meria Santy Sibarani:
E-mail: meriasantysibarani@gmail.com
Mobile Phone: 085210590436

I understand that by sign in this form I give my permission for Meria Santy Sibarani to record me speak and use the data obtain in this research project.

☐ Yes ☐ No

I understand that I can ask to listen to the record/read the transcription at anytime, and that if I request any part of the record not to be use, my request will be grant.

☐ Yes ☐ No

I understand that all data transcribe will be anonymis whether or not it is to use in the complete version of this study.

☐ Yes ☐ No

Your Name (please print) ____________________________________________
Your Signature: _____________________________________________________
Signature of researcher: ______________________________________________
Date: __________________________________________________________________

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Good morning, mam!

Selamat pagi.

How are you today?

Fine

Oke mam here I want to interview you, are you ready?

Insyaallah.

Well, okay mam here I want to interview you about your strategy in managing a large class, here I have prepared some questions that I want to ask, we start from the first question. What kind of skill of classroom management’s strategy your focusing in the class?

First you said in classroom management that you focus in the class?
membantu bagi saya sebelum mengajar, karena tanpa pendingin itu akan membuat belajar tidak cukup. Kedua saya menciptakan suasana belajar yang menyenangkan dan mencoba untuk menyusun materi yang kita ajarkan, membuat siswa antusias dan mudah untuk menjadi mengerti, saya pikir manajemen kelas diperlukan karena dapat mengatur kelas sehingga akan berjalan dengan baik ".

My first in classroom management is conditioning of both pupils and classroom environment inside and outside of the classroom, where this step is very helpful for me before teaching, because without conditioning it will make learning insufficient. The second I create a fun learning atmosphere and try to compose the material we teach, make the student enthusiastic and easy to be understand, I think classroom management is necessary because it can organize classes so that it will run well

I: apa aturan yang ibu gunakan dalam proses belajar?
What rules do you use in the learning process?

A: "mengajar bahasa Inggris, aturan yang menjadi acuan pertama saya adalah disiplin, apakah itu pakaian, dan mengikuti pelajaran dengan baik".

"in my class is no basic rules, I create a rule that is more flexible in teaching English, the rules that become my first reference is discipline, whether it's clothing, and following the lessons well”.

I: Apa yang akan ibu lakukan ketika anda membuat beberapa kesalahan terhadap strategi pengajaran?
What will you do when you make some mistakes on teaching strategy?

A: "Hal pertama yang harus dilakukan adalah mendapatkan kembali ke rencana pelajaran, karena ada kesalahan saya datang melihat kembali lagi dengan rencana pelajaran yang saya buat, karena mengandung tujuan yang akan dicapai".
“the first thing to do is getting back to the lesson plan, as there is an error I come look back it again with the lesson plan I have made, because it contains objectives to be achieved”

I : bagaimana ibu menyediakan bertanggung jawab dalam belajar?
How do you provide the student’s to be responsive to the learning?

A : “Untuk membuat siswa tertarik pada pelajaran, saya menggunakan internet sebagai media untuk memberi mereka pengalaman. Misalnya, dalam teks recount akan menggunakan ilustrasi pada pengalaman mereka, seperti perjalanan, dan mahasiswa kegiatan sehari-hari, akan menjadi titik awal saya untuk membuat siswa responsif terhadap pelajaran ”.

to make the students” interested on the lesson, I use internet as media to give them experience. For example, in recount text will using an illustration on their experience, such as trips, and students daily activities, will be my starting point to make the student responsive toward the lesson”.

I : bagaimana ibu melatih siswa untuk lebih aktif didalam kelas?
How do you train the students to be active in class?

A : "Saya meminta siswa untuk mengerjakan tugas dalam bentuk diskusi kelompok, misalnya membahas materi dalam kelompok, sehingga mereka memahami materi dan mampu bekerja sama".

“I ask the student to work on assignments in the discussion, for example discussing the material in group, so they understand the material and able to work together”.

I : bagaimana ibu mengatur perilaku siswa anda dalam proses pembelajaran bahasa inggris?
How do you set your students behaviour in English learning process?

A : “Saya tidak suka ketika siswa saya tidak mengikuti aturan dan mengganggu proses belajar dan saya biasanya memberikan tugas atau latihan outdoor ”.

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“I don’t like when my students not follow my rules and disturb the learning process and I usually give the task or exercise outdoor”.

I : Bagaimana komunikasi antara guru dan siswa dalam kelas?
How is the communication between the teacher and the student inside the class?

A: bahwa Proses di kelas saya adalah komunikasi sederhana dan perintah akan membawa mereka memahami subjek yang lebih baik,
that The processes in my class are simple communication and command will take them understand the subject better.

I : bagaimana ibu menggabungkan pemahaman siswa di kelas?
How do you combine the students’ understanding in the class?

A: "Dalam rangka untuk membuat siswa mengerti, saya menggunakan bahasa tubuh, jika mereka masih tidak mengerti saya tekan itu, saya juga datang ke siswa dari kanan ke pojok kiri untuk memastikan bahwa mereka aktif”.
In order to make student understand, I use body language, if they still do not understand I drill it, I also come to the students from the right to the left corner to make sure that they are active.

I : oke buk, yang selanjutnya bagaimana ibu mengukur perbedaan kemampuan siswa?
Okay mam, for next question, how do you measure the student difference capability?

A: "Saya tidak membedakan kemampuan siswa; tapi saya akan memberikan perhatian kepada siswa saya yang memiliki kemampuan yang berbeda dalam mengikuti pelajaran”.
I don’t differentiated students capabilities; but I will give attention to my students who have different capability in following the lesson.

I : apakah ibu membagi siswa yang cerdas dan yang lemah atau tidak?
Do you divide the student who is smart and poor or not?
A : “Saya tidak dibedakan, siswa memiliki hak yang sama untuk menerima materi, jika saya membedakan mereka nanti akan menimbulkan nakal sosial ”

I dont differentiated, the students have the same right to receive the material, if I distinguish them it will later give rise to social misbehave

I : ya yang terakhir, apa jenis hukuman yang ibu terapkan di dalam kelas?

The last, what kind of punishment do you apply in the class?

A : "Untuk hukuman, saya memberikan tugas, jika siswa tidak dapat melakukan tugas sama sekali; Saya memberikan tugas di depan kelas sampai mereka mampu bekerja di atasnya”

for the punishment, I give a task, if the students cannot do the task at all; I give task in front of the class until they are able to work on it

I : ya baiklah buk terimakasih atas waktu dan kesempatan ibuk, terimakasih untuk semuanya buk telah menjawab pertanyaannya dan telah melakukan sesi interview ini, terimakasih banyak sebelumnya buk.

Oke mam thank you for your time and chance, thank you for everything mam for answering the question and has done this interview session, thanks a lot before mam.

A : oke, iya sama-sama.

Okay, your wellcome.
First participant
Name : B
English teacher : IX (Nine grades)

I (interviewer), B (participant)

I : selamat pagi buk!
   Good morning, mam!
B : selamat pagi.
   Good morning
I : bagaimana kabar ibu hari ini buk?
   How are you today?
B : Alhamdulillah sehat.
   Fine
I : ya, baiklah buk disini saya ingin mewawancarai buk, apakah buk bersedia?
   Oke mam here I want to interview you, are you ready ?
B : Insyaallah.
   Insyaallah.
I : ya baiklah buk disini saya ingin mewawancarai buk tentang bagaimana strategi yang digunakan dalam mengatur ruang kelas khususnya kelas besar, disini saya telah menyiapkan beberapa pertanyaan yang ingin saya tanyakan, baiklah kita mulai dari pertanyaan yang pertama, apa strategi yang classroom management yang ibu fokuskan didalam kelas?
   Well, okay mam here I want to interview you about your strategy in managing a large class, here I have prepared some questions that I want to ask, we start from the first question. What kind of skill of classroom management’s strategy your focusing in the class?
Manajemen strategi kelas sesuai dengan kelas saya, jadi saya membuatnya fleksibel, tidak ada aturan khusus atau strategi yang saya buat. Seperti yang saya lihat dari perilaku siswa di sekolah ini yang cenderung nakal. Misalnya, ketika belajar berlangsung dan ada siswa yang membuat kebisingan, saya memperingatkan mereka dan meminta mereka untuk tetap diam.

a class strategy management in line with my class, so I make it flexible, there are no special rules or strategy that I created. As I see it from the behavior of the students in these schools who tends to be naughty. For example, when learning takes place and there are students who make a noise, I warn them and ask them to keep silent.

apa aturan yang ibu gunakan dalam proses belajar?

What rules do you use in the learning process?

"Tidak ada aturan khusus yang dibuat di kelas saya, biasanya saya meminta siswa saya untuk menjadi antusias dalam mengikuti pelajaran saya".

"There is no particular rule I created in my class, I usually ask my students to be enthusiastic in following my lessons".

Apa yang akan ibu lakukan ketika anda membuat beberapa kesalahan terhadap strategi pengajaran?

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

"Sampai saat ini, tidak ada kesalahan, karena saya lihat RPP yang saya buat, tidak akan ada kesempatan untuk melakukan kesalahan". Pernyataan ketiga baik dari guru akan kembali ke rencana pelajaran ketika mereka melakukan kesalahan dalam manajemen kelas mereka"

"“Until now, there is no mistake, since I refer to the lesson plan I make, there will be no chances to make a mistake”. The third statement both of the teacher will be going back to the lesson plan when they make mistake in their classroom management"

bagaimana ibu menyediakan bertanggung jawab dalam belajar?

How do you provide the student’s to be responsive to the learning?
B: "saya biasanya memberikan reward. Misalnya, sebelum siswa mengerjakan tugas, saya sebelumnya disediakan pengumuman, seperti yang melakukan dengan baik akan mendapatkan hadiah.

“I usually give reward. For example, before students work on the tasks, I previously provides announcements, as whom doing well will get a reward”.

I: bagaimana ibu melatih siswa untuk lebih aktif didalam kelas?

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

B: "Siswa memiliki kelemahan pada fokus tata bahasa saya memiliki dua cara untuk membuat mereka aktif di kelas saya dengan menerapkan bor berulang kali.”

“the students have a weakness on the grammar focus I have two ways to make them active in my class by applying drill repeatedly.”

I: bagaimana ibu mengatur perilaku siswa anda dalam proses pembelajaran bahasa inggris?

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

B: “Tidak ada aturan di kelas saya yang penting adalah bahwa siswa biasanya mengikuti kelas saya aktif”.

“There is no rule in my class the important thing is that the students usually follow my class actively”.

I: Bagaimana komunikasi antara guru dan siswa dalam kelas?

How is the communication between the teacher and the student inside the class?

B: “ketika saya berbicara dalam bahasa Inggris, siswa saya biasanya tidak mengerti, jika itu terjadi saya harus menerjemahkannya, tapi biasanya saya menggunakan bahasa Inggris agar mereka terbiasa untuk”

when I speak in English, my students usually do not understand, if it happens I have to translate it, but usually I use English in order for them to get used to

I: bagimana ibu menggabungkan pemahaman siswa di kelas?

How do you combine the students’ understanding in the class?
B: "Saya sering membuat kelompok. Saya membagi siswa ke dalam kategori (cerdas dan standar) sehingga mereka dapat berkolaborasi untuk belajar bersama-sama di masing-masing kelompok".

*I frequently make groups. I divide the students into categories (smart and poor) so that they can collaborate to learn together in each group*

I: oke buk, yang selanjutnya bagaimana ibu mengukur perbedaan kemampuan siswa?

Okay mam, next question, how do you measure the student difference capability?

B: "Saya tidak membedakan antara siswa yang memiliki kemampuan tinggi dengan kemampuan yang buruk, bukan saya mengatur duduk dan sering acak. Aku mengatur tempat duduk mereka ketika bekerja di tugas di kelas sehingga siswa yang cerdas dapat membantu siswa lain untuk meningkatkan kemampuan mereka"

*I don't differentiate between students who have high capability with poor capability, instead I set the sitting and often random. I organize their seat when working on assignments in class so that students who are smart can help other students to increase their ability*

I: apakah ibu membagi siswa yang cerdas dan yang lemah atau tidak?

Do you divide the student who is smart and poor or not?

B: "Para siswa yang kemampuan yang baik dan rendah dalam belajar tidak dipisahkan, saya secara acak mengatur tempat duduk mereka antara mahasiswa kemampuan cerdas dan rendah"

*The students who are good and low capability in learning are not being separated, I randomly set their seat between smart and low capability students*

I: ya yang terakhir, apa jenis hukuman yang ibu terapkan di dalam kelas?

The last, what kind of punishment do you apply in the class?

B: "Untuk hukuman yang saya berikan adalah peringatan dan mencari kata Inggris yang sulit karena begitu banyak siswa don "t memahami kata baru."
Dan untuk mencari makna dalam kamus dan menemukan kata-kata yang sulit"

*For the punishment that I give is warning and looking difficult English word because so many students don”t understand new word. And order to search for the meanings in the dictionary and find for the difficult words*

I : ya baiklah buk terimakasih atas waktu dan kesempatan ibuk, terimakasih untuk semuanya buk telah menjawab pertanyaannya dan telah melakukan sesi interview ini, terimakasih banyak sebelumnya buk.

Oke mam thank you for your time and chance, thank you for everything mam for answering the question and has done this interview session, thanks a lot before mam.

B : oke, iya sama-sama.

Okay, your wellcome.
Recording Transcription

First participant
Name: C
English teacher: IX (Nine grades)

I (interviewer), C (participant)

I: selamat pagi buk!
Good morning, mam!

C: selamat pagi.
Good morning

I: bagaimana kabar ibu hari ini buk?
How are you today?

C: sehat.
Fine

I: ya, baiklah buk disini saya ingin mewawancarai ibuk, apakah ibuk bersedia?
Oke mam here I want to interview you, are you ready?

C: Iya
Yes

I: ya baiklah buk disini saya ingin mewawancarai ibuk tentang bagaimana strategi yang digunakan dalam mengatur ruang kelas khususnya kelas besar, disini saya telah menyiapkan beberapa pertanyaan yang ingin saya tanyakan, baiklah kita mulai dari pertanyaan yang pertama, apa strategi yang classroom management yang ibu fokuskan didalam kelas?
Well, okay mam here I want to interview you about your strategy in managing a large class, here I have prepared some questions that I want to ask, we start from the first question. What kind of skill of classroom management’s strategy your focusing in the class?
C: “Jenis strategy yang saya fokuskan didalam kelas yaitu, masuk kedalam kelas tepat waktu, memeriksa kerapian dan kebersihan kelas dan juga mengatur posisi duduk siswa”.
This type of strategy which I have focused in the classroom that is, enter into class on time, check out the neatness and cleanliness class and also regulate student sitting position

I: apa aturan yang ibu gunakan dalam proses belajar?
What rules do you use in the learning process?

C: “kalau saya sih menyiapkan segala yang diperlukan sebelum pelajaran dimulai saja sih”.
“I still prepare everything necessary before the lesson begins hell”

I: Apa yang akan ibu lakukan ketika anda membuat beberapa kesalahan terhadap strategi pengajaran?
What will you do when you make some mistakes on teaching strategy?

C: “jika hal itu terjadi saya akan merefleksikan diri dan memperbaiki strategi pembelajaran untuk yang akan datang”
"if it happens I would reflect on themselves and improve learning strategies for the upcoming"

I: bagaimana ibu menyediakan bertanggung jawab dalam belajar?
How do you provide the student’s to be responsive to the learning?

C: “saya menggunakan media untuk membuat mereka dapat bereksperimen menjadi lebih mudah untuk memahami. For example, mereka membuat mini kamus untuk pelajaran vocabulary mereka. I think this activity can make the student responsive toward the lesson dan juga pengumpulan tugas pada tepat waktu”
"I use the media to make them able to experiment becomes easier to understand. For example, they make a mini dictionary for vocabulary lesson them. I think this activity can the make the student responsive toward the lesson and also be ontime collected the task "

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I: bagaimana ibu melatih siswa untuk lebih aktif didalam kelas?

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

C: “biasanya saya melatih siswa mencari materi pelajaran dari buku paket yang mereka pinjam dari perpustakaan dan juga internet”

“The students have a weakness on the grammar focus I have two ways to make them active in my class by applying drill repeatedly.”

I: bagaimana ibu mengatur perilaku siswa anda dalam proses pembelajaran bahasa inggris?

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

C: “saya akan mengatur posisi tempat duduk anak (menyatukan antara yang cerdas dan lemah, agar yang lemah termotivasi untuk belajar lebih giat.

'I'll adjust the seat position children (unite intelligent and weak, so weak are motivated to study harder.

I: Bagaimana komunikasi antara guru dan siswa dalam kelas?

How is the communication between the teacher and the student inside the class?

C: “komunikasi yang saya gunakan didalam kelas simple kadang menggunakan bahasa inggris pada siswa, kadang juga menggunakan bahasa indonesia jika ada siswa yang belum paham”

communication that I use in the classroom simple sometimes using English language to students, sometimes also using Indonesian language if there are students who do not understand

I: bagaimana ibu menggabungkan pemahaman siswa di kelas?

How do you combine the students’ understanding in the class?

C: “saya akan meminta siswa untuk menjawab pertanyaan secara bergiliran.

I will ask students to answer questions in turn

I: oke buk, yang selanjutnya bagaimana ibu mengukur perbedaan kemampuan siswa?

Okay mam, for next question, how do you measure the student difference capability?
C: “saya akan melihat hasil belajar siswa melalui latihan soal-soal ulangan harian dan ulangan semester”

(I’ll see the results of student learning through practice questions daily tests and repeat the semester)

I: apakah ibu membagi siswa yang cerdas dan yang lemah atau tidak?
Do you divide the student who is smart and poor or not?

C: “tidak mereka semua bergabung, jika yang cerdas disatukan yang lemah akan diam saja”
no, they all join, if intelligent unified the weak will say anything

I: ya yang terakhir , apa jenis hukuman yang ibu terapkan di dalam kelas?
The last, what kind of punishment do you apply in the class?

C: “tidak ada hukuman yang wajib. Tergantung dengan kesalahan siswa”
(No punishment was mandatory. Depending on the students 'mistakes)

I: ya baiklah buk terimakasih atas waktu dan kesempatan ibuk, terimakasih untuk semuanya buk telah menjawab pertanyaannya dan telah melakukan sesi interview ini, terimakasih banyak sebelumnya buk.

Oke mam thank you for your time and chance, thank you for everything mam for answering the question and has done this interview session, thanks a lot before mam.

C: oke, iya sama-sama.
Okay, your wellcome.
**Recording Transcription**

**First participant**

Name : D  
English teacher : IX (Nine grades)

I (interviewer), D (participant)

I : selamat pagi buk!
Good morning, mam!

D : selamat pagi.
Good morning

I : bagaimana kabar ibu hari ini buk?
How are you today?

D : Alhamdulillah sehat.

I : ya, baiklah buk disini saya ingin mewawancarai ibuk, apakah ibuk bersedia?
Oke mam here I want to interview you, are you ready?

D : Yess

I : ya baiklah buk disini saya ingin mewawancarai ibuk tentang bagaimana strategi yang digunakan dalam mengatur ruang kelas khususnya kelas besar, disini saya telah menyiapkan beberapa pertanyaan yang ingin saya tanyakan, baiklah kita mulai dari pertanyaan yang pertama, apa strategi yang classroom management yang ibu fokuskan didalam kelas?

Well, okay mam here I want to interview you about your strategy in managing a large class, here I have prepared some questions that I want to ask, we start from the first question. What kind of skill of classroom management’s strategy your focusing in the class?

D : “strategy yang saya fokuskan didalam kelas adalah saya datang dengan tepat waktu kedalam kelas, serta mengatur posisi duduk siswa”.

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which I have focused strategy in the classroom is that I came on time to class, as well as organizing student sitting position

I : apa aturan yang ibu gunakan dalam proses belajar?

What rules do you use in the learning process?

D : “aturan yang saya biasakan didalam kelas, saya tidak mengizinkan siswa makan saat belajar dan bercerita saat saya sedang menjelaskan pelajaran.

“rules that I feel in the classroom, I do not allow students to eat as learn and tell when I'm explaining the lesson”

I : Apa yang akan ibu lakukan ketika anda membuat beberapa kesalahan terhadap strategi pengajaran?

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

D : “jawaban saya serupa dengan ibu nelly, yang akan saya lakukan juga merefleksikan diri dan memperbaiki strategi pengajaran untuk masa tang akan datang”

“My answer is similar to mother nelly, I would do well to reflect themselves and improve teaching strategies for the future of pliers will come.”

I : bagaimana ibu menyediakan bertanggung jawab dalam belajar?

How do you provide the student’s to be responsive to the learning?

D : “saya selalu mengatakan waktu pada saat pengumpulan tugas harus tepat pada waktunya. Misalnya pada saat latihan dikelas waktu yang diberikan sudah ditentukan dari sebelumnya, begitu juga dengan PR.

“Make the students responsive the lesson, I always say the time at the time of collection must task on time. For example, when training class given time already determined than ever, as well as homework.”

I : bagaimana ibu melatih siswa untuk lebih aktif didalam kelas?

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

D : “menyuruh siswa mencari informasi materi pelajaran dari internet.

"Asks the students to find information on the Internet subject matter”

I : bagaimana ibu mengatur perilaku siswa anda dalam proses pembelajaran bahasa inggris?
How do you set your students behaviour in English learning process?

D: “biasanya saya mengatur posisi duduk anak”
“I usually set the students sitting position”

I: Bagaimana komunikasi antara guru dan siswa dalam kelas?
How is the communication between the teacher and the student inside the class?

D: “bahasa yang saya gunakan indonesia dan inggris. 
(I use Indonesian language and English.language)

I: bagimana ibu menggabungkan pemahaman siswa di kelas?
How do you combine the students’ understanding in the class?

D: “meminta siswa untuk menjawab pertanyaan secara bergiliran (siswa yang cerdas dan siswa yang lemah”).
(Asks students to answer questions in turns (very good student and a weak student)

I: oke buk, yang selanjutnya bagaimana ibu mengukur perbedaan kemampuan siswa?
Okay mam, for next question, how do you measure the student difference capability?

D: “melihat dari hasil akhir nilai siswa tersebut selama belajar, begitu cara saya mengukurnya”.
(view of the final result of the students' grades during the study, that's how I measure it)

I: apakah ibu membagi siswa yang cerdas dan yang lemah atau tidak?
Do you divide the student who is smart and poor or not?

D: “iya, khususnya salam belajar kelompok. Saya menggabungkan yg cerdas dan yang lemah”
(yes, especially in the study group. I combined the smart and the weak)

I: ya yang terakhir , apa jenis hukuman yang a ibu terapkan di dalam kelas?
The last, what kind of punishment do you apply in the class?
“tidak ada hukuman yang khusus, tergantung pada kesalahan yang dilakukan siswa”
(There is no specific penalty, depending on the mistakes made by the students’)

I: ya baiklah buk terimakasih atas waktu dan kesempatan ibuk, terimakasih untuk semuanya buk telah menjawab pertanyaannya dan telah melakukan sesi interview ini, terimakasih banyak sebelumnya buk.

Oke mam thank you for your time and chance, thank you for everything mam for answering the question and has done this interview session, thanks a lot before mam.

D: oke, iya sama-sama.

Okay, your welcome.