

**ENGLISH ROLE TEACHER IN MANAGING THE CLASSROOM**

**THESIS**

**Submitted by:**

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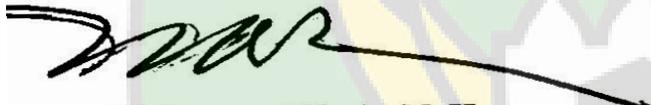
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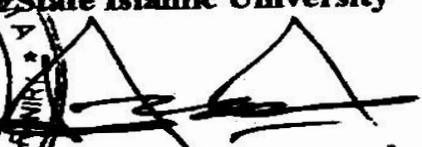
  
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## ABSTRACT

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*Keyword : English Teacher, Teacher roles, Managing Classroom*

The aim of this study is to find out the roles teachers use in teaching English and managing the classroom. This study used qualitative method. The framework of teacher's roles as promoted by Harmer (2001 & 2007), as follow : controller, organizer, assesor, prompter, participant, resource, tutor, observer, and facilitator. The instrument used were observation, interview, and questionnaire. The result shows that teachers only employed roles like controller, organizer, participant, prompter, and facilitator. The first teacher implemented the controller, prompter, facilitator and resourcer. Meanwhile, the second teacher implemented controller, organizer, participant and tutor. The most frequent roles that used by the two teachers are controller, prompter, and facilitator. The finding of this study showed that teachers did not use observer and assesor as stated by Harmer for active learning classroom. Beside, they also did not fulfill the need of the classroom management such as seating arrangement. It is recomended that we have to look at English teacher role in managing the classroom with the another point of view.

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Sitting on the bench in my house, I reflected that my dream to complete my study and this thesis is hardly to come true unless I have received strength, health and capability from Allah. Therefore, I would like to thank Allah the Almighty for everything. Greeting and praying are also present to Prophet Muhammad *shallallahu 'alaihiwasallam* who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

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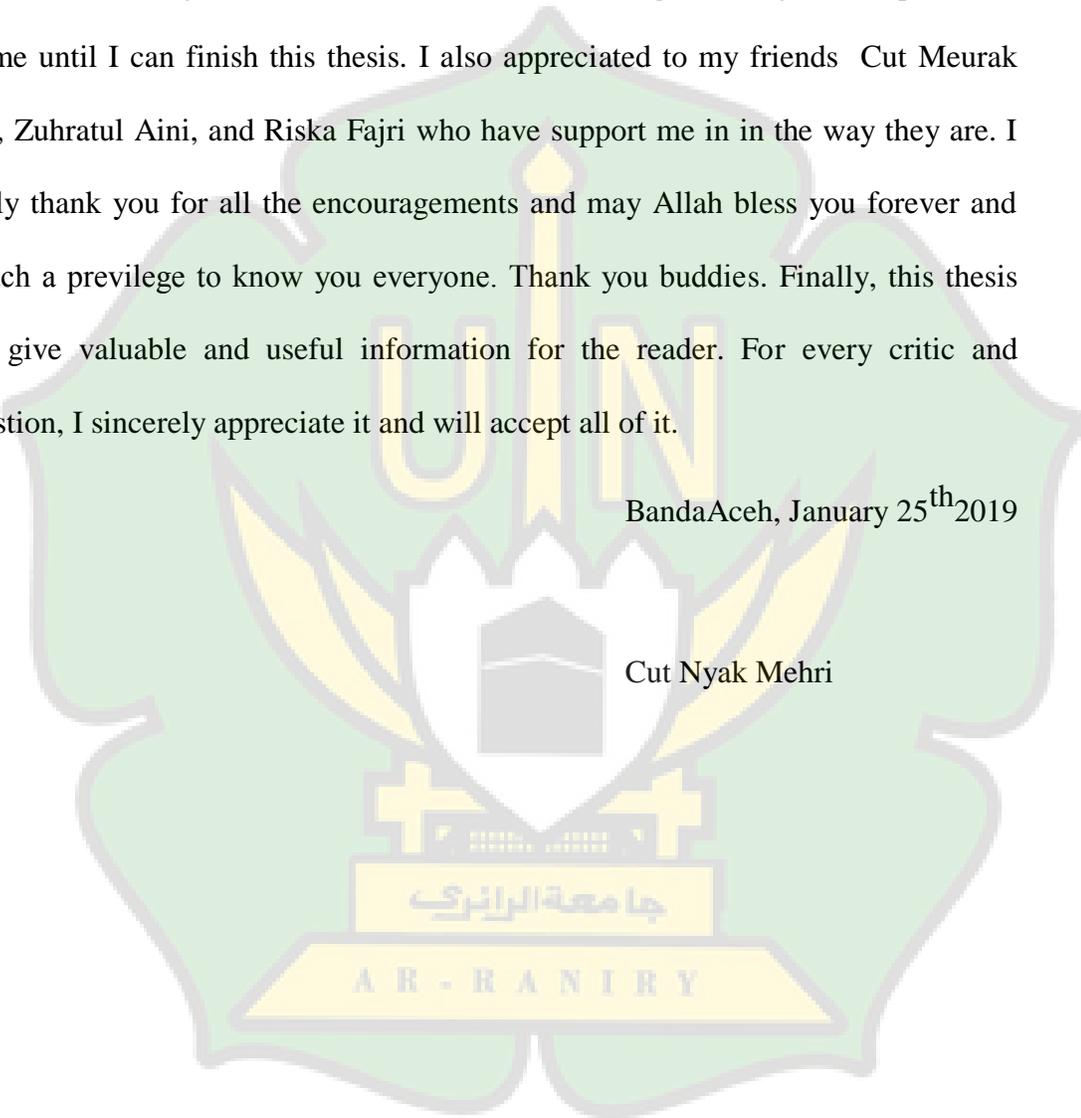
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## TABLE OF CONTENTS

<b>ACKNOLEDGMENT</b> .....	<b>i</b>
<b>TABLE OF CONTENTS</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>CHAPTER I : INRODUCTION</b>	
A. Background of Study.....	1
B. Research Question.....	5
C. Aim of the Study.....	5
D. Significance of Study.....	5
E. Terminology.....	6
<b>CHAPTER II : REVIEW OF LITERATURE</b>	
A. English Teacher.....	10
B. Teacher Role.....	11
C. Classrom Management.....	19
D. Factors for Effective Classroom Management.....	22
E. Importance of Classroom Management.....	25
<b>CHAPTER II : RESEARCH METHODOLOGY</b>	
A. Research Location.....	27
B. Research Design.....	27
C. Participant.....	28
D. Data collection.....	29
E. Data Analisys.....	31
<b>CHAPTER IV : RESULT &amp; DISCUSSION</b>	
A. Research Result.....	32
B. Result of Observation.....	33
C. Result of Interview.....	39
D. Result of Questionnaire.....	46

**CHAPTER : CONCLUSSION & SUGGESTION**

A. Conclussion.....63  
B. Suggestion.....64

**REFERENCE** .....65

**AUTOBIOGRAPHY**

**APPENDICES**



## **CHAPTER I**

### **INTRODUCTION**

The discussion of this chapter focusses on background of study, research question, significant of the study, and terminology.

#### **A. Background of Study**

Teacher is the most important element in educational program. According to Harmer (2001), in term of teaching, teacher can be consider as actor since the teachers plays on the stage or the gardener who plant and watch them grow. Therefore, the teacher has alot of influences on students achievement, performarncce and their students success. Futhermore, the student's improvement depends on the ability of teacher carries out a role during the learning process, a role used by teacher should be fully considered.

Since classroom are complex social and cultural settings with multiple events occuring simultaneously, classroom management is considered to be key to effective teaching. Because of it, teaching is a complex effort which required teachers not only be effective in delivering the instruction but also control the classroom activity. Effective classroom management has been characterized as the process of establishing, maintaining, and restoring the classroom enviroment in an effective way for teaching learning. According to Romi Lewis & Roache (2013) effective

classroom is refers to all actions taken by teacher to create an effective classroom atmosphere where students could be highly engaged in lesson.

As stated by Everston & Neal (2006), considering to the fact that goals of education on the part of students have change dramatically in the current era and cognitive theories have been influential on education, educational settings have stronger orientations toward students centered learning environments. In students centered learning, the teacher should not perform more active than students. Therefore, facilitator, tutor, or controller should be one of roles that acted by the teacher in the classroom. This is supported by a research that is conducted by Riana, et.al (2015), the aim of the study is to determine and describe the role in the classroom; the teachers guide the students, give students freewill to raise an oppinion in the classroom.

Teacher's roles is very necessary in the success of classroom management implementation. The involvement of teacher in learning process tend to deliver success in the learner. As supported by Mulyasa (2013) , the success students is determine by the strategy undertaken by teacher. Therefore, a teacher is not only required to teach but to facilitate the students. in addition, to support the learning process, the teacher needs to maintain a comfrot atmosphere to help students feel less anxious in improving skill and sense of excitement in learning. So, with implemeted roles, the teachers is would also managed the classroom well.

In general, the aspect of human life requires the application of management aspect in order to achieve the successof life. Management itself has a wideperspectiveof human life that includingmanagesself-schedule, planning, manage the time, etc. In school, management also plays an important role in teaching learning process, because school need teachers as leaders to have a vision for improving quality and learning outcomes.

At school, classroom management is an important element of pre-service teacher training and in-service teacher behavior (Emmer & Stough, 2001) and is comprised of three central components: maximized allocation of time for instruction, arrangement of instructional activities to maximize academic engagement and achievement, and proactive behavior management practices (Sugai & Horner, 2002). So, it could be said that, to make the class went as the teacher wished, the teacher has to concern on classroom management.

Early research on classroom management employed either descriptive or correlational methods and highlighted practiced that was use by Kounin & Obradovick (1967) stated that each teacher has their own way to control the class. It means that they can create different classroom management. Besides, in teaching learning process the teachers should be interested and attractive with his or her students. Teacher also has to provided a comfortable situation in the class to involve the classroom activity comfortably.

In teaching English, the teacher should not only focus on the way to deliver the materials but also prepared the technique to manage the students in the classroom. Many teachers prepared great lesson but they couldn't manage their classes, so that they couldn't deliver the knowledge well to their students. A good classroom management will present ideal situation in teaching learning process. It often related with classroom behavior of students in positive and negative behaviors, and it will affect the students' academic performance and learning ability.

Furthermore, all students are expected to have a good achievement in the learning process, and good teaching learning process would achieved if the teacher provided a good role in managed the classroom. To manage the class, the teachers have to consider to the number of students in classroom. Because the number of students also affects an effective

teaching learning process in languages classroom, then it depended on teacher strategies to manage the students.

There are a lot of strategy that teacher can applies to controlling the students activity, therefore, one of the most important strategy is acted by teacher is the role as the controller. The teachers should act such as control students discipline in assumption that teachers have a great deal of power over their students, organize the learning group where the various group are entails different types of contribution from the students.

Based on the writerexperiences, teachers face problems in controlling the student'sactivity: discomfort while explained the lesson, dismiss in controllingindividual attention, dicipline, andnegative behaviour of the students. Teacher feel uncomfort because the class is crowded, and it is very hard for teacher to control every single student in the class. The teachers cannot give individual attention because they have to focus ontoo many students. Because of that, teacher has to have a variety role in managing the classroom.

Relating to the problem above, the writer was interested to investigating and finding some essential concepts, which known by effective rolethat help teacher to managed classroom effectively and efficiently, so that's why the researcher conduct a research entitled "*English Teacher Role in Managing the Classroom*".

## **B. Research Question**

1. What roles did English teachers applied in teaching learning process?
2. How does the students responses about their English teacher roles in managing the class?

## **C. Aim of The Study**

“The aim of this study is to revealing English teacher roles in managing classroom, and it’s also aim to find out how the student’s responses of their teachers role in managing classroom.”

#### **D. Significance of the Study**

The writer hoped that this study will be useful for teaching learning in classroom and enable student to learn English. Then, the writer hoped that students would be more cooperative with teachers and learning well while teaching learning process is going on. For teacher, the writer hoped this study will be more effective to teach and manage students in class, in order to reach target of teaching as teacher want. Finally, the writer hoped the school with good management teachers could produce good graduate because good school can be visible from the alumni of the school.

#### **E. Terminology**

There are several items used in this thesis, in order to make the readers understand the term more easily. The writer presented the explanation of them based on simple language as following:

##### **1. Teacher Role**

Teacher plays vital roles in the life of the students in their classroom, teacher is best known for the role of educating the students that are placed in their care. Beyond that, teacher has to serve many other roles in the classroom. Teachers set the tone of their classroom, build a warm environment, mentor and nurture students, become role models, and look for sign of trouble.

Based on Myra Pollack Sadker (2009) as an effective teacher has five proportions:

1. Teacher committed to students and their learning.
2. Teacher should know the subject and how to teach the subject to the students.
3. Teacher are responsible for managing and monitoring the student learning

4. Teacher thinks systematically about their practice and learns from experience.
5. Teacher is members of learning communities.

Based on Myra Pollack Sadker statement above, the main roles of a teacher are the teacher should care, teach and manage well the students in class. The one system of teacher role goal is to influence students' interest in teaching and learning, because classroom is a place where the closest interaction between the students and teachers take place.

Therefore, it conclude that the main role of teacher in classroom is to facilitate the students in case to connect the old and new information of knowledge and the students will be easier and understand the knowledge correctly.

## 2. Classroom Management

Classroom can be defined as a room where the classes are thought in school, college, or university. A classroom is a learning space, a room in which both children and adult learn about things. Classroom are founded in educational institutions of all kinds, from preschools to universities and may also found in other places where education or training is provided, such as corporations, religious and humanitarian organization. The classroom attempts to provide a space where learning can take place, uninterrupted by outside distraction. Classroom in this thesis means place at school where teaching learning activity is going on. In classroom, there are two main basic components in it, its teachers and students.

Students need to be in classrooms that inspire them to learn comfortably. Each room will have a variety of spacious classroom settings. Some will be more traditional, others might be set up outside or within an atrium or in the large places. There might be desk, cushion, benches arranged in rows or circle. Each classroom will be set up based on what necessary to meet learning objective (Rita Pin Ahrens).

According to Jarolimec, J classroom means “confidence building place where children grow in their competence as human being. So it can be said that classroom is a place that children need to influence their confidence and learn something that useful for them.

Smith (2000) stated that management is the complex set of plan and action that teachers use to ensure the learning in the effective and efficient. In addition, Brain Haley (2004) stated that classroom management is a term to use by many teachers to describe the process of ensuring the classroom lessons run smoothly despite disruptive behavior by students. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems is the students negative behavior and less discipline.

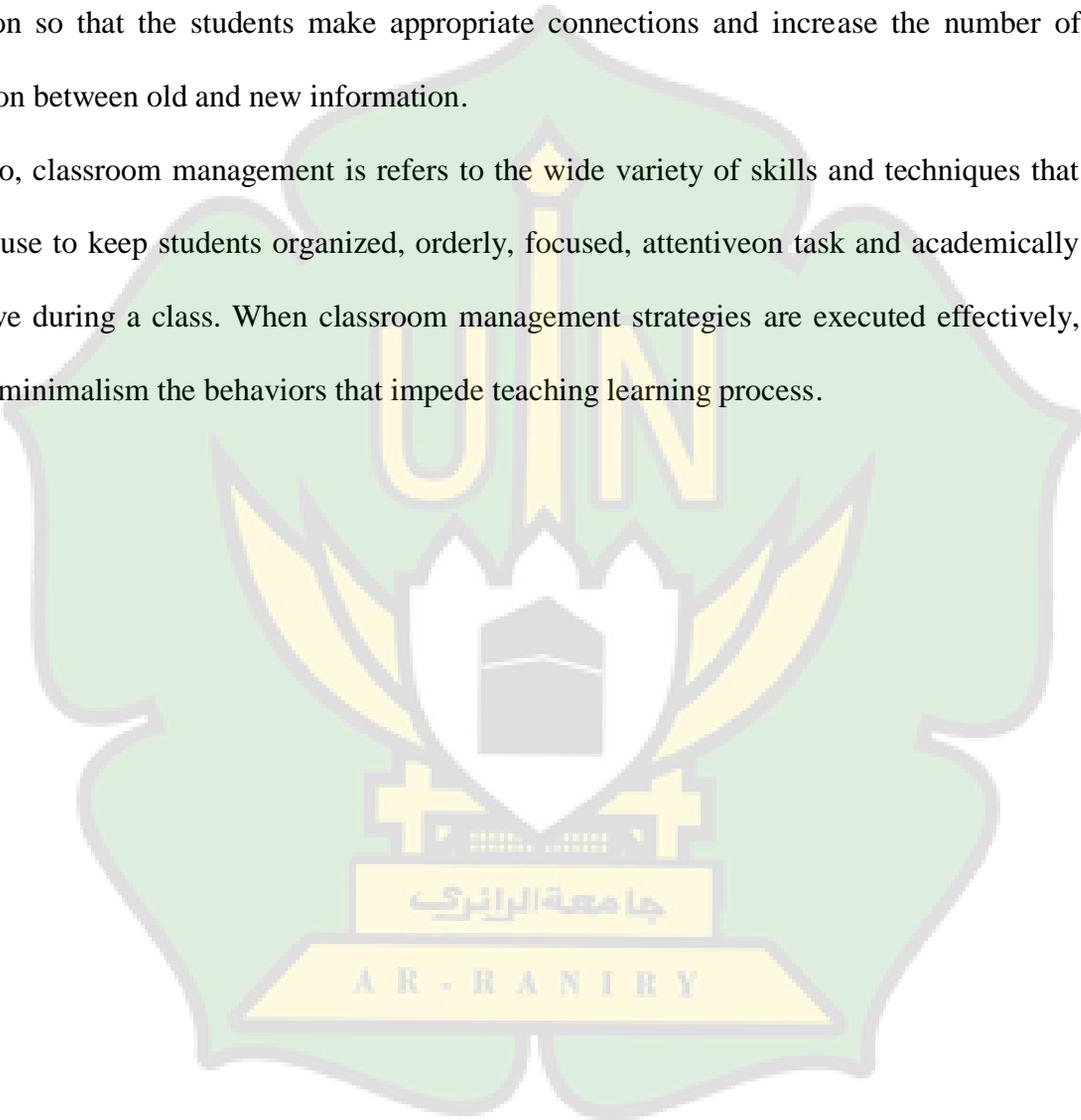
In the other hand, management can be defined as the way that is an instructor applies principles in planning, acting, controlling and evaluating. The problem of classroom management has long recognized as complex, as we know that classroom management is one of the most controversial areas education and the main source of stress among educators. Teacher is the one that who take control of class and make the class more efficient to learn. The ways teacher teach and the strategy that teacher use in class is the most important thing in teaching learning process.

Many classroom management texts wrongly suggest that the goal of behavior management is to get students to desist and to correct them. Actually, classroom management works generally focuses on positive replacement behaviors, this means that teacher is encouraged to develop positive rules and procedures and to developed positive short and long term goals for students. The ultimate goal of any management system is not to push the students, but to assist the student in becoming effective self-managers or self-controller (Darcy Miller: 1998).

According to Cortis (1977) stated that, in general, classroom management might be said that teacher would be expected as a minimum part of their role to have adequate

knowledge of their subject matter, to know something of how children learn and develop and to be able to devise appropriate learning/teaching experiences in the light of these two considerations”. In addition, Wiseman, Knight, Crooner (2005) stated that the teacher goals in the classroom is to facilitate construction of meaningful representations by arranging instruction so that the students make appropriate connections and increase the number of connection between old and new information.

So, classroom management is refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive on task and academically productive during a class. When classroom management strategies are executed effectively, teachers minimalism the behaviors that impede teaching learning process.



## CHAPTER II

### LITERATURE REVIEW

As explained in the background of research in chapter 1, this research aimed to find out roles that teachers applied in managing the classroom during teaching and learning process. Therefore, this chapter presents about English Teacher's roles in managing classroom.

#### A. English Teacher

Teacher has responsible for helping students to acquire knowledge in the implementation of educational process. In learning process, to enhance the quality of learning, the students are required to understand the culture of the target language, not only the vowels and consonants of its language. It is how the learner make sense of the world with group of people who are fluent in the same language.

Language learning is a complex process. A language teacher is expected to have a specific characteristics to reach national education goal. According to Pettis (1997), there are three characteristics of effective language teacher. The first characteristic is an effective teacher needs to be principle enough to lead and has deep knowledge of the subject taught. Second professional needs of an effective language teacher like confidence, the way teacher communicate with the students, need to be improved over the time and develop during his/ her teaching. The last character is a

teacher need to be dedicated to her professional improvement. In addition, according to Undang-Undang Republik Indonesia (2003), a teacher is a professional educator who in charge of planning, and implementing the learning process, assessing learning outcomes, mentoring, training the students and making a contributions to society. Since an educator faces the rapidly changing needs of students, teacher is required to have competency to meet all the purpose of learning.

According to Uniantari (2017) a highly competent teacher capable of creating a good atmosphere in teaching learning process and genuinely increasing students participaton in the classroom. In anothe hand, a competent teacher seizes every oportunity to encourage learning, believing that all students can learn. Hence, it is an important element that a teacher should develop. From her perspective, competency is a set of skill, ability of delivering knowledge and way an educator set define behavior in order to meet the learning and education purpose. Meanwhile, Hakim (2015) stated that a factor in success or failure of an educator is related to personal trait because it shows the level of professionalism according to the teacher's field and it what competence is all about.

## **B. Teachers Role**

Teacher is a profesional person who is capable of imparting knowledge that will help students to improve, identify and acquire skills that will be used to face the challenges in life. Teacher also provides to the learners the knowledge,skills and

values that improve development. The teacher is the person who is capable of creating behavioural change in term of cognitive, psychomotor as well as affective domain (Mbise 2008). Teachers is also known for its role to educated students in certain area of knowledge, teachers is easily recognize as the person who stand in front of class, and explain the subject on board.

Most people were defined that teacher is a person who roled as standing in front of class and explain the lesson to students. Infact, teachers have other roles to become a good teacher, the another roles that teachers should apply in classroom is such as a manager, facilitator, counselor, a role model, a controller, participant and a human resource in learning activity.

1. As the manager

Different management theorists have identified roles of managers in different ways. According to Fayol (1949) stated that a manager is a co-coordinator of various resources through the functions of planning, organizing, commanding and controlling. Farhad Analoi (1995) Stated that teachers at all levels are also managers, some trained others not, yet they are expected to manage the most difficult and arguably the most demanding of professions – teaching.

In short, Teachers' role as a manager is an imperative role in managing a class, a teacher has to plan well in advance regarding handling the classes within the

setting time; it implies that experienced teachers can manage the time effectively. Perfect classroom management will lead to success of teaching-learning methods and it is also implies that the styles of managing learning situations largely determine the effectiveness of teachers as managers,

## 2. As facilitator

Facilitator is a guide or discussion leader. The process of facilitation is a way of providing leadership from the students to get responsibility to take a lead. According Rani (2016), stated that as a facilitator, teachers have to direct and support students in learning as a self-explorer. Teachers should develop best learning environment, which reflects the students' life in societal, intellectual and linguistic occurrences. As a facilitator, a teacher should lay a strong foundation for their personal growth.

Adapted from M.Schwarz (1994), he stated that facilitator is “A person who is acceptable to all group members, substantively neutral, and has no decision-making authority who helps a group improve the way it identifies and solve problem and make decision”. In addition, Bens (2000) stated that facilitator is “One who contributes structure and process to interactions so groups are able to function effectively and make high-quality decisions. A helper whose has goal to support others to achieve exceptional performance. So, it can be said that as a facilitator, teachers direct to support students in learning process, teachers should developed best

learning environment that reflect the students intellectual, and societal life, the teachers is also should lay a strong foundation for students personal growth. It is also implies that with become to be a facilitator, teachers can create an active learning and invited the entire students in class to participate in lesson.

### 3. As a counselor

Myers (1995) said, “Counseling means a relationship between two persons in which one person provides special assistance to the other”. Counselor is a person who counsel, one who advise students regarding educational and occupational alternative, and personal problem, a counsellor gives wise advice to people or students to make wise choices and solve their educational and personal problem.

Teachers should keep in their mind that they should possess some socially acceptable qualities and characters in life while imparting and inculcating education and knowledge to the young students or children because they are the imitators of their ideal teacher. On the other hand, a teacher has the ability to bind the students and understand their feelings and emotions. The teacher who can communicate on their level and have compassion on his students in their times of need is a good teachers.

#### 4. As the role model

A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like. According to social learning theory, Bandura (1986) stated that human behavior is transmitted largely through exposure to role models. Lashley & Barron (2006) said that teachers identified by students as models in an educational context that play a particularly important role in students' learning processes. In addition, Good & Brophy (1998) said, "Teachers are especially the modeling of attitude, expectations, and behavior. This is partly because theory and research on systematic modeling appear to have implications for classroom management."

Based on the expert opinion above, it can be concluded that as the role models for their students, teachers have to be able to inspire their students in the teaching learning process with being inspiring; students will be more comfortable learning the lesson because they learn with the person they admired. Then for teachers, they should become a good role model to their students in the classroom.

#### 5. As learner

Teacher is the one who cannot stop learning, it means that teachers should be a continuous learner. According to Mc.Namara (2010), continuous learning is not about continually taking a course, it's about developing skills in reflect

and inquiry, it is about learning how to learn. So that your life and work experiences become your own learning lab: it is obvious that those who engage in professional development share a common purpose of enhancing their ability to do their work more efficiently.” Teaching and learning is continuous process wherein roles of teachers may differ with the moving generations.

However, we find many changes in the education system, but the roles of teachers will remain the same but with slight changes. The teacher’s job is to convince the student that education fulfills the needs and learning in the classroom. A teacher has to think from the learner perspective before she plans to interact with the students. When a teacher plans with the learner perspective and start teaching, students can receive the information without any hesitation. Then, from the learner’s perspective, teacher will be more understand how to handle and created creative and active environment in classroom.

#### 6. As human resources

Human resource according to Armstrong (2000) “is a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the organization’s key resource – the people who work in and for it”. Olaniyonu, Adekoya and Gbenu (2008) stated that the educational standards set up for the school

must have been challenging to meet the needs of the students and the society. This implies that what should be the basic of educational standards are the challenges outside and within the school system upon which the teacher as a human resource has an incomparable role to play.

So, the teachers as a human resource have an incomparable role with the technological things. A competent teacher facilitates the students to learning of the required knowledge content and the ability to apply the knowledge to the types of situations familiar in classrooms and textbooks.

In addition, Harmer (2001) divided teacher's role into nine items. The first role is controller, this role occurs when teacher acts as controller, teacher takes the roll by calling out the student's name, tell the students things, organized drills, read aloud, and in various other ways. The second role is organizer, this role is acts when teacher is giving the students information, telling them how they are going to do activity, putting them into pairs or group, or closing things down when it's time to stop. The third roles is teacher as assessor, this role occurs when the teacher offering feedback and correction or grading students in various way.

The fourth roles is prompter, this role occurs when the teacher only watches the students to solve problem by themselves, teacher only have to help them in slightly supportive way and encourage them to think creatively rather than telling the students what to do directly. The fifth role is teacher acts as the participant, this role

occurs when the teacher takes part in student's discussion, a group making activity, and role play. The sixth role is teacher as resources, this role occurs when teacher is explaining something to the students, and the teacher acts as resource for the student after they try to solve the problem by looking at dictionary or looking out by themselves but couldn't find the answer. At this moment, teacher offers information that student ask and need.

The seventh role is teacher as tutor, this role is combining roles of prompter and resource, act as tutor when teacher staying briefly with particular group or individual, after sort of general guidance that have described by teacher at the beginning of class. The eighth role is teacher as the observer, this role is occurs when teacher giving the students such the useful feedback, having judgment of how far the successful of the material being carried out in the activity they took in the lesson, so they can see if there any improvement, even a change in the future is necessary.

The ninth role is as a facilitator, this role is occurs when a particular kind of teacher share some of leadership skill with the students, rather than take the control of everything that goes in the classroom, teacher gave the students learn on their own but also take the responsibility for that learning through the use of group work and pair work by acting as more of a resource than a transmitter of knowledge.

### **C. Classroom Management**

According to the definition of oxford dictionary, classroom is a room in which a class of pupils or students taught. Poole & Evertson (2013) also stated that classroom is complex social and cultural settings with multiple events occurring simultaneously. Classroom is a learning space, a room in which both children and adults learn. It may found in educational institution of all kinds, from preschools to universities, and in many other places where education or trained is provided, such as corporations and religious and humanitarian organizations. In short, classroom is a place or room that attempts to provide a space where learning can take place uninterrupted by outside distractions, and need a teacher to managed all the student's needs, management of classrooms is also have being an effective way for all students.

Lawrence Appley stated that management is a unique and distinctive process consisting actions of planning, organizing, and mobilization and controlling performed to determine the direction and achieve predetermined objectives with human resources and other resources. Koontz (2010) also stated that management is the art of getting things done through others and with formally organize groups. Furthermore Massie (1987) reported that management is defined as the process by which cooperative groups directs action towards common goals.

Based on the opinions of expert above, it can be conclude that management is the ability to plan, organize, monitor and direct individual. It also means that the management is also a person who has the executive abilities to lead a group through hardships, to reach the purpose or goals and vision. For teachers, they have to get the knowledge of management because it would be need when they entering to classroom, so they can manage the classroom well.

Classroom management is term to describe the process of ensuring that classroom lesson going well. The term is also implies the prevention of disruptive behavior. Whatever the situation in classroom teacher has to deal with it, which is why teacher have to master in classroom management. Teacher will face many situations in classroom that sometimes disturb teaching learning process and teacher has to find the way to solve student's misbehavior in classroom.

There is a lot of definition about classroom management. Schmidt and Hariman (2005) state, "classroom management refers to orchestration of classroom life, planning curriculum, organizing procedures, and resources, arranging the environment to maximize efficiency, monitoring students' progress, anticipating potential problem. Everything the teacher does in classroom has implications for classroom management, including creating the setting, decorating the room, arranging the tables and chairs, speaking to students and handling their responses, developing rules, and communicating those rules to the students to be an effective classroom management.

Kizlik (2009) explain an effective classroom management is central to teaching and required common sense, consistency, a sense of fairness, and courage. These skills also require that teacher understands in more than one way the psychological and developmental level of his/her students. The teachers should control good interaction between teacher and students and good interaction among students themselves. Teachers should know the level of their student's ability, behavior, and have a good respect to the others students. All of them are a part of an effective classroom management. Brophy (1986) defines classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning.

In addition, Emmer and Everston (2000) stated that effective classroom management consist of teacher behaviors that produce high level of student involvement in classroom activities, minimal amounts of students behavior that infers with teacher's or other students' work, and efficient use of instructional time. In the other word, the teacher can reduce the student's misbehavior; control the students learning activity, and use time effectively and appropriately. Therefore, teacher should provide the good and comfortable situation for the students before their learning the lessons, because the situation of learning is a main thing that should be concern by the teachers.

Based on the previous definition of classroom management, the researcher puts forward two important things about classroom management as follow:

- a. Classroom management is the way to the teacher to set up and manage the classroom and its contents.
- b. The way to set up classroom management is different from one class to another class, because it emphasized on the students need that class and the classrooms condition and situations.

#### **D. Factors For Effective Classroom Management**

Effective classroom management is a requirement to attain effective education. It sets the stage for learning. Without it, classrooms are disorganized, chaotic, and very little academic learning can apply by teachers. The goal of learning can be achieve through the help of the teachers who are the key persons in shaping quality of education.

Dodge, Rudick and Colker (2009) mention that learning environment, the use and organization of the space in the classroom, the daily schedule and routines and the social and emotional atmosphere meet students' developmental needs. They make students feel safe and comfortable and have a feeling of belongingness. As a result, they are help to become independent and confident learners.

Armin Luistro, articulated that the students are the core of the educative process and must need effective and efficient teachers and school administrators in promoting good quality education. This implies that students need teachers' guidance and supervision in the classroom in achieving their goals. Teachers have to consider issues such as students' backgrounds, interests and the most suitable teaching

methods. Teachers should also provide best learning environment such as a warm, cooperative, relaxed atmosphere and suitable materials for the students so that they can easily acquire the topic. Ching-Ching (1998) he states that without strong classroom management, it is very difficult for students to thrive academically and socially in a non-stimulating environment.

Effective environment classroom management is being to implement and maintain classroom discipline in an effective manner. To create an effective classroom management there is some of aspect that help teachers to maintain the students discipline and management, there are such:

- a. Teacher should make the rules, it is important to have a basic set of rules for students to follow; these regulations will help teachers maintain classroom management and discipline. The rules do not have to be anything advanced; they can be as simple as making sure that all students adhere to timely attendance and making sure that every students knows the consequences of missing or late assignments.
- b. Create an expectation. If the students know what teachers want from them, they are more likely to exhibit the type of behavior teachers want. Start out the day with explaining what teachers expect from students and how they are should be to behave. Teachers should be detailed and positive.
- c. Teachers have to make sure the students aware of the rules: Every school has its own disciplinary rules that students should be expected to flow. Make sure

that the students are aware of the rules and the consequences if the rules are not followed by them.

- d. The rule is obtaining the parents' agreement: Student's parents should also be aware of the management techniques that teachers are implementing in the classroom. The teachers should ask parents to go over these rules with the students at home so that everyone is on the same page, and the students know that, their parents expect this behavior from them as well.
- e. Teacher should review the rules regularly; the thing with children is that teachers need to be consistent. Remind the students regularly about the rules and expectations for their behavior to aid in proper classroom management. Ask them if they have any questions and allow them to voice their opinions.

In short, an effective classroom management is depended on teachers, because teachers is the only person in classroom that should be aware and applied the things that necessary need when teaching learning in on process. Teachers should be aware that behavior problems could keep out students from experiencing the benefits of a productive classroom.

Decisions that teachers make before the beginning of school regarding how the classroom will operate and how students will interact with others during the school year are critical for a positive learning environment. These decisions will have far-reaching implications for the success of the year. Putting together a cohesive plan, rather than reacting to interruptive situations allows time for the teacher to respond

thoughtfully when problems arise. Having time to think about a plan first establishes a foundation for values and beliefs about working with children and allows teachers to create a satisfying learning environment.

### **E. Importance of Classroom Management**

There is some importance of classroom management:

- a. It engages students: Students who are engaged in lessons and the learning material will be able to register the information better and be able to apply their knowledge when it comes to test taking.
- b. It keeps students prepared: When teachers and students are prepared to learn, lessons and learning will be easier and the results will be more effective.
- c. It boosts confidence: In an effective classroom, teachers are able to give more attention to each student and structure lesson plans to meet certain needs. All of these factors will help in boosting the confidence of students.

Perumal (2015) found in his study that improving student's relationship with teacher has important, positive and long lasting implications for both students' academic and social development. The finding also revealed that students who have close, positive and supportive relationships with their teacher would attain higher levels of achievement than those students with more conflict in their relationships would. In addition, Wolk (2003) suggests that teachers had to win their students'

hearts while getting inside their students. Teachers should establish strong relationship with their students so that meaningful learning will be appearing. These mean that when teachers communicate with each student, it instantly sends a message. Looking into the eyes of the students may tell the teachers what students need and if they do not understand the lesson, teachers will know it immediately. It is also one of the strategies to avoid disruptive behavior in the classroom.

On the other hand, Teachers practice and see the importance of lay down clear classroom rule, discipline, and they practice being friendly, optimistic and open-minded to ease the burden of classroom management. All of teachers have institutionalized some practices in directing their students guided by the use of various sets of rules and procedures inside the classroom. Most of the problems encountered by the teachers on classroom management centered on the misbehavior of the students. Therefore, the teachers should be knowledge how to handle the student's behavior with some effective rules. It can conclude that, the importance of management classroom is teachers and students will be more cooperative inside or outside of class, and that treatment can be the way to knowledge and improving students discipline in the classroom. Than with makes the rules, the relationship between teachers and students will be effective.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the methodology of this research, which cover the research location, research design, research participant, data collection technique and data analysis.

#### A. Research Location

This research is took place at SMAS Bina Bangsa. The school was established in 1993, and it is located Jl. Bandara SIM, Aceh Besar. It was establish in 1993. This school have six classes, 1 laboratorium room, 57 field of study and 21 teachers.

#### B. Research Design

In this study, the writer used qualitative method. According to Creswell (2014) stated that qualitative research is an approach used for exploring and understanding the meaning of individual or groups involves emerging question and procedures, data typically collected in the participants setting, data analysis inductively building from particular to general themes, and researcher making interpretation the meaning of the data.

The focus of this research is to investigate and identify the teacher's role in managing classroom. This research using descriptive analysis. The writer gained the

data using observation classroom, semi structured interview and distributed the questionnaire to the students.

### **C. Participants**

Sowel (2001) states, a population refers to a group that has one or more characteristics in common, such as middle school students, first-born children, freshmen at a university, or teachers in school. Meanwhile, Arikunto (2010) said that population is the entire group of entities or a person to whom the result of a study are intended to apply. Therefore, the population of this study are the teachers and students at SMAS Bina Bangsa, Aceh Besar.

The writer used purposive sampling as the technique of selecting the sample. According to Griffee (2012) purposive sampling is a technique based on certain consideration or criteria. Candar and Sahin (2013) stated purposive sampling is a technique of taking sample not based on random, regional or strata, but it is based on the existence of consideration that focused on a particular purpose. In addition, Kuntjojo (2009) stated that purposive sampling is the way in selecting the sample based on the specified criteria that specified by the researcher.

The sample of this study were two English teachers, and X, XI grade students. Each class consists of 15 students. The writer selected them because the writer wants to know specifically the roles that acted by English teacher in that school. In order

to gain the data, the writer observed the teacher in the classroom, then interviewed them, and gave some questioner to the students to get more detail information.

#### **D. Data Collection**

Data collection is a process to collect the primary data for doing the research. In order to gather the data, observations, interviewed and questionnaires used by the writer.

##### **1. Observations**

Data of this research is obtained through observation of teachers' roles during learning process which is supported by video recording. The respondents were observed, video recorded, during the teaching learning process. Each teacher was observed twice to obtain reliable and valid data. The writer adopted the roles teachers used stated by Harmer (2001) to observe and investigate the teachers.

##### **2. Interview**

Interview is one of the techniques to get the information in understanding the subject generally. The interview is used to investigate the truth of the subject. The researcher interviewed the teachers by 10 questions to get detailed information that related to the role of teachers in managing the classroom. In this study, the researcher conducted a semi-structured interview because it starts with a general question of the topic.

### 3. Questionnaires

Hariwijatya and Djailani (2009) explained that questionnaire is a technique of collecting data by using list of questions to answer by the respondent. Abidin (2012) stated that questionnaire has three types, namely; open-ended questionnaire, close-ended questionnaire, and structured questionnaire. In this study, the questionnaire items given to the participants in form of close-ended questionnaire in which the researcher provided a checklist column for the participants to choose. Furthermore, the questionnaires given to the 20 students, and contained 20 questions for the students. It is necessary for the participants to write their opinion freely to answer the questions the participants should choose the answer and gave their own perception.

The questionnaires were adapted from Michalekova (2017) and Bradford (2000). There were 20 questions used to gain specific information from student's responses about their teacher roles. The questionnaires items given to the students provide four alternative answers, namely; (a) strongly agree, (b) agree, (c) disagree, and (d) strongly disagree. The writer guided and gave directions to the students.

## E. Data Analysis

In analyzing the data, the writer use description method to analyze the interview and distribute the questionnaire to the students in order to find out the data and information about English teachers role in managing classroom. The first step is the writer came to the class and observes the teachers in 2 times, then after class is over, the writer gave explanation about the purpose of the questionnaire and gave the explanation to the students of how to answer the questionnaire. Then, the writer asked the students to answer the questionnaires for about 15 minutes.

After the students read the statement of the questionnaire, they just needed to choose one of the alternative answers from strongly agree to strongly disagree and gave a column. After that, the researcher gave some questions to interview the English teachers. The formula used was to calculate percentage of the student's responses of their English teacher role in managing the classroom

The data from questionnaire analyzed by using the following formula:

$$P = \frac{f}{n} \times 100$$

Where,

P = percentage

n = Number of sample

f = Frequency

100 = Constant value

## CHAPTER IV

### RESULT AND DISCUSSIONS

This chapter discussed about the research findings based on the data gained from the observation, interviewed and questionnaire which was supported by video and audio recording.

#### A. Research Result

The first step in the analyzing the data was collected data from observation sheet, video recording, interview, and questionnaire. This involved observing the teacher, check listed the observation sheet, video recorded, questionnaire, and the interviewed.

To find out the roles used by teachers during the teaching learning process, the observation classroom were conducted. The observation sheet regarding to teacher's role adopted from Harmer (2001 & 2007) theory. The observation was supported by video recording, it is used to avoid misunderstanding, to promote a richer data, and enable researcher to recheck the data. Another instrument is the interview : the interview is used to find out teachers competency in classroom management, and the questionnaire handed out to students to find out the corelational

opinion between teacher roles and the students respond or feeling when the teacher was teaching.

The object of this study was two English teachers who teach first and second grade at SMAS BINA BANGSA, Aceh Besar. The first observation was conducted on 4th and 5th December 2018. While, the second observation was conducted on 10th and 11th Desember. Each teacher was observed twice in a week, and all the material given by teachers was different.

### **B. Result of Observation**

The second step of data analysis is, the writer reduced the data to find out what roles are used by the teachers in teaching learning process in class. This step is began with data reduction, it aims to provide teachers roles that used during teaching process. The writer use two tables in observed the teacher's role and management classroom, it is to make the writer easier in analyzing the data of observations sheet. In order to reduce the data, the writer needed to recheck the video recording to obtain valid information of teachers activity in the classroom.

Teacher's Role	Description of role	First Teacher		Second teacher	
		Yes	No	Yes	No
Controller	Teachers takes the roll	√		√	
	Teachers tells students things	√		√	
	Teacher organized drills	√		√	
	Teacher read aloud	√		√	
Organizer	Teacher give students information			√	
	Teachers tells students how they are going to do activity			√	
	Teachers put the students into pairs or group				
	Teachers closes things				

	or the material when its time to stop				
Assesor	Teachers offers feedback and correction or guiding students in various way,				
Propmter	Teachers watch the students to solve the problem by themselves	√			
	Teachers only helps students in a slightly supportive way	√			
Participant	Teachers take part in students disscussion, a group making activity, and a role play			√	
Tutor	Teachers goes around class staying briefly with particular group or individual, after sort of general guidance that			√	

	have discribe.				
Observer	Teachers give students such useful feedback, having judgement of how far the successfull of the material being carried out				
Facilitator	Teachers lets students take control of their learning process : guide and assist students in learning for themselves ; picking apart ideas, forming their own thought about them, and owning material through self exploration and dialogue				

	Teachers facilitate students by providing resource and support learners.	√			
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**Table 4.1 The Observation List Of Roles That Teachers Used.**

Classroom management sheet	Firts Teacher		Second Teacher	
	Yes	No	Yes	No
Teachers checking student's attention	√		√	
Teacher checking students dicipline such as uniform, shoes, hair and so on			√	
Setting students seating arrangement				
Calming the class when its being noisy and disruptive	√			
Make the rules and punish the students if they are beyond the rule				

The table showed that the two teachers who handled X grades which writer call with 'first teacher (AM)' and and the teacher who handled XI grade which writer called with "second teacher (RZ)" did not apply the whole roles that is stated by Harmer ( 2001 & 2007) in teaching process. The first class teacher (AM) only applied

controller, resources, and facilitator roles. The second (RZ) teacher used controller, organizer, tutor and participant out of eight roles. In term of teaching material, the first teacher teach about describing text, unfortunately the students could not catch up all the material given by the teachers, Hence she recalled her students memory by giving many vocabulary to memorized. Meanwhile, according to the second teacher, he taught about the factual report text but the writer found that students still confused about the given material because of report text the teachers explained unclear.

Then, in the observation list of classroom management, the two teachers checked the students attention before starts the class, then the writer found that the first teacher made rule as describing above, and the second teacher did not make the rule to controll students behavior. In addition, the writer found that first teacher was checking either the students did their homework or not, and she asked them to correct their homework in pairs, unfortunately they didn't comperhended all the given material because they haven't done any of excersice.

In conclusion, the two teachers were using the same roles. The first one used to acted as a controller, resourcer, prompter, and facilitator. Teacher gave effective clue which helped students to solve their problem when they do not find the way to solve the problem. Apparently, the way teacher behave was corespond with prompter role stated by Harmer (2001) which describes the teacher watch the students to solve their problem by themselves and helps them slight supportive ways; let them think

creatively rather than telling them what to do directly. It also seemed that first teacher tried to managed her class effectively with a good management classroom.

The second teacher acted as the controller, organizer and the participant in the classroom. He set the students into a small group and went to each group, made sure that his students understood the text he gave to discussed. He would stay and re-explain the lesson and the task to particular group. Further, the way he behaved correspond with the tutor role, Harmer (2001 & 2007) stated that teacher went around the class staying briefly with particular group or individual, after sortly general guidance.

### **C. Result of Interview**

Another instrument used in this research was interview. Interview used in order to gain the information about the roles they think need to implement in the classroom. The interview section have been applied by asking the two teachers in natural setting, where they willingly spoke out their mind without limits. The writer recorded the interviewees' and note the opinion with an audio recorder before transcribing them. Each interviewee spent more than 11 minute to response the questions and instructions from the interviewer. The writer interviewed two teacher by using bahasa and then writer tranlated into english.

Based on the result of the interview with English teachers in the teachers room, regarding the roles they applied in managing classroom as the follow :

1. Base on your perception, what is the role of teacher in classroom?

**First Teacher (AM) :**

*“ in my perception, the role of a teacher in the classroom is to motivate students to learn and get the knowlege intently. When the students did not understand the lesson, there is the function role of facilitator. The teacher should guide the students to be more active in learning. Talking about roles, sometimes I gave the students assigment to do immediately, and there I acted as the guidace, I monitoring my students to worked as my instructions, and if there were any unclear questioner I explained to them particularry. So that, the teacher should guided and monitored the students intensively.*

**Second teacher (RZ)**

*“In my oppinion,teacher in the classroom should attractive and created the comfort situation to started learning, and about the role that should applied by the teachers is depended on the situation in classroom. Sometimes I applied the guide role and resources roles to my students.* جامعة الزاوية

In conclusion, when answering the first questions, first teachers and the second teachers have different oppinion about the role that should applied by teachers in classroom. Fisrt teacher would like to applied role as the motivator, and as the facilitator, meanwhile that the second teacher is aplyed the role as guides and resource for his students.

2. Does the classroom management is important for you? If yes/no why?

**First teacher (AM)**

*“Yes, classroom management is important for me, because if we as teacher cannot manage the classroom as well, the lesson will not be as effective as we wants. In managing classroom, the teacher should be aware of the students character, there are many characters of the students in the classroom, with a good classroom management, students will get the same attention to catch the material.*

**Second teacher (RZ)**

*“Sure, classroom management is one of the very important element in teaching learning process, because with management classroom the students can get the information as well as teacher wants to transfers to them. Classroom management is also implies that the teacher should be improve their skill in managing the students behaviour in classroom.it such as disruptive students, calming the class when it being noisy and so on.*

Based on the answer that two teachers above, both of teachers have agreed that the classroom management is an important element in teaching, first teacher said that she is assumed that with a good classroom management, students will get the same attentions and it will be more efisienst for teaching. Meanwhile, according to the second teacher, he is assumed that with good management classroom, teachers can improve their skill in managing students behaviour in classroom.

3. Base on your experiences as teacher, did you created the classroom rules before you start learning?

**First teacher (AM)**

*“ well, yes. Actually there is not before I started teaching in classroom, I create the classroom rules is at first semester that i teach, so the rules is for example; if my students wants to go out or take permission, they have to raise their hand and permit to me first. Then if they are break the rules they have to take the responsibility because of that.*

**Second teacher (RZ)**

*“ yes, before I entering the classroom, I make some rules, such as the students cannot wear an another attribute unless the school attribute, it was such as hat, neckless ( for boys) etc.*

In short, both of teachers created the classroom rules before they started teaching, but the first teacher prefer to created the rule to maintain the students behavioural, discipline where the second teachers is prefer to the created the rules of the uniform and attribute things that used to beyond by students.

4. How does your students response about the classroom rules?

**First teacher (AM)**

*“ well, as long is good, but sometimes there are some students who looking for attention, but I think thats not very significant, because i can handle it.”*

**Second teacher (RZ)**

*“ i think with implemeting these rules, they will be more dicipline in wearing school attribute and it will be good for them, then since i am implementing these rules, none of the students beyond this rules. So that also mean that the students agree about the rule that we have made.*

Based on the both teachers statement, the writer concluded that the student's response is good about the rules, it goes like what teachers want even sometimes there are some students who tracking attentions, but then, teachers still can handle it.

5. Do you punish your students when they are against the classroom rules?

**First Teacher (AM)**

*“ yes, ofcourse, because before I made the punishment, I dissussed it first with the students, so after all the members of students agreed about the punishment that will take if they are against the rules, I implemented it to them.*

### **Second Teacher (RZ)**

*“yes, I will gave them the punishment if they are againts the rules, the pusionishment was such as cleaning the toilet, and gave some vacabularry to memorize immediately, and many more, but then I will appreciated them which follow the rules that we had made.*

From the statement above, the writer concluded that both of teachers gave the punishment to the students if they are against the rule that had made. That the punishment is also the way teachers teach dicipline to their students.

6. Based on your perception, how did an effective teacher manage classroom.

### **First teacher (AM)**

*“ base on my perception,being an effective teacher in managing classroom is, first of all, as the teacher we have to know the methods that invited the students to enjoy their lesson,such as applying games, it not is just focussed about the lesson but how we made the game being a lessonary games,I think with games, the students will be more attractive and active in teaching learning process, the methods that I used to applied to engaged my students is such as number head teaching, and trhowing ball. I did not use grouping methods is because its a bit hard to created a group in my English class, it because the students will be very noisy when sitting in a group.*

**Second teacher (RZ)**

*“ for me, being an effective teachers dealing with the situation in classroom,it including the students controll and many things that we have to deal with. Becoming an effective teacher is a biggest challenge for me,an effective teacher have to pull all the students attention to attrack them willing to learn. A good teacher did not just have to master in the lesson material but its also about the relation with students.*

Based on the both statement, both teachers have different point of view to being an effective teachers. Where the first teacher is prefer to choose the best methods to applied in classroom, and choosing individual attraction from the students being very important to her, while the second teacher is foccused to says that the situation or enviroment of classroom is depend on what strategies that he will used to controlling the students. so, the researcher can conclude that first teachers managing classroom with the applying strategies to reach the goal of the lesson, and the second teacher will entering to the classroom first then look about the situation and then applying what strategies that match with that classroom situation.

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## D. Result of Questionnaire

The questionnaires gave by the writer to the students to know their perception after learning English with their teachers. The researcher provided a close-ended questionnaire, which consisted of twenty questions. The researcher asked the students to choose one of available answer.

### 1. students perception's about learning English at their school

Statement	Option	Frequency	Percentage
I like learning English in my school	Strongly Agree	0	0
	Agree	10	33,4 %
	Disagree	15	50 %
	Strongly Disgree	5	16,6 %
Total		30	100%

From the table above, it showed that 15 students or 50 % disagreed that they like learning English in school. It means that most of the students disagreed that they like learning English in their school. The writer concluded that the students does not have the motivation to learn English in their school.

### 2. The students Learning perception's of their English teachers

Statement	Option	Frequency	Percentage
I like learning English in my school	Strongly Agree	0	0
	Agree	10	33,4 %
	Disagree	15	50 %
	Strongly Disgree	5	16,6 %
Total		30	100%

From the table above, it endorsed students perception is they enjoyed learning English, and 66, 6% of them disagreed with the statement. It means that almost 80% students did not enjoy in learning English. The atmosphere of classroom activities probably caused by their friends did not learn English seriously or the teachers cannot take the students attentions in learning.

### 3. Students perception's of the way teacher teach

Statement	Option	Frequency	Percentage
My teacher always have a good way in teaching the lesson	Strongly Agree	4	13,3 %
	Agree	12	40 %
	Disagree	14	46,7 %
	Strongly Disagree	0	0
Total		30	100%

From the table above, we could see that 16 students (53,3%) agreed with the statement that their teachers always have a good way in teaching the lesson, it could concluded that most of students agree that the teachers always have a good way in teaching English lesson.

### 4. students perception's about teachers motivated to learning English

Statement	Option	Frequency	Percentage
My teacher always give me motivation before learning	Strongly Agree	0	0
	Agree	5	16,6 %
	Disagree	5	16,6 %
	Strongly Disagree	20	66,8 %
Total		30	100%

Based on the table above, there are more than half of the students agreed (83, 3%) that English teacher's doesnt give them motivation before they learning. It can

concluded that the students just learning as usual without any motivation support from their teachers.

### 5. Students perception's of teachers guidances

Statement	Option	Frequency	Percentage
Learning English is easy with guideness from my teacher	Strongly Agree	0	0
	Agree	8	26,7 %
	Disagree	7	23,3 %
	Strongly Disagree	15	50 %
Total		30	100%

The table above endorsed students' statement if learning English is easy by guideness by their teacher, and 73% of students disagreed with the statement. It means that almost half of the students did not feel that learning English is not easy even by the guideness from their teachers. It could be seen from the answer of the students, probably the teachers do not give the students enough explanation or unclear explanation when teaching learning is on process.

### 6. Students perception about teacher encouraged independence and creativity while teaching

Statement	Option	Frequency	Percentage
My teacher encourage students independence and creativity while learning	Strongly Agree	2	6,7 %
	Agree	10	33,3 %
	Disagree	10	33,3 %
	Strongly Disagree	8	26,7 %
Total		30	100%

The table above endorsed students' statement that their teachers encourage their independence and creativity while learning and 60% of them disagreed and

strongly disagreed with the statement. It means that more than half of the students did not felt that their teachers encourage their independency and creatifity in learning.

#### **7. Students perception's about English teacher role as facilitator**

Statement	Option	Frequency	Percentage
Teacher facilitated and mentoring appropriate interaction among the students	Strongly Agree	5	16,7
	Agree	12	40 %
	Disagree	5	16,7 %
	Strongly Disagree	8	26,6 %
Total		30	100%

The table above endorsed students' perception's about they English teachers facilitated and mentoring appropriate interaction among students, and 17 students (56, 6 %) agreed with the statement. It means that most of students agreed that their teachers facilitate they are intercation among their friends in classroom.

#### **8. Students perceptions about teachers roles as resource**

Statement	Option	Frequency	Percentage
My English teacher support the source of students while teaching learning process	Strongly Agree	5	16,7 %
	Agree	15	49,9 %
	Disagree	5	16,7 %
	Strongly Disagree	5	16,7 %
Total		30	100%

The table above showed students' perception's about they English teachers support the students recources while learning, and 20 students (66, 6 %) agreed with the statement. It means more than half students agreed that their English teachers support students resources while learning English in classroom.

### 9. Students perception about teachers role as guidances

Statement	Option	Frequency	Percentage
When i get the problem in lesson, teacher help me to solve that problem individually.	Strongly Agree	5	16,7 %
	Agree	5	16,7 %
	Disagree	10	33,3 %
	Strongly Disgree	10	33,3 %
Total		30	100%

The table showed students perception's about teacher as the guidance in learning with statement when students get te problem in lessson, teachers help students to solve that problem, and 20 students (66,6 %) disagreed with that statement, it shows that more than half students doesn't agreed that they English teachers solve their problem in lesson, it probably the teachers doesn't have enough time to explained and solve the problem lesson in individual action

### 10. Students perception's about their English teachers role

Statement	Option	Frequency	Percentage
Teachers guide me to do task clearly	Strongly Agree	9	30 %
	Agree	12	40 %
	Disagree	5	16,7 %
	Strongly Disgree	4	13,3 %
Total		30	100%

The table above showed students perception's about the role of English teachers, and 21 students ( 60 % ) agreed with the statement, it means more than half students felt that their teacher always guiding them to do the task clearly, it also

assumed that the teachers gave a clear instruction to the students when she/he ask the students to do task in classroom.

### 11. Students perception's about English teachers way in managing the classroom.

Statement	Option	Frequency	Percentage
Before starting the lesson, teachers always create the rule to controll the students dicipline	Strongly Agree	1	3,4 %
	Agree	7	23,3%
	Disagree	18	60 %
	Strongly Disagree	4	13,3 %
Total		30	100%

Base on the table above, it show students perception's about the way their English teachers managing the classroom with making some rules, and 22 or 73,3 % of the students disagreed that their teachers always make a rule before starting the lesson to controll students dicipline, it implies that more than half students not agreed about the statement, the researcher conclude that the teachers not always do the rules before starting the class but probably the teachers set the continuing rules, so the rules were made when the first time teacher come to the classroom.

### 12. Students perception's about teachers ways in applying the rules

Statement	Option	Frequency	Percentage
My English teachers being flexible in dealing the punishmenr of the rules	Strongly Agree	0	0 %
	Agree	13	43,4%
	Disagree	7	23,3 %
	Strongly Disagree	10	33,3 %
Total		30	100

Based on the table above, the statement about “even there is rules that have made by teachers, sometimes the teacher being flexible in dealing the punishment of the rules” , shows that 17 or 56,7 % students disagreed with the statement. It can conclude that the teachers will not flexible if there are students who beyond the rules that have made together.

### 13. the students percption’s about teachers setting the things in classroom

Statement	Option	Frequency	Percentage
My English teacher always setting all the component in the classroom (sitting, table,white board, etc) before start learning	Strongly Agree	5	16,7 %
	Agree	12	40 %
	Disagree	8	26,6 %
	Strongly Disagree	5	16,7 %
Total		30	100

The table above stated that the students percption’s about the English teachers way in managing classroom with setting its element such as the chair, table, white board, etc. It shows that 17 or 56, 7% students agreed with the statement, it shows that the teachers setting the table and classroom things before starting the lesson.

### 14. Students percption’s about teacher way to take students attention in lesson.

Statement	Option	Frequency	Percentage
My English teacher always have a creative way to take the students attention.	Strongly Agree	3	10 %
	Agree	5	16,7 %
	Disagree	16	53,3 %
	Strongly Disagree	6	20 %

Total	30	100
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The table shows students perception's abouts their English teachers ways to take students attention in lesson, 22 or 73,3 % of the students disagreed with the statement, it can conclude that the students feels the teachers did not have a creative way in engaged students attention to lesson, it also implies that the students not really aware about the way their teachers do to track their attention.

**15. Students perception's about the teachers way in managing classroom ;  
the way teachers calm the class.**

Statement	Option	Frequency	Percentage
If my class was so noisy my English teachers will not start the lesson, she/ he would calm the class firts..	Strongly Agree	2	6,7 %
	Agree	16	53,3 %
	Disagree	10	33,3 %
	Strongly Disagree	2	6,7 %
Total		30	100

The table above shows students perception about their English teachers calm te classroom. About 18 or 60 % of students agreed with the statement,the researcher conclude that the tachers will not started the lesson if the students still noisy. So, the teachers will prefer to calm te class first then start the lesson.

**16. The students perception's about teachers gave the students a chances to shows their ideas when learning.**

Statement	Option	Frequency	Percentage
My English teacher always gave me the chance when i want to answer the random question that he/she gave orally	Strongly Agree	0	0
	Agree	20	66,6 %
	Disagree	5	16,7 %
	Strongly Disagree	5	16,7 %
Total		30	100

Based on the table above, student agreed that their English teachers always gave a chances to the students to answer the question orally, about 20 or 66,6 % students agreed with that statement. It could concluded that after the teachers gave some random question to the students, the teachers will gave a chances for students to answer that questions.

**17. Students perception's about teacher respect their ideas**

Statement	Option	Frequency	Percentage
My English teachers respect and appreciated the ideas that gave by students	Strongly Agree	5	16,7 %
	Agree	20	66,6 %
	Disagree	5	16,7 %
	Strongly Disagree	0	0
Total		30	100

The table shows students perception about teachers respecting the students ideas, it shows that 25 or 83, 3 % students strongly agreed with the statement, it could concluded that more that half students felt that their teachers will be respect and appreciate the students who answered the question from teacher.

**18. Students perception's about teachers punishment the who against the rules**

Statement	Option	Frequency	Percentage
My English teachers always gave the punishment if there are the students who get out the class when it is still the time of the lesson	Strongly Agree	10	33,3 %
	Agree	18	60 %
	Disagree	2	6,7 %
	Strongly Disagree	0	0
Total		30	100

The table above shows that the respond of the teachers when there is the students who beyond the rule or the school discipline that have made, and 28 or 93,3 % of the students were agreed that their teachers will punish the students who beyon the rules that have made by them.

**19. Students perception of teachers checking attentions**

Statement	Option	Frequency	Percentage
My English teachers always checked the students attendance list at the begining or at the last time of the lesson	Strongly Agree	25	83,3 %
	Agree	5	16,7 %
	Disagree	0	0
	Strongly Disagree	0	0
Total		30	100

The table above shows the students perception's about their teacher checking attentions at begining or the last time of the lesson, it shows that more that half students stongly agreed that their English teacher checked their attendance list wether at begining or at the end of the lesson.

**20. The student perception's about teachers discuss the clear explanation at the end of the lesson**

Statement	Option	Frequency	Percentage
My English teachers always discuss clear explanation about the material at the end of the class	Strongly Agree	2	6,7 %
	Agree	20	66,6 %
	Disagree	5	16,7 %
	Strongly Disagree	3	10%
Total		30	100

The table above is about the students perception's about teachers discuss clear explanation at the end of the lesson, and it shows that 22 students agreed that the teachers discuss brief explanation at the end of the lesson.

Based on the results, the highest percentage showed that most of the students did not enjoy learning English which probably caused by the atmosphere of classroom activities. Many students could not learn English seriously. They probably thought that English was hard to be understood because it has many difficult aspects. It is probably the teachers did not use the right roles to managing classroom. So the students felt the way their teacher transfer the knowledge is not very interested to them. It is also implies that the student had no motivation in learning English is because they teachers did not applied the roles that teachers should do in managing the classroom.

Based on the tables above, the researcher also conclude that teachers just applied some of the roles than actually teachers should. So, it is probably caused the

students perception of English lesson is a hard material to learn. Then, based on that result the teachers ways in managing the classroom is not very crucial, there still needed some motivational action from the teachers to engaged the students in learning English.

#### **D. Discussion**

In this section, the writer intended to discuss the collected data as presented above. This is included the data collected from observation; interview, and questionnaire. The writer did not encounter any obstacles. It was undergone as smooth as the researcher expected. The students and teachers were helpful, showed good cooperation's and they are not reluctant to fulfill the questionnaire given.

##### ***a. observations***

The result of observation showed that the teachers used different roles in classroom. Overall, both teachers only implemented controller, organizer, prompter, tutor, and facilitator out of nine roles stated by Harmer J (2001 & 2007). In teaching learning process, controller occurred because the students didn't engage with information they get unless their teachers asked them to contribute. Prompter occurred because the students hesitated to answer the question or participate actively during question time. In the resttime, teachers used tutor role in order to enable students to work more effectively in group. It occurred because the students were struggling in

time of discussion. Hence, the teacher stayed briefly with any groups to explain the students to keep on going.

The finding of this study showed different result with the previous study conducted by Kudryashova and friends (2016) due the teachers role theory and framework use to limit the scope of relevant data.the similarity between the previous study relies on the active learning. In the result of previous study, they found that motivator and moderator are most sufficient role to ensure successful student's learning. Meanwhile, researchers found controller and facilitator are the frequent roles used to meet student's need during teaching and learning process. Meanwhile, during the teaching and learning process the researcher found that teachers were not obviously operated teacher centered classroom. As the result, it affected the way teachers behave or roles in classroom.

In classroom observation reported indicated a lot of gaps in classroom management. It revealed that teachers hardly prepared the material and no lesson-plans were seen. The report further revealed that, the syllabus was not being used, On the other hand, talking during lessons, negative attitudes towards assignments, lack of concentration, up and down movements, sleeping and break the rules that have made by teachers are very common in the classroom. Both reports are contrary to the view of Barden (2000) who say, "Classroom management is the actions and strategies used to maintain order in the classroom." However, Wong & Wong

(2005) postulate that, learning achievements depended on the pre-set achievement goal with close monitoring by the teacher as a classroom manager.

***b. interview***

Seeing from the result of interview, the first teacher (AM) already used the appropriate roles in managing classroom, such as the facilitator, motivator, and guidance for the students. The teacher is also used to use the strategies and some varied teaching methods to teach the students. The teachers are commonly used the number head teaching, and throwing ball methods to maintain the material, and based on the perspective of teachers, this kind of methods could make the students enjoy the material of the lesson. First teacher also assumed that management classroom is very crucial things to manage the students discipline and behavior while teaching and learning is on process. According to first teacher (AM), she said that without a good management classroom, the class will be lost of sense in learning, it could be very disruptive. She also created some rules since the first time she entering to the classroom, it helped the teacher to maintain the students behaviour when they are being under control.

According to the second teacher (RZ), he already applied the roles such as the controller, organizer, participant and tutor. Based on the first question in interview, he said that the roles of teacher in classroom that should applied is depended on the classroom situations, he also said that classroom management is

important for all teachers, because with classroom management, the teacher can transfer knowledge to the students effectively. Stating about the rules, the second teacher also used some rules to manage the students' behaviour and discipline in the classroom. According to the second teacher, during he applied the rules to manage the classroom, less students acted against the rules that he had made. The writer also asked the second teacher's opinion about how to be an effective teacher in managing the classroom, he said that being an effective teacher is a big challenge to him because it takes very much time to be constructed, so the teacher has to deal with the classroom situation and students needed for being an effective teacher. In conclusion, both of the teachers use different roles in managing the classroom, the first teacher applied the roles and methods to manage the students, while the second teacher needed to check the situation in the classroom then he applied the roles.

So, the writer can conclude that both of the teachers realized that the role acted by them is one of the important elements in managing the classroom, but the writer found they were faced with many obstacles in applying good roles to manage the class. It was probably caused by some disruptive behavior of the students that made the teacher's attention become distracted.

### *c. Questionnaire*

The questionnaire was used by the researcher in order to find out about the students' perception of their English teachers' role in managing the classroom. The discussion below focused on the questionnaire items given to the students. From the analysis of the questionnaire, it was found that there were various answers from the students' perspectives about their English teachers' role in managing the classroom. The result of the data from the questionnaire showed that most of the roles acted by teachers are not necessary with the needs of students.

The students did not enjoy the learning process because most of them felt that English was not an enjoyable subject. It probably happened because of some aspects which are hard to be understood by the learner. Many of the students believed that English was not really an important goal in their life. They might also not have a desire to learn English only because of the encouragement by their teachers. From the analysis of the questionnaire, it was found that there were various answers from the students' perspectives about their English teachers' role in managing the classroom. The result of the data from the questionnaire showed that most of the roles acted by teachers are not necessary with the need of students.

Besides, Classroom management is one of the important components of any educational achievement. The schools achieve due to teacher-classroom management ability and student compliance to classroom norms (Smith, 2009). The writer assumed that effective classroom management depended on the teacher's ability to

prepared effectively, present the content consistently, control learner's behavior and maintain class records. While the students on the other hand expected to comply with, the class's rules and follow guidance from the teacher. Consequently, the learner will be able to get good grade in exams, manage time effectively, portray positive behavior practices, and participate actively in class.



## CHAPTER V

### CONCLUSSIONS AND SUGGESTIONS

#### A. CONCLUSION

After completing this study, the writer drew some conclusions and suggestions in terms of the English teacher in managing the classroom. This study was conducted within three weeks, on the teacher roles in managing the classroom at SMAS Bina Bangsa Aceh Besar. This study discovered that the teachers roles was very important in managing the classroom enviroment. Based on the result of observation, interview and questionnaires, the writer comes up with the conclusion that most of the teachers did not apply good roles in managing the classroom, and the students had assumptions that English was hard to learn because they felt less interested in English teachers.

Regarding to the result findings from teachers inteviewed and observed, it showed that teachers tried to be effective in managing the class, but they just complete the half part of the students needed. Teachers should also provide the motivation for the sudents. Motivation in English subject is also important because it gave them a huge change to learn English more and participate actively in the classroom. The writer concluded, a good relation between students and teacher would be appeared if the teachers provided and acted the good roles in managing the class. It can be the factor which helped the students to be more successful in learning English

## **B. SUGGESTIONS**

The writer believed that this study would contribute in some ways or another to the development of language education. Therefore, it recommended to other writer to conducted further analysis on this topic. Here, the writer proposed some useful suggestions both for the teachers and for other writer.

### ***1. Suggestion for teachers***

The teacher should be awared of the roles that took in managing the students in the classroom, roles that acted by teachers would be affected to all the situation or perspective in learning material. By applying a good roles and classroom management effectively, it would affect all the classroom situation. Teachers have to create a comfort situation while he/she though in the classrom, because comfortable situation would guide and lead the students to learn actively .

### ***2. Suggestion for other researchers***

The motivational teachers was important in building students' will in English and surely it would be an interesting research topic. The writer expects that others researchers could conduct further study in relation to this topic, because there are many interesting issues, which still need further clarification.





**KEMENTERIAN AGAMA**  
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Nomor : B-14241/Un.08/Tu-FTK/TL.00/12/2018  
Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

27 Desember 2018

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Cut Nyak Mehri  
N I M : 231 324 222  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : XI  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Jl. Blang Bintang Lama Lam Ateuk Kuta Baro A. Besar

Untuk mengumpulkan data pada:

**SMAS Bina Bangsa**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**English Teacher Role in Managing the Classroom**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Kepala Bagian Tata Usaha,

  
M. Saig Farzah Ali



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Nomor : 070 / B.1 / 35 C / 2019  
Sifat : Biasa  
Hal : Izin Pengumpulan Data

Banda Aceh, 3 Januari 2019  
Yang Terhormat,  
Kepala SMAS Bina Bangsa  
di -  
Tempat

Sehubungan dengan surat Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-14241/Un.08/Tu-FTK/TL.00/12/2018 tanggal, 27 Desember 2018 hal: "Mohon Bantuan dan Keizinan Pengumpulan Data Skripsi", dengan ini kami memberikan izin kepada:

Nama : Cut Nyak Mehri  
NIM : 231 324 222  
Program Studi : Pendidikan Bahasa Inggris  
Judul : "ENGLISH TEACHER ROLE IN MANAGING THE CLASSROOM"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
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3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,  
KEPALA BIDANG PEMBINAAN SMA DAN

PKK  
  
ZULKIFLI, S.Pd, M.Pd  
PEMBINA Tk.I  
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Terr.busan :

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2. Mahasiswa yang bersangkutan;
3. Arsip.



## PEMERINTAH ACEH DINAS PENDIDIKAN

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Banda Aceh, 3 Januari 2019  
Yang Terhormat,  
Kepala SMAS Bina Bangsa  
di -  
Tempat

Nomor : 070 / B.1 / 35-C / 2019  
Sifat : Biasa  
Hal : Izin Pengumpulan Data

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Nama : Cut Nyak Mehri  
NIM : 231 324 222  
Program Studi : Pendidikan Bahasa Inggris  
Judul : "ENGLISH TEACHER ROLE IN MANAGING THE CLASSROOM"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
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Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,  
KEPALA BIDANG PEMBINAAN SMA DAY  
PKLK

  
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Tembusan :

1. Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.



PEMERINTAH ACEH  
DINAS PENDIDIKAN



SEKOLAH MENENGAH ATAS SMAS BINA BANGSA

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SURAT KETERANGAN

NO : 070 / 675 / SMA / BB / 2019

Berdasarkan surat izin Pengumpulan Data Penelitian No. B-14241/Un.08/Tu-FTK/TL.00/12/2018 Tanggal 27 Desember 2018, yang namanya tersebut dibawah ini :

Nama : Cut Nyak Mehri  
NIM : 231 324 222  
Program Studi : Pendidikan Bahasa Inggris

Benar telah melaksanakan pengumpulan data / penelitian pada SMAS Bina Bangsa dengan judul: "ENGLISH TEACHER ROLE IN MANAGING THE CLASSROOM" .

Demikianlah surat keterangan ini kami buat agar dapat dipergunakan seperlunya.

Blang Bintang, 08 Januari 2019

Kepala Sekolah

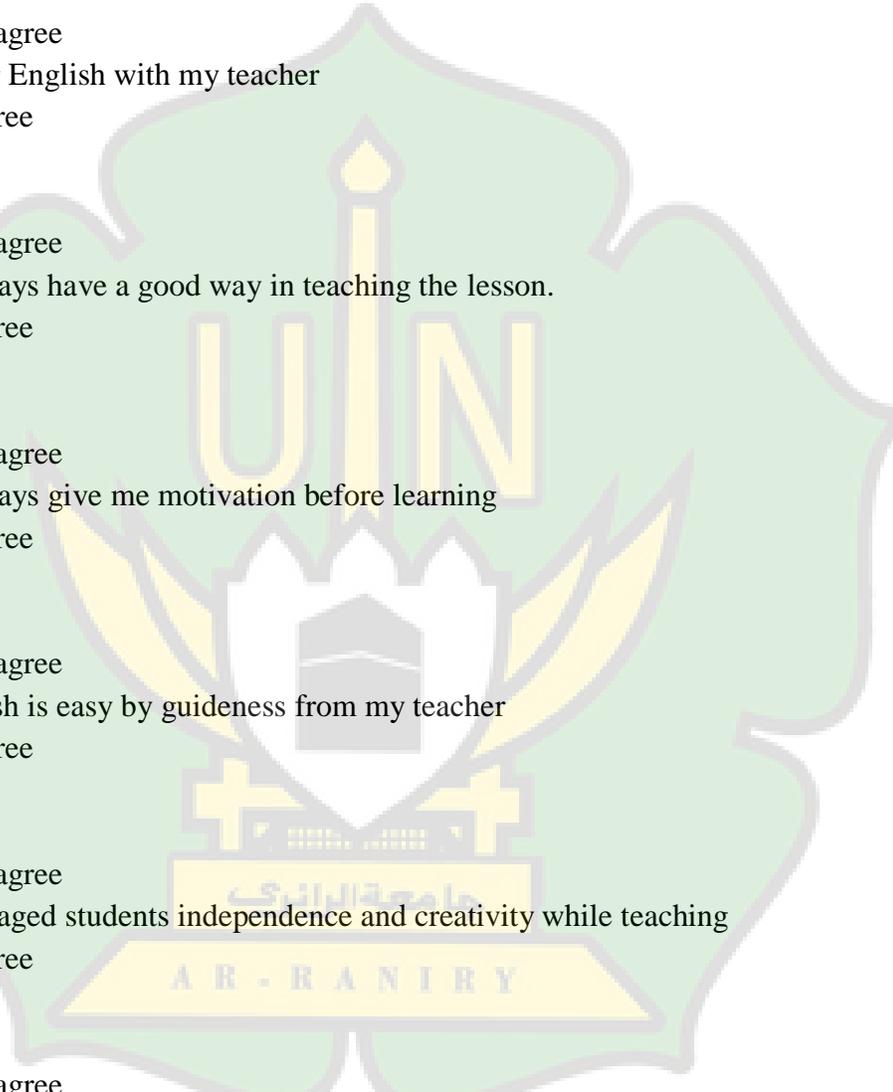


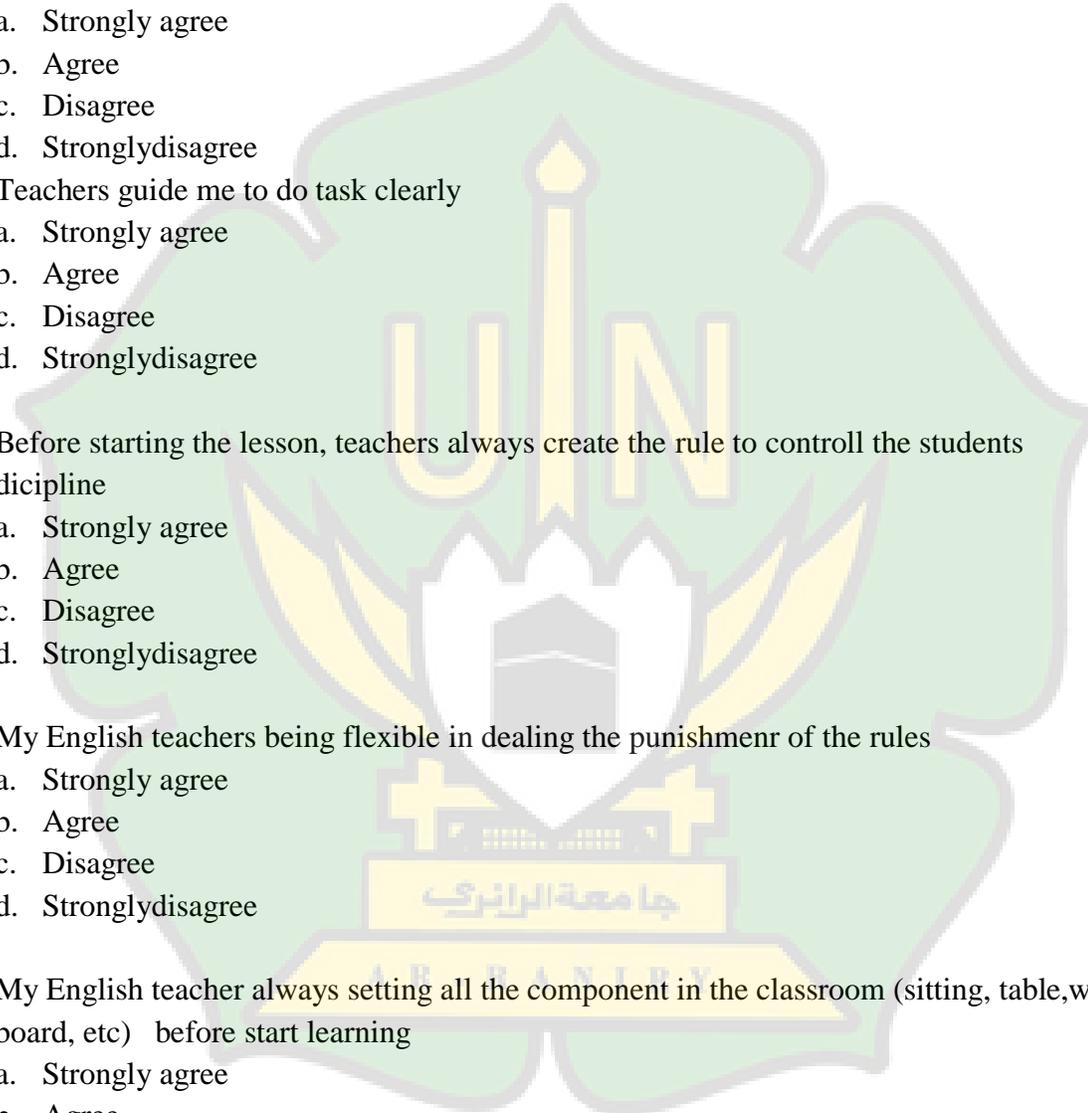
Dr. Razali

0890507 198903 1 009

## QUESTIONNAIRE FOR STUDENTS

Name ;

1. I like learning English in school
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  2. I enjoy learning English with my teacher
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  3. My teacher always have a good way in teaching the lesson.
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  4. My teacher always give me motivation before learning
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  5. Learning English is easy by guideness from my teacher
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  6. Teacher encouraged students independence and creativity while teaching
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  7. Teacher facilitated and mentoring appropriate interaction among the students
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
- 
- The image contains a large, semi-transparent watermark of the UIN Ar-Raniry logo. The logo is a green shield-shaped emblem with a yellow border. Inside the shield, there is a yellow minaret with a flame-like top, a white building with a dome, and a yellow banner at the bottom with the text 'AR-RANIRY' in blue capital letters. The background of the shield is green with a subtle floral pattern.

8. My English teachers support the students resources while learning in process
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  
  9. When i get the problem in lesson, teacher help me to solve that problem individually.
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  
  10. Teachers guide me to do task clearly
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  
  11. Before starting the lesson, teachers always create the rule to controll the students dicipline
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  
  12. My English teachers being flexible in dealing the punishmenr of the rules
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Stronglydisagree
  
  13. My English teacher always setting all the component in the classroom (sitting, table,white board, etc) before start learning
    - a. Strongly agree
    - b. Agree
    - c. Neutral
    - d. Disagree
    - e. Stronglydisagree
  
  14. My English teacher always have a creative way to take the students attention
    - a. Strongly agree
- 
- The image contains a large, semi-transparent watermark of the logo for UIN Ar-Raniry. The logo is a green shield-shaped emblem with a yellow border. Inside the shield, there is a yellow minaret with a crescent moon and a star on top. Below the minaret, the letters 'UIN' are written in a large, yellow, stylized font. At the bottom of the shield, there is a yellow banner with the Arabic text 'جامعة الرانيري' (UIN Ar-Raniry) written in black. The entire logo is centered on the page.

- b. Agree
  - c. Disagree
  - d. Stronglydisagree
15. If my class was so noisy my English teachers will not start the lesson, she/ he would calm the class firts
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Stronglydisagree
16. My English teacher always gave me the chance when i want to answer the random question that he/she gave orally
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Stronglydisagree
17. My English teachers respect and appreciated the ideas that gave by students
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Stronglydisagree
18. My English teachers always gave the punishment if there are the students who get out the class when it is still the time of the lesson
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Stronglydisagree
19. My English teachers always checked the students attendance list at the begining or at the last time of the lesson
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Stronglydisagreeh
20. My English teachers always disscuss clear explanation about the material at the end of the class
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Stronglydisagree

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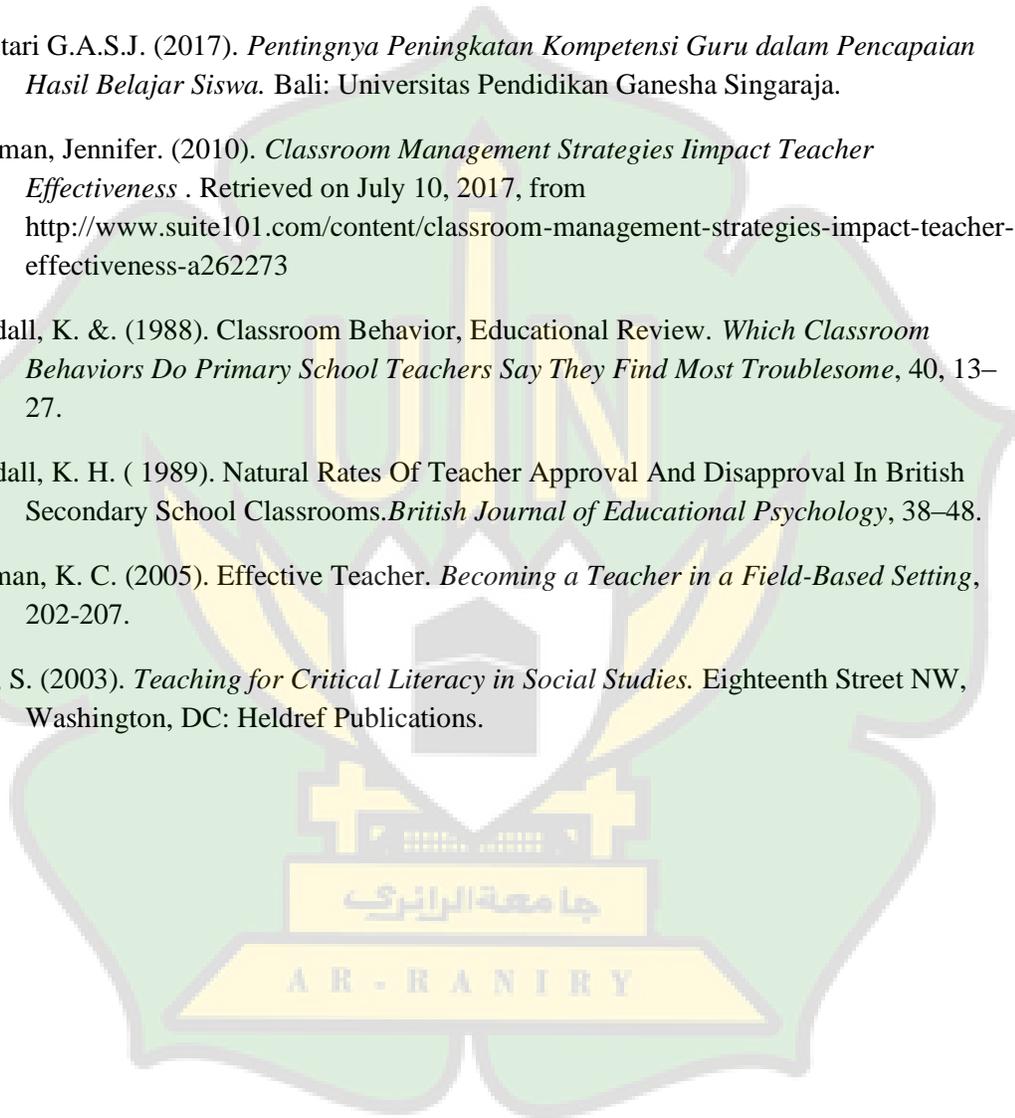
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