





teacher checks the students' attendance list and makes short dialogue with the students.

Next, she begins to explain to the students about the material. Before teach the main topic, the teacher begins to ask several questions to the students about the students' experience related to the topic. The question is almost addressed to the whole of students. So, all of students could active in the class. The aim of this activity is to stimulate students to focus on the lessons will be taught on that day.

Then, the teacher presents the main topic of the lesson. The topic is about greeting and introduction. She uses lecturing method in delivering the lesson, and sometimes she also uses questions and answer method to check the students' understanding. The whole class-work is used in this stage. She explains the lesson till the students understand what the lesson about. During the lecturing she uses the whiteboard to write and to illustrate the material being taught. She gives the opportunities to the students who do not understand to ask her. Then, she asks students to practice the example of greeting and introduction expressions which was she wrote on the board in pairs. She allocates five minutes for students to practice speaking in pairs. Next, she asks the students to make group of four without change the chair or remain in orderly row formation. She asks students to discuss and arrange a conversation of greeting and introduction with their group. She monitors students during the discussion activity. When there are students who ask her about the work, she answers and explain again till the students are understand. She gives twenty minutes for students to finish their work. In this moment the researcher finds the





questions to the whole class. For students who can answer the questions correctly, she gives praise to the students by saying “good”.

Then, the teacher explains the material use presentation method. She uses the white board to support the teaching and learning process. The whiteboard is used to write the point of the material and to give examples in order that the students can understand the material easily. The teacher writes the expression to introduce other person on the board.

After present the material, the teacher divides students into groups and sets the chairs in separate table. Then she asks the students to practice the expression with their group. During the group work, the teacher moves around the class to monitor the students’ work. After that, she leads the students’ attention to the board. She gives an example of short letter. The teacher asks students to read aloud the text. Then, she gives some questions related to the text to be answered together with the whole of students. Then she gives worksheet for each group and asks them to discuss with their group. When students work in group, the teacher walked around the classroom, observe students’ works and give any help they needed.

Before close the class, the teacher reviews the lesson and gives feedback. She also remains students to prepare the lesson for the next meeting. Then she closes the class by greeting.

## 2. Observation in class VIII B

### a. The First Meeting

The first meeting is conducted on July 23<sup>rd</sup> 2012. The teacher begins the class by greeting and says *salam* to the whole of the class. She asks one of the students to lead praying for opening the lesson. Before the lesson started, the teacher is well-conditioned classroom, attracting students' attention, and provides motivation and encouragement to the students' psychological. Then the lesson was started.

The first stage of the lesson, the teacher writes down the topic on the board. In this time, the teacher teaches about descriptive text. She asks students to open their book and read the text on it for a moment. But, when the teacher gives instruction to open the book, there are some students do not pay attention and ignore the teacher's instruction. To cope with it, the teacher comes close to the students and asks them to open their books. When the student is repeating their action, the teacher gives warning that their score will be reduced if they do not pay attention the teacher instruction. When the students read the text, the teacher monitors the students by moving around the class. After the students read the text on their book, the teacher asks the students to look for the difficult word that they have not known yet to be asked to her. After that, the teacher reads the text loudly and asks students to repeat after her. This activity is aimed to check the students' pronunciation.

After the text has read all, the teacher points a student and asks him to read one sentence from the text and point another student to translate it. Then the teacher point another student to continue read the text and continue till the last sentence of the







The next activities, she asks several questions to the students about the invitation to stimulate them to go to the topic that will be discussed. Then, the teacher gives example of several expressions to invite and response an invitation. Then, she drills the students about the expressions to invite and response an invitation. After that, the teacher leads students on a short functional text about invitation. The teacher asks students to look for the difficult words that they have not known yet to be asked to her. After that, the students read aloud the text, and then the teacher asks questions that are related to the text. Next, the teacher asks the students to make an invitation of birthday card. Twenty minutes allocated for students to finish their work. In this situation, the teacher walks around the classroom to see the progress of student work, provide reinforcement and give any help for the student who does not understand with the task.

Before close the class, the teacher reviews the lesson and gives feedback. Teacher also gives homework for students. Then she closes the class by greeting.

#### **4.2.2 Data from Questionnaire**

To know the effectiveness of classroom management conducted by the English teachers of SMP Bahrul Ulum in large English Classes, the researcher need the data about the students response towards classroom management conducted by the teacher in large English classes, the researcher found clear description based on the questionnaire she shared to the students of class VII B and VIII B of SMP Bahrul Ulum Surabaya. The questions of the questionnaire are arranged based on the criteria

of effective classroom management. The question number 1, 2, and 4 of the questionnaire is created based on Haddad's theory that one of the criteria of effective classroom management is using a variety of teaching method. Based on the Brown, that one of the criteria of effective classroom management is the chairs are appropriately arranged so that the students can easily contact to each other as well as the teacher, the researcher creates the question number 3. The question number 5 is created based on the Ningsih's theory that one of the criteria of effective classroom management is teachers are able to manage the students well. It is also supported by Gary D. Borich, he states that criteria of effective classroom management are establish positive relationship among all classroom participants and promoting students' engagement. The question number 6, 7, is created based on Brown, that the teacher should be able to manage the material and equipment well, so that the students more interested in the lesson and learning activities. The question number 8 is created based on the characteristic of effective classroom management is Enjoyable learning atmosphere by Ningsih. The question number 9, 10 is created based on Haddad's theory that one of the criteria of effective classroom management is teachers are able to choose the appropriate discipline technique to manage the students' behavior. It is also based on the cooper's theory that one of the criteria of effective classroom management is development of the students' behavior according to the desired behavior. It also supported by Borich, that one of the criteria of effective classroom management is stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently.































that effective classroom management is promoting students engagement. The result of questionnaire and observation also shows that students feel enthusiastic when the teacher uses worksheet in teaching and learning process. This finding meet the criteria of effective classroom management by Brown, that teachers should be able to manage the material and equipment well, so that the students more interested in the lesson and learning activities.

In addition, to motivate students to learn and active in the class, the teacher gives reward to the students who can do the task well. And the response from them is satisfied. They are motivated by reward or praise that is given by teacher. Besides that, sometimes teacher give punishment to control students' behavior. These finding supports Haddad's theories that one of the criteria of effective classroom management is teachers are able to choose the appropriate discipline technique to manage the students' behavior. It is also based on the cooper's theory that one of the criteria of effective classroom management is development of the students' behavior according to the desired behavior. It also supported by Borich, that one of the criteria of effective classroom management is stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently.

Same with students of VII B, most of the students of class VIII B also give answer that they feel enjoy with the learning activities used by the teacher and The different activities in every meeting make them more interested in following the lesson. It meets the criteria of effective classroom management by Ningsih that one of the criteria of effective classroom management is Teachers use a variety of teaching



