CHAPTER IV

RESEACRH FINDING AND DISCUSSION

This chapter describes and analyzes the data which are obtained during the research. In this chapter include the display of the result of observation and questionnaire and discussion about the answer of the research problem.

4.1 Object of Research Overview

SMP Bahrul Ulum is a nuanced Islamic school that aims to cultivate the potential learners, to be a man who is faithful and devoted to God Almighty. Besides that, it also aims to develop students' horizons as much as possible.

4.1.1 Location of SMP Bahrul Ulum

SMP Bahrul Ulum is located at Jl. Putat Jaya Sekolahan No.11-13 Sawahan District, Village Putat Jaya Surabaya. This school is under the auspices of the foundation Bahrul Ulum Putat Jaya which is led by Drs. H. Achmad Hasan, M.Pd.I. This school was built on December 29th 1991.

4.1.2 Vision and Mission SMP Bahrul Ulum Surabaya

1. Vision

To form a man who is intelligent, skilled in the field of knowledge which is based on the faith and piety, and insightful of Ahlus sunnah wal jama'ah.

2. Missions

- a. Implementing competency-based curriculum development
- b. Carrying out as good teaching and learning activities
- c. Optimizing mastery of science
- d. Optimizing mastery of foreign languages
- e. Optimizing mastery of technology
- f. Increase of religion
- g. Apply discipline, neatness and well behaved
- h. Intensifying activities of Extracurricular

4.1.3 Facilities of SMP Bahrul Ulum Surabaya

SMP Bahrul Ulum Surabaya has several facilities to support the teaching and learning in school. This school has 8 units of classrooms, 1 unit of principal's office, I unit of room of vice-principal, 1 unit of administrative room, 1 unit of library, 1 unit of computer laboratory, 1 unit of science lab, 1 unit of school health unit room, 1 unit of counseling room, and 1 unit of canteen.

4.2 Display the Data

4.2.1 Data from Observation

1. Observation in class VII B

a. The First Meeting

The first meeting is conducted on July 17th 2012. Before the class began, the teacher tries to have some talks with the students through greeting. After greeting, the

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

students enthusiastic in doing the work with their group. Although there are one or two students who do not pay attention to the instruction but it can be overcome by the teacher so the teaching and learning process can run smoothly.

After the students finish their work, she asks them to collect their work. After that, she gives some feedback from the lessons of the day just before the end of the meeting. Then, she closes the meeting by greeting.

b. The Second Meeting

The second meeting is conducted on July 18th 2012. As like the previous meeting, the teacher comes to the class on time and she opens the class by greeting and invites students to pray together. Before she starts the lesson, she remains students on the previous lesson by giving several questions which are addressed to the whole of the class.

In this meeting the teacher only gives the tasks to the students related to the previous lesson. She asks students to open their LKS book and do the exercises. Individual work was used in this stage its mean that teacher asks students to do the work individually. The teacher allows students to use dictionary in doing the tasks. During the class the teacher monitor all of the students by moving on the class. When there is student who does not do the work and he disturbs the others students she just calls the student's name loudly and the student stop his action.

After the students finish their work, the teacher asks them to collect their work at the teacher's table. Then, she discusses the task with the whole of the class. During

the discussion, the teachers do questions and answers with the students related to the tasks that have been done by the students. She gave the praise for the students who can answer the question correctly by saying "okay good". She also gives opportunities for the student who still does not understand to ask question to her. After that, the teacher corrects the students' work and gives score for their works. Then, the teacher gives high score for students who got higher true. The student who got the high score from the teacher is very happy.

Before closing the class, the teacher reviews the material. It is done by the teacher to make the students remember the material. She also asks students to prepare lessons for the next meeting. Then, as like usual she closes the meeting by greeting.

c. The Last Meeting

The last meeting is conducted on July 24th 2012. As the previous meeting, the teacher opens the class by greeting and prays together. In this meeting the researcher finds the situation of the class is very crowded when the teacher comes to the class, but she just keeps silent to make students quite by themselves. After the situation had calmed down, she starts the lessons.

Before went to the main topic, the teacher always give some close-ended questions about the previous lesson, and then the teacher stimulates students to the topic of the day by giving several questions related to the topic. The topic that day is related to the topic at the first meeting that is Introduction others. She gives 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 23rd 2012The teacher begins the class by greeting and says *salam* to the whole of the class. The 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

text. Here, can be seen that the interaction in the classroom occur frequently between teachers and students than the students and students. For this activity, the teacher arranges the students' seat in orderly rows and she teaches in whole class work.

Next, the teacher asks several questions to the students related to the text. The questions are addressed to the whole students. After that, the teacher asks students to answer some question related to the text in their book.

Before closing the class, the teacher reviews the lesson and gives feedback and she asks the students' difficulties about the material. Finally, she closes the class and asks students to prepare for next lesson.

b. The Second Meeting

The second meeting is conducted on July 25th 2012. As a previous meeting, the teacher began the class by greeting. Then she asks about the students' condition and checks the students' attendance list.

In this meeting, the teacher continues the previous lesson with a different text. Before teaching the main topic, the teacher gives some questions to the students about the previous lesson. This activity is to remain students about the previous lesson. To attract the students' attention, the teacher uses LCD media in the learning process. She shows some new vocabularies through LCD to the students and asks them to guess the meaning of those words. Then, the teacher shows the meaning of those words and asks students to match the word and the meaning. After that, the teacher shows the text through LCD to the students. Then, she drills students the sentence by sentence of the text. To control the students' attention, she points some students one

by one to read and translate the text. After that she asks some students to retell what the text is about. In this meeting the researcher finds that the condition of the class better than the previous meeting. By using media LCD the teacher can attract the students' attention, so the students enthusiastic in following the lesson and they pay more attention to the teacher's instruction.

After that, the teacher shows students some pictures and asks them to match with the text. This activity is done with whole of students. Next, the teacher asks students to answer some questions on the LCD. The teacher allocates five teen minutes for students to complete the task. The teacher asks students to do their tasks individually. After the students have finished answering the questions, the teacher discusses it one by one based on the number of the question. After the discussion have finished, the teacher corrects the students' works. Then she calls the students one by one to take their book in front of the class and give praise for student who answers the questions completely correct. She said, "Good job".

Before close the meeting, the teacher gives several reviews and feedback related to the lesson. Then she closes the class by greeting.

c. The Last Meeting

The last meeting is conducted on July 30 2012. As like the previous meeting, the teacher opens the class by greeting and praying together. Before the main activities the teacher gives some question to the students about the last material.

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.

Table 1

The Students' Response toward Classroom Management Conducted

By the Teacher in class VII-B

No.	Questions	Answer Options			
		Strongly Agree	Agree	Disagree	
1	My teacher uses the different learning	27%	60%	13 %	
	activities in every meeting				
2	I am pleased with the learning activities	52%	46%	2%	
	that are applied by my teacher				
3	Seating arrangements used by my teacher	22%	43%	35%	
	make me easy to contact				
	With my friend as well as the teacher, so it				
	is made me more enthusiastic in following				
	lessons.				
4	Learning activity with only using the	24%	69%	7 %	
	lecture or presentation method made me				
	feel bored.				
5	Learning activity by using group work or	57%	28%	15%	
	pair work which is used by my teacher				
	makes me more active in class.				
6	Instructional media that used by my	57%	43%	0%	
	teacher (worksheet, computer, LCD, etc.)				
	makes me more enthusiasm to learn and				
	more easily understand the material taught				
7	Without the media in teaching learning	9%	71%	20%	
	process makes me less enthusiastic in				
	following the lesson.				
8	comfortable classroom atmosphere that	68%	52%	0%	
	made me concentrate on studying				
9	reward or praise that given by my teacher	48%	45%	7%	
	when I or my friends can answer the				
	question correctly make me more				
	motivated to learn				
10	Punishment that given by my teacher	44%	47%	9%	
	when I / my friends do not do homework /				

in and out without permission / create		
trouble in class makes me motivated to not		
repeat / follow the act and be more serious		
in following the lessons		

From the table above can concluded that the students feel enjoy with the learning activities used by the teacher. The different activities in every meeting make them more interested in following the lesson. They were also pleased with the seating arrangement that is applied by their teachers. They feel that the seating arrangement that is applied by their teacher makes them easy to contact with their friend and also with the teacher. As the result of observation that teachers of class VII B set the seating into separate table when she divided the students in the group. It is proved by 43% students answer agree with the seating arrangement applied by the teacher and 22 % students answer absolutely agree and 35% disagree.

Moreover, they feel enjoy when they work in group. They can be more spirit in following the lesson, because they can discuss and share about the material with the entire member of the group. From the questionnaire, it also known that students feel bored when the teacher presents the material using lecturing method only.

From the result of questionnaire above, it is known that the media used by the teacher in teaching and learning process makes the students interested in the lesson. They look so enthusiastic in following the lesson when the teacher uses media such as worksheet.

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. The response of the students

based on the result of questionnaire 96% are motivated by reward or praise that is given by teacher. Besides that, sometimes teacher give punishment to control students' behavior.

The questionnaire also distributed to the students of class VIII B to know the students' response toward the classroom management conducted by their teacher. The results of the questionnaire are follows:

Table 2
The Students' Response toward Classroom Management Conducted
By the Teacher in class VIII-B

		Answer Options		
No.	Questions	Strongly Agree	Agree	Disagree
1	My teacher uses the different learning activities	16%	74%	10 %
	in every meeting			
2	I am pleased with the learning activities that are	20%	76%	4%
	applied by my teacher	A		
3	Seating arrangements used by my teacher make	20%	68%	12%
	me easy to contact			
	With my friend as well as the teacher, so it is			
	made me more enthusiastic in following lessons.			
4	Learning activity with only using the lecture or	12%	20%	68%
	presentation method made me feel bored.			
5	Learning activity by using group work or pair	30%	60%	10 %
	work which is used by my teacher makes me			
	more active in class.			
6	Instructional media that used by my teacher	35%	63%	2%
	(worksheet, computer, LCD, etc.) makes me			
	more enthusiasm to learn and more easily			
	understand the material taught			
7	Without the media in teaching learning process	39%	54%	7%
	makes me less enthusiastic in following the			
	lesson.			

8	comfortable classroom atmosphere that made me	57%	43%	0%
	concentrate on studying			
9	reward or praise that given by my teacher when I	31%	65%	4%
	or my friends can answer the question correctly			
	make me more motivated to learn			
10	Punishment that given by my teacher when I /	37%	46%	17%
	my friends do not do homework / in and out			
	without permission / create trouble in class			
	makes me motivated to not repeat / follow the			
	act and be more serious in following the lessons			

From the table above can be concluded that the students feel enjoy with the learning activities used by the teacher. The different activities in every meeting make them more interested in following the lesson. They were also pleased with the seating arrangement that is applied by their teachers. Although, the seating arrangement applied by the teacher almost keep the original formation but they feel it is not make them bored. On the other hand, the students feel bored when the teacher presents the material using lecturing method only.

From the result of questionnaire above, it is known that students need media in teaching and learning process. They look so enthusiastic in following the lesson when the teacher uses media such as LCD. It is also can be seen from the observation, that they more enthusiastic in following the lesson when the teacher uses media than when the teacher does not use the media.

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. The response of the students based on the result of questionnaire 96% are motivated by reward or praise that is

given by teacher. Besides that, sometimes teacher give punishment to control students' behavior.

4.3 Discussion

From data display above, it can be known that the two English teacher of SMP Bahrul Ulum have the different strategies in managing large English Classes..

To more detail, it will be discussed as follow:

4.3.1 The Classroom Management Conducted by English Teacher in Large English Classes.

The classroom management conducted by teachers in large English classes divided into two aspects: physical management and management of students. Physical management consists of: Classroom environment, aid and equipment and seating arrangement. While, management of students consists of: Managing students' behavior and managing students' interaction.

1. Physical Management

a. Classroom Environment

According to the observation, the classroom environment of class VII B and VIII B of SMP Bahrul Ulum is clean, neat and cool. This class is also supported by air conditioning (AC) and fan. This finding supports the theory of Brown. He states that the classroom should be neat, clean and orderly in appearance, the chairs are

appropriately arranged and free from external noises as possible. This also supports Arikunto's theory. He states that teachers should make the classroom situation comfortable to the students and create a classroom atmosphere conducive. For example, open the window, turn on the lamp, arrange the table and arrange the blackboard.² Actually the classroom of the two classes is the same, class VII B is on the morning and class VIII B is at noon.

Moreover, this class is also completed by whiteboard. So the teacher can use it to support the teaching and learning process. The teacher use it for write the material, giving instruction or giving example so that the students can easily understand. This finding support Drs. Syaiful Bahri Djamarah's theory that classroom management is an effort to empower the potential of class as optimal as possible to support the teaching and learning process in order to achieve the learning objectives.³

In addition, the classroom environment feels comfortable to learn. Although sometimes, the conditions of the class is disturbed, but the teacher of the class VII B and VIII B can handle it so that the conditions of the class can be conducive.

b. Classroom Aid and Equipment

The result of observation, the researcher found that the two English teachers of SMP Bahrul Ulum use different aid and equipment to support the teaching and learning process depend on the material and activities. Based on the observation, the

¹ H. Douglas Brown, Teaching By Principles: An Interactive,242

² Suharsini Arikunto, Pengelolaan Kelas dan Siswa...., 67

³ Drs. Syaiful Bahri Djamarah, Guru dan Anak Didik......, 173

teacher of class VII B mostly uses whiteboard when she presents the materials. She uses it to explain the material, give instruction and give examples of the material. As mentioned by Brown that boards give students add visual input along with auditory. It allows the teacher to illustrate with words and pictures and graphs and charts.⁴ Whereas, she uses worksheet that have been provided by the school (LKS) and she made herself when she is giving tasks to the students. According to the observation, the teacher use worksheet when students work in group. Wright and Haleem states that a set of work sheets enables the teacher to set either individual of group tasks which students can perform more or less independently of the teacher.⁵ It is also stated by Harmer that "in large class teachers can go through worksheets with the whole group, and all students will get the benefit." It can assumed that the teacher of class VII B not only use existing equipment in class but also look for other resources to support teaching and learning process.

Besides that, the teacher of class VIII B also uses several aid and equipment in teaching and learning process. In the first observation the teacher tend to use text book in explaining the material. The second observation, the teacher uses LCD in presenting the material with the whole class. It is used by teacher to attract students' attention and to make the material easily understand. It is also stated by Arends, that to make the presentation is successful, it is requires good conditions for presenting and listening, a quiet area with good visibility, including appropriate facilities for

-

⁴ H. Douglas Brown, *Teaching By Principles: An Interactive*,243

⁵ Andrew Wrigt, Safia Haleem, Visual For The....., 65-66

⁶ Jeremy Harmer, *How To Teach English*. New edition....., 178

using multimedia. According to observation, the students are very interested in the media use by the teacher, it can be seen that the condition of the class is better than the first meeting, because the students pay more attention to the media.

This indicates that the teacher of class VIII B aware of managing aid and equipment depending on the lesson activities.

c. Seating Arrangement

The two English teachers of SMP Bahrul Ulum have different seating arrangement depend on the material and the activities. According to observation the teacher of class VII B apply various seating arrangement depend on the activities. She sets the seating in orderly rows when she is teaching with the whole class and presents the material use the board. As stated by Arends, that row formation is best for presentation model and suited to situations in which students need to focus on the teacher or on information displayed on the chalkboard, overhead projector, or projector.8 Harmer also states that Orderly rows imply teachers working with the whole class.9 In the first observation, the teacher also arranges the students' seat in row when she asks students to work in group. Harmer states that Pair work and group work are possible even when the class is seated in orderly rows, students can work with people next to them or in front of them or behind them. 10

However, in the last observation, the teacher arranges the seat in a separate table when she divides students into groups. This finding is support the theory of

⁷ Richard I. Arends, *Learning To Teach*, 7th edd...., 279
⁸ Richard I. Arends, *Learning To Teach*, 7th edd...., 270
⁹ Jeremy Harmer, *How To Teach English*. New edition....., 41

¹⁰ Jeremy Harmer, *How To Teach English*. New edition....., 42

Harmer that separate table is useful arrangement for group learning and work. The desks together make it easy for all students in the group to see each other and to discuss¹¹. This indicates that the teacher of class VII B manages the seating arrangement in various ways depending on the lesson activities.

On the other hand, the teacher of class VIII B seems does not give much attention to the seating arrangements of students. The teacher tends to use the orderly row during the teaching and learning process. Otherwise, Haddad said that, to encourage active learning and student involvement in large class, seats are arranged appropriately so students can see each other as well as the teacher. ¹² According to observation, the learning activities of the teacher of class VIII B were mostly use lecturing method which was likely to use traditional rows.

Management of Students

a. Managing Students' Behavior

In managing students' behavior, the two English teachers of SMP Bahrul Ulum have their own ways. Both of English teachers of SMP Bahrul Ulum give reward to the student who can answer the question correctly. The teacher of class VII B gives reward by giving additional score or by saying "good". This is aimed to motivate students, in order that the students more active in learning. Larson states that

¹¹ Jeremy Harmer, *How To Teach English*. New edition....., 42 ¹² Caroline Haddad. *Practical Tips for*, 5

by recognizing and rewarding good behavior, teachers provide motivation for the students to improve their social skills.¹³

Moreover, the teacher of class VIII B also gives reward in the same way with the teacher of class VII B. She gives reward for students who have done the tasks well and for the students who can answer the teacher's question correctly. She gives reward by saying "good", "good job". It indicates that both of teachers are trying to build the students' extrinsic motivation. Slavin states that, praise can be a powerful motivator for many students. 14

To create discipline, the teacher of class VII B tend to give threat or warning when there is student who do not pay attention to the teacher's instruction. She calls and even come close to the students who do not pay attention to the lessons or the students who disturb the other students. This finding support Larson's theory. He states that, when a student is disrupting the class, first try some attention moves. Use direct eye contact or move closer to the student. It is also mentioned by Haddad that to control students' behavior, a teacher should stand close by rather than far away. For the students who are in and out without permission, she threatened to release students from class. While the teacher of class VIII B gives punishment to the students who do not pay attention to the lesson by giving warning that she will reduce

¹³ Mary Jo Larson, *Teaching English As A Foreign Language To Large, Multilevel Classes* (USA: Peace Corps, November 1992)

¹⁴ Robert E. Slavin, Educational Psychology Theory, 405

¹⁵ Mary Jo Larson, Teaching English As A Foreign......, 5

¹⁶ Caroline Haddad. *Practical Tips for* 18

their score. It can be concluded that both of the teacher seems to try to overcome the deviant behavior of students.

b. Managing Students Interaction

In managing students' interaction the two teachers of SMP Bahrul Ulum have their own strategies depend on the material and activities.

According to the observation, the interaction in teaching and learning process of class VII B occurs between teachers and students and students and students. The teacher manages the learning activities by various methods. Haddad said that Students in large classes will be more attentive and their potential for learning will be increased when they are exposed to a wide variety of teaching methods and learning experiences. Before the lesson starts the teacher often gives open-ended question for the students. This activity is aimed to increase the students talk. Ur states that openended cues provide opportunities for response at various levels. It is one way to stimulate students to talk. In presenting and explaining the material the teacher uses lecturing or presentation method. During the lecturing, sometimes the teacher gives questions for the students to draw the students' attention. Teacher also gives an opportunity for the student who does not understand the material to ask her.

To encourage the interaction between students, the teacher arranges the students to work in group or practice in pairs. It is support the theory of Scrinever. He said that teacher should encourage interaction between students rather than only

.

¹⁷ Caroline Haddad. *Practical Tips for*, 28

¹⁸ Penny Ur, A Course in Language Teaching, 309

between students and teacher, and teacher and students. 19 Harmer also said that, good teachers are able to be flexible, using different class groupings for different activities.²⁰

On the other hand, the interaction in teaching and learning process of class VIII B tend to go from students and teachers and teacher and students. The teacher manages the learning activities mostly in lecturing method. She considers that lecturing is a good way in delivering the material especially in large classes. It is also stated by Haddad. He said that lecturing is perhaps the oldest and still most commonly used teaching method, and it is the one most often used for large classes.²¹

During the lesson, the teacher sometimes gives some questions to draw the students' attention and to check the students' understanding. She also gives opportunities for students who do not understand the material to ask her. During the observation, the researcher does not find the teacher organize students in pair work or group work. The teacher tends to ask the students to work individually when she give the task. Harmer states that, Individual work allows students to work in accordance with their own abilities, so they can find their own individual needs and progress.²²

¹⁹ Jim Scrivener, Learning Teaching: A Guidebook for English Language Teacher 2nd ed. (Malaysia: Macmillan Education, 2005), 86

²⁰ Jeremy Harmer, *How To Teach English*. New edition....., 45
²¹ Caroline Haddad. *Practical Tips for*, 28

²² Jeremy Harmer, *How To Teach English*. New edition....., 21

4.3.2 Students' Response Toward The Classroom Management Conducted By The Teacher

From the result of questionnaire that the researcher distribute to the students of class VII B, most of students feel enjoy with the learning activities used by the teacher. The different activities in every meeting make them more interested in following the lesson. This finding support Haddad's statement that, students in large classes will be more attentive and their potential for learning will be increased when they are exposed to a wide variety of teaching methods and learning experiences. ²³ It also meet the criteria of effective classroom management by Ningsih that one of the criteria of effective classroom management is Teachers use a variety of teaching methods. They were also pleased with the seating arrangement that is applied by their teachers. They feel that the seating arrangement used by their teacher makes them easy to contact with their friend and also with the teacher. This finding meets the criteria of effective classroom management by Brown that the chairs are appropriately arranged so that the students can easily contact to each other as well as the teacher.

Moreover, they feel enjoy when the teacher asks them to work in group. From the result of questionnaire, almost students give answer that group work makes them more spirit and involve active in following the lesson. It also can be seen by the result of observation, that the students seem so enthusiastic when they learn in group. This finding meets the criteria of effective classroom management by Ningsih that teachers are able to manage the students well. It is also supported by Gary D. Borich, he states

²³ Caroline Haddad. *Practical Tips for*, 28

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

methods. They were also pleased with the seating arrangement that is applied by their teachers. From the result of observation, the teacher of class VIII B mostly uses orderly rows in her teaching. Harmer states that, in orderly rows, the teacher has a clear view of all the students and the students can all see the teacher.²⁴ On the other hand, the students feel bored when the teacher presents the material using lecturing method only.

Whereas, when the teacher uses LCD and power point in delivering the material, they feel enthusiastic in following the lesson. It also can be seen from the result of observation, that they seem so enthusiastic in following the lesson. The classroom condition also was better than the previous meeting, when the teacher does not use media in teaching 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.

Same with the teacher of class VII B, the teacher of class VIII B also gives reward to motivate students to learn and active in the class. The teacher gives reward to the students who can do the task well or the students who can answer the teacher's question correctly by saying, "Good". By the reward or praise that is given by the teacher, the students are motivated to be more active in class. Besides that, sometimes teacher give punishment to control students' behavior. This way is make students discipline in class. These finding supports Haddad's theories that one of the criteria of

²⁴ Jeremy Harmer, *How To Teach English*. New edition....., 41

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.