

**THE CLASSROOM MANAGEMENT OF ENGLISH
TEACHING-LEARNING PROCESS IN A BIG CLASS
(A Case Study of the Seventh Grade of SMP N 2 Mlati, Yogyakarta)**

A Thesis

**Presented as Partial Fulfilment of the Requirements for
the Attainment of a *Sarjana Pendidikan* Degree
in English Education Department**



By

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2011

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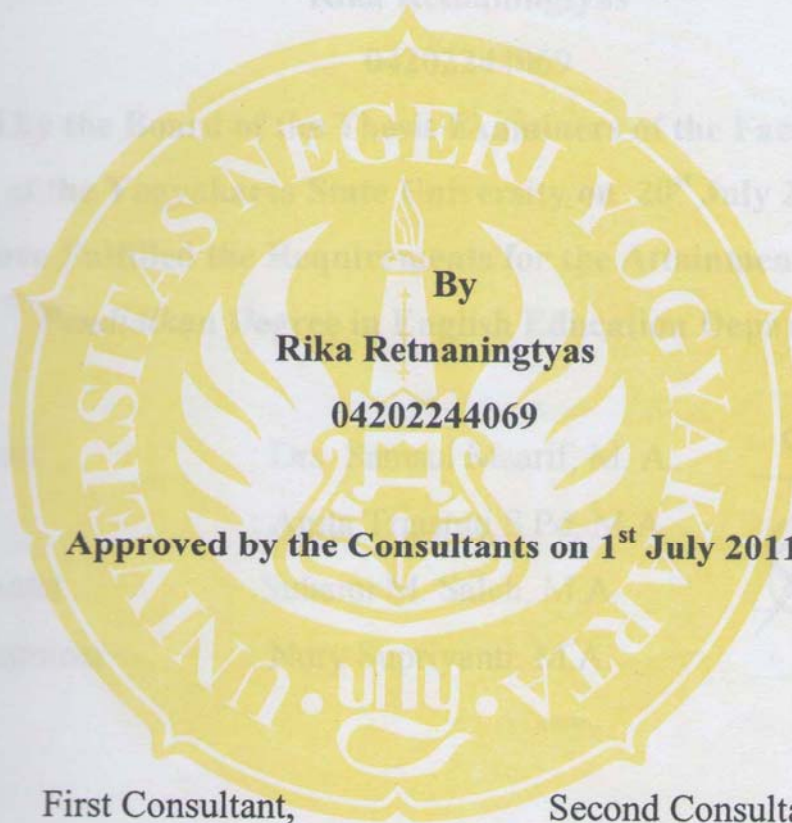
THE CLASSROOM MANAGEMENT OF ENGLISH TEACHING-LEARNING PROCESS IN BIG CLASSES

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A Thesis

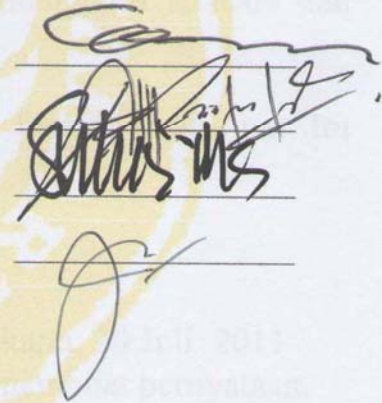
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PERNYATAAN

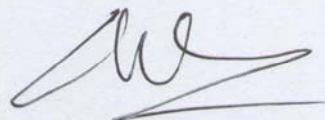
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini, kecuali pada bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti pernyataan ini tidak benar, maka hal itu sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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MOTTOS

**Never give up
If you fall down just try
again....**

DEDICATIONS

This thesis is dedicated by the to:

My lord.... Allah SWT

My beloved mother and father,

My sweetheart, Muhammad Dasri

My beloved younger brother, Muhammad Rizcky Adi

Nugoho (Kiki)

My big family members in Blora

ACKNOWLEDGEMENTS

Alhamdulillah alhamdulillah, alamin,

Praise be to Allah SWT, the Almighty, the Merciful, and the Most Beneficent for His blessing, without which the writer would have never been able to finish this thesis.

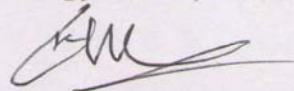
The researcher would like to express her deepest gratitude to her first consultant Nury Supriyanti, M.A., and to her second consultant Basikin, M.Phil., M.Ed., who have advised her and given their invaluable ideas and suggestions to her in developing her ideas, and corrected any inaccurate and misplaced words in her thesis. The researcher would like to express her greatest gratitude and appreciation to all lecturers of the English Education Department from whom she has got and learnt much knowledge, to the Head of the English Education Department Drs. Samsul Maarif, M.A., for his invaluable time and directions, and to her academic advisor G. Suharto, M.Pd., who has always been so fatherly in advising and encouraging her throughout the process of her study.

The researcher's sincerest thanks are devoted to her beloved mother and father, beloved sweetheart, and also to her brother for their love, support, patience, and prayers. She is also grateful to her big family members in Blora.

The researcher would also like to express many thanks to all her best friends in English Education Department for memorable time in Yogyakarta. Her special thanks go to Ariel for giving the support, Nur, Nurul, and Dimas for having always been available when needed, and to her friends Esti and Erma.

Finally, the researcher realizes that this thesis is far from being perfect. However, she expects that this thesis may give contributions to anyone who conducts the English teaching and learning process, particularly in the field of the management of the teaching and learning in big classes.

Yogyakarta, 20 Juli 2011



Rika Retnaningtyas

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ABSTRACT

The objectives of the study are to describe how an English teacher manages a big class in SMP N2 Mlati Sleman, to find out the problems that the English teacher faced in managing the big class, and to find out the ways the English teacher solving the problems.

This study was a descriptive qualitative research conducted in class VIIB at SMPN 2 Mlati, Sleman, Yogyakarta, which consisted of 40 students. The instrument used in this study was the researcher accompanied with an observation schedule, an interview guide and a questionnaire in collecting the data. The data were collected, selected, and reduced and analyzed into types.

The result of the study shows that to handle a big class, the teacher uses the conventional seating arrangement. The teacher uses both English and Indonesian in the teaching and learning process in order that the students understand the lesson. To make the students easy to understand the material, the teacher acts as an informer and monitor in the teaching and learning process. The teacher uses small groups in grouping students. The teacher corrects the students' spoken and written language by checking students' pronunciation and writing one by one. The teacher gives feedback to the students individually or in groups. The teacher's voice is loud in explaining the material. It is aimed to make the students hear the teacher's voice clearly. The teacher's pronunciation is correct and clear.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the international languages which is widely used by people in many types of communication. This language is commonly used in human activities, such as tourism, technology, business, education, and other fields in the international scope. It is the language that people should master when they intend to communicate with others from different countries in the world.

In Indonesia, English is taught as a foreign language in a formal school. It is implemented as a compulsory subject in junior and senior high schools. In those schools, English is taught in the teaching-learning which process covers the four English skills, i.e. listening, speaking, reading and writing. So far, many students face some difficulties in learning this subject. Consequently, some improvement in the English teaching learning process is needed.

Classroom management is needed in every teaching and learning process, including the English teaching and learning process. The English classroom management is a form or support in order that the English teaching and learning process is going efficiently and effectively.

Classroom management influences the teaching-learning process, including English in the class. Nunan (2000: 189) says that in the teaching and learning process, classroom management plays an important role to establish and

maintain workable system in the classroom. Furthermore, he states that classroom management can be used to organize and manage the class. Levin (1996: 32) explains that classroom management will enable the teaching-learning process to take place effectively.

It is clear from the explanation above that classroom management refers to the actions and strategies of the teachers to maintain, to organize and to control the pupils' behavior, movement and interaction to keep them constructively engaged in English teaching-learning process.

Big classes in Indonesia cannot be avoided, for example, SMP N2 Mlati, Yogyakarta. The English class at this junior high school especially in the academic year of 2010/2011 is considered as a big class, consisting of 40 students. In such a class, the learners have different characteristics, learning styles, motivations, knowledge and interests. The teacher then have to think carefully about what teacher is going to do in class teachers and plan how teachers is going to organize the English teaching-learning process.

Besides, after the researcher did an observation, the teaching learning process in SMP N2 Mlati, Yogyakarta was not successful. It can be seen that the student had difficulties in concentrating the teaching-learning process. Besides, they were busy with their friends, and talking is other. The majority of the students did not pay attention to the lesson; some of them were busy doing their own activities, while the others were passive.

Such phenomenon makes the researcher a research to conduct concerning the complexity of English classroom management in English teaching-learning process in a big class.

B. Identification of the Problem

Classroom management influences the teaching learning process in the class. The quality of the classroom management is determined by various components. Those components are teachers, students, material, time and space, school facilities, and environment.

1. Teachers

According to Brown (2001: 345) that state teachers are the primary components who hold important roles in managing the teaching learning process in big classes. In managing the class, teachers use their competencies and personalities. Teacher competence covers some aspects. Those aspect are cognitive, affective, and psychomotoric.

The cognitive aspect is related to the teachers' mastery of teaching materials, teaching subjects, and classroom management. The affective aspect is shown by the teachers' attitude in placing themselves in reciprocating the condition and the existence of the other teaching learning components. The psychomotoric aspect is realized through the teacher's skill in coordinating their body movement in managing the teaching learning process. Furthermore,

teacher's personalities include the nature and the characters that the teachers have and which are reflected in their daily behavior.

Those three aspects of competencies above are related to one another. The teacher's competencies and personalities, can affect the way the teachers teach in the big classes. These ways finally determine the quality of the classroom management the teachers apply.

2. Learners

Learners have various skills. In an English teaching learning process, these skills are usually used to raise questions, to answer questions or to respond to the lesson given. These skills are reflection of their psychomotoric aspects. The varieties of these skills need to be managed so that those skills can result in maximum teaching learning process in big classes.

The cognitive aspect of the learners is reflected by their knowledge and intelligence. The levels of the knowledge and the intelligence of the learners are varied. Their levels will determine the way they think, behave, and act in accepting, understanding, and memorizing the lesson that they get. In managing the class, teachers will consider the levels of the learners' knowledge and intelligence.

3. Materials

According to Harmer (2009: 228) in managing the class, teachers will consider the teaching material they give to the learners. There are two factors that

the teachers consider when they give the teaching material. Those factors are quality and quantity.

The quality of the teaching material can be seen from its variety and intensity. The varieties of English material are for example, structure, grammar, vocabulary, speaking, reading, and writing and so on, However the intensities of the teaching material cover; for example, the amount, the difficulties, and the complexities of the teaching material and so on. The more the varieties and the intensities of the teaching material are the more complex the teaching will be.

Teacher skills in presenting the material, choosing the approach, method and technique, organizing the class, and functioning the various available facilities are commonly believed to affect the teachers in the classroom. A skillful teacher makes various activities in which the learners are able to learn effectively. Unfortunately, not all teachers present the appropriate material to the students in big classes. It can influence the classroom management in the big classes.

4. Time and space

A teaching learning process takes place in a certain time and space. The location and condition of the instruction places may affect the teacher in managing the classroom. The classroom is usually designed in such a way in order to fit the learners' characteristic, learners' number, and the teaching material that is learned. Time also influences the teacher in managing class. Time when learners learn can influence them both physically and mentally. Learners who

study in the morning usually feel easier and fresher in understanding the lesson given than the ones who study in the afternoon or evening.

5. School facilities

Facilities also contribute to the classroom managements to some extent. The availability of various facilities both inside and outside the classroom needs to be managed so that those facilities can be used effectively and efficiently.

6. Environment

The location and the condition of the class usually influence the teacher in managing the teaching learning process. Noises that may come from the surrounding classes encourage the teacher to apply the appropriate management that may be different from the normal condition.

In the teaching learning process above instructional components give widespread description about the scope of classroom management it general and also the interconnection between those components. Therefore, the information of English classroom management is highly needed. The information can be in the form of description about the real English management and its related aspects. In this research, the researcher tries to observe the condition of the English classroom management and the related aspect in the English teaching and learning process of SMP N2 Mlati, Yogyakarta.

C. Limitation of the Problem

According to the identification of the problem, the aspects of classroom management are still too broad and various. This research is limited to the English classroom management of SMP N2 Mlati Yogyakarta.

D. Formulation of the Problem

From the background of the research above, the researcher formulates the problems as follows:

1. How does the English teacher manage a big class in SMP N2 Mlati, Yogyakarta?
2. What problems are faced by the English teacher in managing a big class?
3. What does the English teacher do to solve the problems in managing a big class?

E. Objectives of the Study

The objectives of this research are to describe how English teacher manages a big class in SMP N2 Mlati Sleman, to find out the problems that the English teacher faced in managing the big class, and to find out the ways of the English teacher to solve the problems in managing a big class.

F. Significance of the Study

- 1. For English teachers**

The finding of this research hopefully becomes an input for the improvement of the quality of the English teaching-learning process, especially in connection with the English classroom management.

2. For the headmaster

Of the junior high school where the research is conducted, the finding of this research can become an input in understanding and making any policies to improve the quality of the English teaching learning process.

3. For other researchers

The finding of this research can be one of the resources of thoughts for further research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. LITERATURE REVIEW

1. English Teaching and Learning Process

According to Kimble and Garnezy in Brown (1987: 6), learning is a relatively permanent change in a behavior tendency and result of reinforced practice. In order to be easier to understand, this definition is then classified by Brown (1987: 6) in the following notions:

- a. Learning is acquisition or “getting”
- b. Learning is retention of information or skill.
- c. Retention implies storage system, memory, cognitive organization.
- d. Learning involves active, conscious focus on and acting upon event outside or inside the organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

Related to second language and foreign language learning, Krashen in Hutchington and Waters (1987: 49) makes a distinction between language acquisition and language learning. He proposes that acquisition is taking a language naturally and it takes places in an informal setting. The process is a subconscious one,

and it occurs because there is a real need to use the language whereas learning happens when one is taught in a formal setting, and language is acquired when the learner receives comprehensible input. The language age is acquired when the learner receives comprehensible input the language may be understandable because of a strong and supportive context or because the learner and the speaker share knowledge and experience. For language growth to occur it is important that the learners receive input just slightly beyond his or her current level of competence.

Teaching cannot be defined apart from learning. An understanding of how the learners will determine the philosophy of education, the teaching style, the approach, methods, and classroom techniques used by someone (Brown, 1987: 7). According to Kimble and Garnezy in Brown (1987: 6), teaching is showing or helping someone to learn how to do something, giving someone in the study of something, providing someone with knowledge, and closing someone to how or know or understand. Meanwhile, Brown (1987: 7) states that teaching as guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. It is in accordance with Gage in Altman (1981: 7), who defined teaching as any causing learning on the part of another.

2. The Classroom Management of the English Teaching and Learning Process

a. Definition of the Classroom Management

Nowadays, classroom management is a very is issue in the world of the teaching learning. A positive classroom management will motivate and involve students in the teaching and learning activities. Neil and Wiles (1990: 277) study that classroom management is a brooder concept and generally is directed towards effective and efficient learning.

It is not important to debate which one is broader or narrower. In fact, the process of teaching and learning may not run well if the teacher is unable to manage her classroom. It is stated by Brown (2001: 192) that one of important stages in a successful teaching and learning process is classroom management which encompasses an abundance of factors ranging from how the teacher physically arranges the classroom to how to create classroom energy.

There are some definitions about classroom management formulated by theorists. Richards in Richards and Nunan (1990: 10) states that classroom management refers to the ways of student's behavior, movement and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively.

Doyle in Burden and Byrd (1999: 162) states that classroom management refers to the actions and strategies teachers use to maintain order in classrooms. Burden and Byrd (1999: 163) state that classroom management focuses on establishing and maintaining workable system for classroom groups rather than ways

to spot and punish misbehavior, resolve behavior disorder, or capture the attention of individual students. Meanwhile, Levin and Nolan (1996: 2) state that classroom management is intricately related to teaching. They cannot exist independently. Burden and Byrd (1999: 239) explain that classroom management focuses on ways to establish attention and to spot and punish misbehavior, resolve behavioral disorders, or capture the attention of individual pupils. Richard in Richard and Nunan (1990: 32) states that in a well-managed class discipline problems are few and learners actively engaged in learning task and activity. This contributes to the motivational level and expectation for success that the teacher creates in the class. According to Levin and Nolan (1996: 32), teachers who manage their classroom effectively report enjoying teaching more and having greater confidence in the ability to affect pupil achievement. Meanwhile Doyle in Burden and Byrd (1999: 68) defines classroom management or the efforts done by the responsible person in the teaching learning activities in order to get on optimum condition.

Based on the explanation above, it is known that there are many definitions and also some principles of good classroom management formulated by experts. In short, it can be said that classroom management refers to any actions or strategies teachers use to maintain, organize, and control the pupils' behavior, movement, and interaction to keep them constructively engaged in teaching-learning activities.

According to Spratt, Pulverness, and Williams (2005: 134-135), there are some classroom functions that are often used by the teachers, they are:

1) Instruction

The language of instruction is often the imperative, particularly for young learners and for beginners, example open your books at page 12.

2) Narrating

Narrating is telling a story or talking about something that has happened. In the primary classroom we often tell stories to learn. In secondary and adult classrooms teachers may tell stories too, but teachers might more often talk about past experiences and things that have happened in our lives.

3) Eliciting

Eliciting is when teachers get information from our learners rather than giving it to them. This information can be about topics or language. For example, we can show learners a picture and ask 'what can you see in the picture? We can also ask learners to give us general information.

4) Prompting learning

Prompting is when teachers say something to help learners think of ideas, or to remember a word or phrase by giving them part of it. For example, teachers could say to learners the start of a storytelling activity.

5) Correcting

Teachers can correct learners by using language to indicate where or how they have made a mistake.

6) Checking

Teachers check learning all the time during the lesson, but teachers do this most often after they have presented new language, and at the end of a lesson to give students information for planning the next lesson.

7) Conveying

Teachers convey the meaning of new language. When teachers convey the meaning they show the meaning of new words or structures.

Furthermore, Nury (2007) proposes the teacher key concepts in the language teaching in the classroom:

- 1) The language teacher use in the classroom must be appropriate for the classroom function and for the level and age of the learners
- 2) Teachers need to grade the language to suit the language level and age of the learners. Grading language means choosing to use classroom language that is or below the language levels of the learners.
- 3) Teachers need sequence the language appropriately to provide learners with learning opportunities. Sequencing means using language in a logical order. This particularly important for explanation and instructions.
- 4) Learners can learn classroom language, just by hearing it again. So it is important to use the same classroom language for classroom functions at the early stages of learning.

- 5) Teachers need to think about the language teacher are going to use for different classroom function and make sure the language is appropriate. Appropriate language will use the right degree of formality for the learners.

b. Managing the Teaching and Learning Process in the Classroom Management

1) The Teacher Roles

Brown (2001: 67-168) suggests the following teachers roles, which are more conducive to creating an interactive classroom. First, a teacher is as controller. The teachers determine what the students do, when they should speak, and what language forms they should use. To make interaction, the teacher must create the climate in which spontaneity can thrive, in which unrehearsed language can be performed, and which the freedom of experience given over to students. Second is a director. This role will enable students eventually to engage in the real-life drama of improvisation as each communicative even bring its own uniqueness. Third is as a manager. In this, the teacher is one who plan lessons, modules and courses, and who structures the larger segments of classroom time, but who them always each individual player to be creative within those parameters. Fourth is as a facilitator. The teacher makes learning easies for students: help them to clear away roadblocks, the find shortcuts, to negative cough terrain. The last is as a resource. The teacher is available for advice and counsel when the students seek it.

2) Grouping Students

Spratt, Pulverness, and Williams (2005: 148) state the key concept of grouping students and the language teaching classroom. Teachers need to consider a number of different factors bellows:

a) The teaching aim

It is much easier to choose how to group students when we have decided on the aims of the lesson and the aim of each activity.

b) The learning styles of the students

For example, some students prefer to work as individual, others in groups.

c) The ability and level of the students

Most classes are 'mixed ability' i.e. the include students of different abilities. Teachers can group's students for some activities so that students of the same ability work together, and for some activities so that students of different abilities work together.

d) The personalities of our students.

Most of the time students will work together, but the sometime there are students who do not work together positively.

e) The class size.

With a class of between 20 and 30 students, teachers can manage pair and group work quite easily. With classes of more than 30 students, pairs and group work are possible, but need more careful planning.

3) Giving Feedback

According to Spratt, Pulverness, and Williams (2005: 157), giving feedback is giving information to learners about their learning. Feedback can focus on learner's language or skills, the ideas in their work, their behavior, their attitude to learning or their progress. Furthermore, they state key concepts of giving feedback in the language teaching in the classroom. They are:

- a) Students can organize small group feedback sessions, where the teacher and the learners can give and receive feedback on the classes and their learning
- b) Learners will need training is how to give feedback to each other.
- c) Feedback which is particularly personal or sensitive should be given to learners in individual meetings and not in front of the whole class.

4) Seating Arrangement of the Classroom Management in Big Classes

Brophy in Levin and Nolan (1996: 125) states that in large classes, the environment conditions of classroom must be appropriate for teaching and learning process. It must be stressed that learning activities are more successful when teachers have pre-planned for appropriate seating arrangements and materials and have developed rules and procedures.

According to Evan and Lovell in Levin and Nolan (1996: 126), teachers have no control over the size of their classroom. However, they

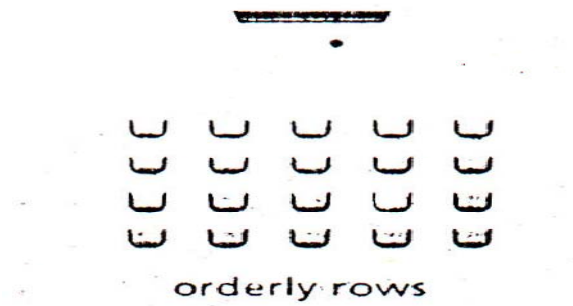
usually can decide how best to utilize the given space within the classroom. Careful use of physical space makes a considerable difference in classroom behavior.

Levin and Nolan (1996: 126) state that seating is planned so that the teacher may easily reach any pupils in the class without disturbing others students. Besides, seating is arranged so that all students are able to see instructional presentations.

According to Harmer (2001: 19-20), there are four seating arrangements, they are:

a) Orderly rows

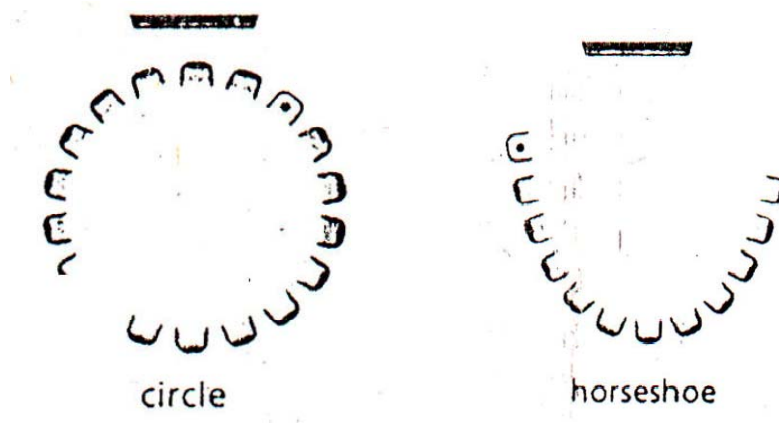
Orderly rows imply teachers working with whole class. It means that the teacher has a clear view of all the students and the students can all see the teacher (in whole direction they are facing). It is necessary when the teacher works with the whole class sitting in orderly rows, it is vitally important to make sure that they remain in contact with the pupils and that they keep everyone involved. The seating arrangement in orderly rows:



Picture 1. Orderly Rows Seating Arrangement

b) Circle and Horseshoes

In a horseshoes the teacher is often located in a central position; it has much greater opportunity to get close to the students. In a circle, the teacher's position is outside of the circle. The horseshoes and circles arrangements the students have shared and information through talking, eye contact, or expressive body movement (eyebrow-raising, shoulder-shrugging etc).The seating arrangement of circle and horseshoes:

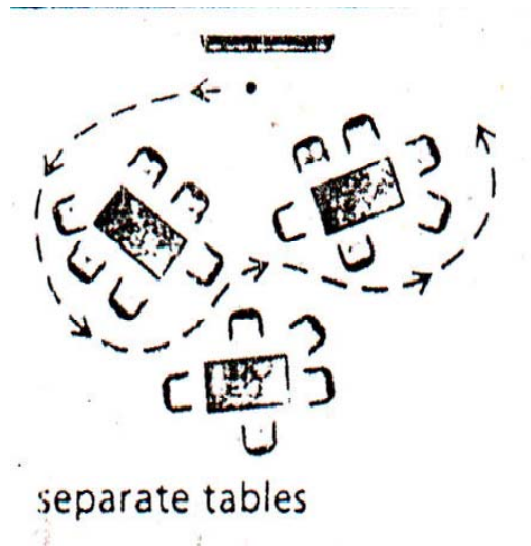


Picture 2. Circle and Horseshoe Seating Arrangement

c) Separate tables

When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than other arrangements. It is much easier for the teacher to work at one table while the others get on with their work. In separated classroom students might see the teacher walks around to

check the students work and helps if they have difficulties. The setting of separate table is:



Picture 3. Separate Tables Seating Arrangement

5) The Physical Environment of the Classroom

a) Sight, sound, and comfort

Brown (2001: 192-194) states that physical environment of the classroom are sight, sound, and comfort, they are:

- (1) The classroom is neat, and orderly in appearance.
- (2) Chalkboards are erased.
- (3) Chairs appropriately arranged.
- (4) The classroom is as free from external noises as possible
(machinery outside , street, noise, hallway voices)

- (5) Acoustic within your classroom are at least tolerable.
- (6) Heating or cooling system (if applicable) is operating.

b) Chalkboard use

The chalkboard is one of the greatest allies. It gives students added visual input along with auditory. It allows the teacher to illustrate with words, pictures, graphs and charts.

c) Equipment

The classroom may be construed to include any equipment the teacher may be using if the teacher is using electrical equipment (say, an overhead projector or a video player), sure that

- (1) The room has outlets,
- (2) The equipment fits comfortably in the room,
- (3) Everyone can see (and /or hear) the visual/auditory stimulus,
- (4) You leave enough time before and after class to get the equipment and return it to its proper place,
- (5) The machine actually works,
- (6) Teachers know how to operate it
- (7) There is an extra light bulb or whatever else teachers will need if a routine replacement is in order.

6) The Teacher's Physical Attendance

According to Brown (2001: 194), the fundamental classroom management concern has to do with the teacher and his message through the teacher's voice and through the teacher's body language.

One of the first requirement teachings of good teaching is good voice projection. The teachers do not have a loud, booming voice, but the teacher needs to be heard by all the students in the room. When the teacher is talking project, the teacher's voice is loud so that the person sitting farthest away from the teacher hear the clearly. If the teacher are directing comment to a students in the first row sitting right in front f the teacher, remember that in whole-class work, all the reeks of the students need to be able to hear that comment. The teacher must speak the articulation clearly. Clear articulation is usually more of a key too comprehension than slowed speech.

The teacher's voice is not the only production mode available to the teacher in the classroom. Nonverbal messages are very powerful. In the language class, especially, where students may not have all the skills they need like verbal language, their attention is drawn to nonverbal communication. Here are some pointers:

- a) Let the teacher body posture exhibit an air of confidence.
- b) Face the teacher should reflect optimism, brightness, and warmth.
- c) Use facial and hand gestures to enhance meaning of word and sentence that might otherwise be unclear.

- d) Make frequent eye contact with all students in the class.
- e) Do not “burry yourself” in the teacher note and plans.
- f) Do not plant the teacher feet firmly in one place for the whole hour.
- g) Move around the classroom but, not to distraction.
- h) Follow the constructional rules proxemics (distance) and kinesthetic (touching) that apply for the culture (s) of the teacher students.
- i) Dress appropriately, considering the expectations’ of teacher students and the culture in which the teacher are teaching.

According to Nury Supriyanti (2007:1-4), teacher’s attendances physically in the classroom are:

a) The teacher’s Attendance

Teacher’s attendance is a very significant factor for the success of language learning in the classroom. Therefore, it must be maximized with all efforts. The teacher is a unique personnel. Her superiority is expected to support conducive classroom management for learning.

b) Teacher's Proximity in the Classroom

It is important to give attention to the distance between teacher's and students' position in the classroom. Some students consider it as intimacy. Far distance is considered as rigidity.

c) The Appropriateness of Students-Teacher Relationship

Teacher's position that is always near to the students makes students uncomfortable.

d) Teacher's Movement

Classroom management includes how much we move and how the position is. Some teachers are comfortable in one position only, but others are comfortable to move around the class while teaching in order to supervise students' activities effectively. Basically, teachers who like to stay in one position only, moreover in teacher's chair without moving at all, will be boring. In the opposite, those who like moving around will make students confused. For example: While the teacher is explaining material, he or she will take the position in the front of the class. While the teacher is monitoring group activities, she or he will be in the position where she or he can observe all students clearly.

e) Voice Clarity (how the teacher manages her/his voice)

One of teacher's instruments in teaching is voice, especially for language teacher.

f) Pronunciation

The pronunciation used must be based on standard pronunciation, either in Indonesia and English because each language has different character. Teacher's language is the model language, either in its accuracy and its politeness.

g) Voice Endurance

Teacher must pay attention to the voice endurance as the main learning instrument while he/she is teaching. A teacher must be able to manage his/her voice while teaching all day so she/he will not get tired when the class is over. It can be applied by using the voice efficiently, when it should be a bit loud, slow, and quiet at all. For language teacher, voice is the main asset in teaching.

3. Big Classes

According to Brown (2001: 196-197) ideally, language classes should have no more than a dozen people or so. They should be large enough to provide diversity and

student interaction and small enough to give students plenty of opportunity to participate and to get individual attention. Unfortunately, the financial of education is limited, so educational budgets is not sufficient, so that most language classes are significantly larger.

Harmer (2001: 128-129) states that in big classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. It may seem impossible to organize dynamic and creative teaching and learning sessions. Frequently, big classes are not easy to have students walking around or changing pairs. Most importantly, big classes can be quite intimidating for inexperienced teachers.

Harmer (2001: 128-129) states that despite the problems of big classes, there are things which teachers can do.

1. Use worksheets

One solution is for teachers to hand out worksheets for many of the tasks which they would normally do with the whole class, if the class were smaller. When the feedback stage is reached, teachers can go through worksheets with the whole group and all the students will get the benefit.

2. Use pair work and group work

In large classes, pair works and group works play an important part since students maximize student's participant. Even where chairs and desks cannot be moved, there are ways of doing this: first rows turn to face, second, rows, third, rows to face fourth rows etc.

When using pair work and group work with the large groups, it is important to make an instruction especially clear, to agree how to stop the activity (many teachers just raise their hands until students notice them and gradually quieten down) and to give good feedback.

3. Use chorus reaction

Since it becomes difficult to use a lot of individual repetition and controlled practices in a big group, it may be more appropriate to use students in chorus. The class can be divided into two halves-the front five rows and the back five rows, for example, or the left hand and right-hand sides of the classroom. Each row/half can then speak a part in a dialogue, ask or answer a question, repeat sentences or words. This is especially useful at lower levels.

4. Use groups leader

Teacher can be enlisting to help a few group leaders they can be used to hand out copies, check, that everyone in their group (or row or half) has understood a task, collect work and give feedback.

5. Think about vision and acoustics

Big classes are often in big rooms. Teachers have to make sure that what they show or write can be seen and that what they say or play to the whole group can be heard.

6. Use the size of the groups to your advantage

Big groups have disadvantages of course, but groups also have one main advantage-groups are bigger, so that humor, for example, is funnier, drama is

more dramatic, a good class feeling is warmer and more enveloping. Experienced teachers use this potential to organize exciting and involving classes.

Big classes are ongoing issue in education and it is continually expanding in many countries (Leahy, 2007:6). Most of schools have extremely large classes, for example in SMP N2 Mlati, Sleman, Yogyakarta especially in the seventh grade. According to Murphy (1998:7), the ideal class contains of 13-17 students and large class contains 22-25students.

According to Brown (2001:1) According to brown (2001: 196-197) ideally, language classes should have no more than a dozen people or so. They should be large enough to provide diversity and student interaction and small enough to give students plenty of opportunity to participate and to get individual attention. Unfortunately, educational budgets being as paltry as they are, most language classes are significantly larger. Classes of fifty to seventy-five are not uncommon across this globe. Then he states large classes present some problem: proficiency and ability vary widely across students, individually teacher-students attention is minimized, student opportunities to speak are lessened, and teacher's feedback on student's written work is limited.

Some solutions to these problems are available. Consider the following that apply to one or several of the above challenges:

- a. Try to make each student feel important (and not just a number) by learning names and using them.

- b. Optimize the use of pair work and small-group work to give students chances to perform in English
- c. Use peer-editing, feedback, and evaluation in written work whenever appropriate.
- d. Give students a range of extra-class work, from a minimum that all students must do to challenging task for students with higher proficiency.
- e. Don't collect written work from all of your students at the same time; spread it out in some systematic way both to lighten your load to give students the benefit of a speedy return of their work.
- f. Set up small "learning centers" in your class where students can do individualized work.
- g. Organize informal conversation groups and study groups.

B. CONCEPTUAL FRAMEWORK

As has been in the identification of the problem, a teaching-learning activity is a process that requires a management of the components of the process. Those components are the teacher, students, and materials.

In the English teaching-learning process, classroom management is a very complex system. The complexity of classroom management is determined by characteristic of, the condition of and the complex relations among the learning components above. The English teaching leaning process at SMP N2 Mlati Yogyakarta, guided by an English teacher, which has 40 students in a level of class whose total number of meetings for English as a school subject is 4 hours, is assumed to have the complexity.

In this research, the researcher tries to reveal a part of the facts concerning the complexity of the English classroom management. The focus of this research is aimed at describing the English classroom management that actually appears and can be observed at SMP N2 Mlati, Sleman, Yogyakarta.

CHAPTER III

RESEARCH METHOD

This research is a descriptive qualitative research. This study tries to reveal the classroom management in the English teaching-learning process of SMP N2 Mlati Yogyakarta.

A. Setting of the Research

SMP N2 Mlati is located in a suburban in Sleman, Yogyakarta. It is located in Sinduadi, Mlati, Sleman, Yogyakarta. SMP N2 Mlati consists of 15 classes, grade VII consists of 5 classes, and grade VIII consists of 5 classes, and grade IX consists of 5 classes. SMP N2 Mlati have a library, 2 laboratory, a hall, a basketball, an office, 2 parking areas, UKS, toilet for students and teachers, and a court.

The setting of the research is the English class at SMP N2 Mlati in grade VII B. The classroom is very clean, the classroom is as free from external noises as possible (machinery outside, street, noise hallway voices) tables and chairs for students and teachers). The tables and chairs are arranged neatly. There were 20 tables and 40 chairs. In the classroom, there were two whiteboards, 3 markers, a teacher's desk, 2 whiteboard, a cupboard, a vase, a flag, and a map, the picture of a president and a vice president, 5 brooms, a basket, and a calendar.

B. Place and Time of the Research

This research was conducted is SMP N2 Mlati, Depok, Sleman, Yogyakarta. The time of research was conducted in the second semester of the academic 2009/2010. There were two cycles in this research. Each cycle consisted of two meetings. The researcher followed the school schedule in determining the time for each meeting. The following is the schedule for the English class for 7B:

Tuesday : 11.40. a.m - 13.00 a.m

Friday : 09.40.a.m - 11.00 a.m

The research was conducted in May and June 2010 the details of the research are presented as follow: Monday, 3 May 2010, Tuesday, 4 May 2010, and Friday 14, May 2010.

C. Data and Techniques of Collecting the Data

The data collected in this classroom situation was in the form of observations, interviews, and questionnaires. There are three techniques of collecting the data in this research. The procedures of data collection are as follows:

1. Observation

According Burke (2001: 147), an observation is defined as the unobtrusive watching of behavioral patterns of people in certain situation to obtain information about the phenomenon of interest.

2. Interview

According Burke (2001:146), an interview is a data collection method in which interviewer asks interviewer questions.

3. Questionnaires

According Burke (2001: 127), a questionnaire is a self report data collection instrument that each research participant fills out as part of a research study. Researchers use questionnaires so that they can obtain information about the thoughts, feeling, attitudes, beliefs, values, perceptions, personality, and behavioral intention of research participants.

D. Research Instrument

The main instrument of this research was the researcher herself. Meleong (2000:121) states that in qualitative research, the researcher plays the role as the designer, the data collector, the analyst, the data interpreter, and eventually the reporter of the research finding.

E. Data Analysis

James (2001:461) states that qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying pattern (relationships) among the categories. Most categories and patterns emerge from the data, rather than being imposed on the data prior to data collection.

F. Data Validity

James (2001:181) states that data validity is the content of the inferences and uses of the basis scores from an instrument which are reasonable and appropriate.

G. Data Reliability

James (2001:181) state that reliability refers to the consistency of measurement, the extent to which the scores are similar over different forms of the same instrument or occasions of data collection. The goal of developing reliable measures is to minimize the influence on the scores of chance or rather variables unrelated to the intent measure.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The aim of the study is to find out the general characteristics of the English classroom management in class VIIB at SMPN 2 Mlati, Sleman, Yogyakarta, which consist of 40 students. The finding of the study is divided into three broad categories, they are the physical setting of the classroom, the psychological setting of the classroom, and the management of the teaching and learning process.

A. The Finding

1. The Physical Setting of the Classroom

a. Classroom Size

In this research, the size the classroom was 10 x13 meter. It made the teacher easier to manage the class because all the students' movement could be seen clearly from the front of the class, so when the teacher was giving a quiz to students, they could not discuss with their friends. Because of the large classroom, the teacher generally could come closer and gave more attention to the students. It would make students more enthusiastic and had a great motivation to learn

English. This condition would help students to be successful in learning English at school.

The number of students in the class was 40 students. It was not ideal class because it was considered as a big class. According to the Regulations of Ministry No. 129 a/U/2004 Section 3 on Elementary Education, the number of junior high school students in each class should be between 30 to 40 students. However, the ideal class should be small. It has about 15 to 20 students so that it would be more effective and efficient. National Education Association (NEA) states that the classroom size should be smaller. The optimal classroom size consists of 15 students. Smaller classes are also better because the issues of safety and discipline. In smaller class sizes, the teachers can give more attention to every student. So it will help students to be successful in their learning English.

To handle the big class, the teacher generally used the conventional arrangement and made groups of students, such as, small groups, large groups and in pairs. The teacher also gave more attention to the students when they were doing the tasks. These were good ways to handle the big class. When the teacher was managing the small class, the teacher generally did not have much movement. The teacher just saw the students' movement by standing in front and behind the class, sitting on the student's seat in the behind

b. Color

Based on the observation, the colors of the wall were yellow and white. They were traditional colors. However, the yellow color is bold color which can create a distraction, while white can be cold and institutional. The wall color of the classroom should be light blues, purple, peach or a variety of colors because these colors give a calm and cool atmosphere.

Mike Kennedy (2010) proposes some of beneficial colors of a classroom. Light blue and purple have a calming effect on learners. Warm tones like taupe and peach provide a relaxing atmosphere that allows learners to focus on their studies rather than be distracted by their environment. It is also good to use a variety of colors within the classroom, as the repetition of color aids memory.

He also proposes the avoided colors such as, white color, which can make the eyes tired and sleepy with its sheer intensity. Bold colors may create a distraction, especially with younger learners. Red, for example, has been shown to increase heart rate and grabs attention immediately. Black and brown are associated with fear and anxiety in young children and can bring about an undercurrent of anxiety.

c. The Interior Design of the Classroom

Based on the observation, there were 20 tables and 40 chairs in the classroom. Besides, there were two whiteboards, three markers, a teacher's desk, a cupboard, a vase, a flag, and a map, the picture of a president and a vice president,

five brooms, and a calendar. There were six windows in every classroom. The windows and the ventilator were located on the right and left sides of the wall. The size of each window was 110cm x 80cm. Lighting in each classroom was from the sun. The classroom was clean and shiny. The floor of the classroom was white ceramic. In general, the pattern of the desk arrangement of the classroom was the lines pattern.

According to Gordon (2010), the interior design includes location, technology, food service, acoustics, lighting, seating ventilation, outdoor space, and stage use. The right color shade can transform a distracted, frazzled environment into calm and focused space.

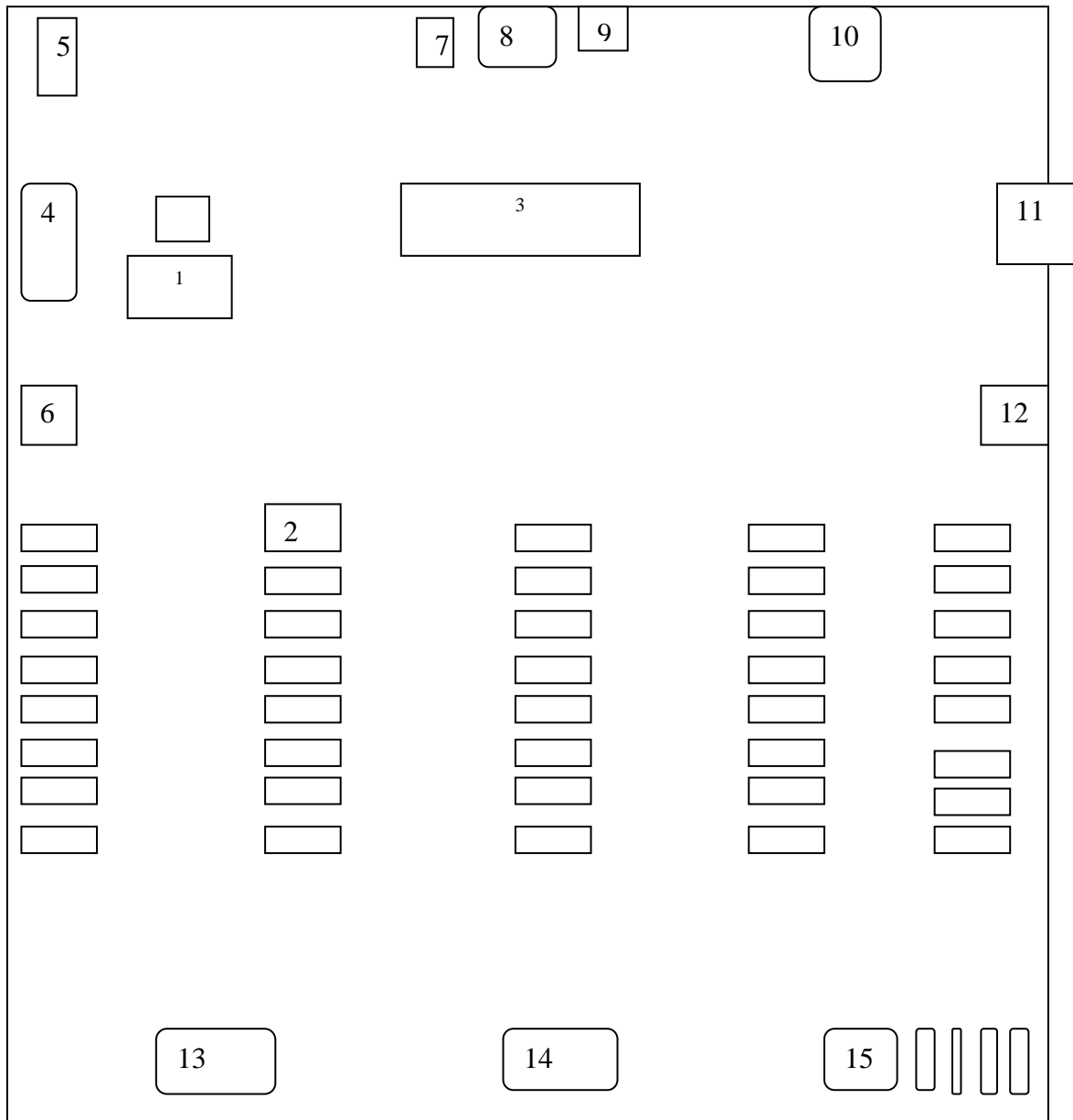
In this study, it is shown that the pattern of the students' desk arrangement was the line pattern. The flag was in the left front corner. It was located in front of the class. Behind of the flag was the cupboard. The attendance list was in the behind of the cupboard. The right side of the cupboard was the teacher's desk. There was a picture of Garuda on the middle upper of the wall. It was located in front of the class. On the left side of the picture of Garuda, there was a picture of the President. There was a picture of the vice president in the right side of the picture of Garuda. A calendar was hanging on the right side of the wall. It was located in front of the class. The blackboard was under the picture of Garuda. The students' desks were located in the middle of the class. There were 40 students' desks. The pattern of the students' desk was the lines pattern. There were three decorations in the class. All of them were hanging on the wall. Two decorations were located in the behind of the class. The first decoration was hanging on the

middle side of the wall. It was in the behind of the class. The second decoration was on the left side of the first decoration. The third decoration was located the right front of the class. It was in front of the students' desks in the right side. It was also hanging on the wall. There were some brooms in the right corner behind of the class. The door was located in the right front of the class. It was about 2 meters from the corner of the class. This class was used the traditional pattern. The students' desks were in line pattern. Most of the schools use this pattern.

In this research, the interior design of the classroom includes location, lighting, seating, ventilation, and outdoor space. The right color shade can transform distracted frazzled environment into calm and focused space.

In general, every class was clean and tidy. The floor of the classroom was made from ceramic. The facilities of the teaching and learning activities were complete.

Picture 4. The Interior Design of the Classroom



- | | |
|---------------------------------|------------------------------------|
| 1. The teacher's chairs | 9. The picture of a vice president |
| 2. Table | 10. Calendar |
| 3. Backboard | 11. Door |
| 4. A cupboard | 12. Decoration I |
| 5. A flag | 13. Decoration II |
| 6. Attendance list | 14. Decoration III |
| 7. The picture of the President | 15. Brooms |
| 8. The picture of the Garuda | |

The picture shows that the pattern of the students' desk arrangement was the traditional line. The flag was in the left corner. It was located in front of the class. The behind of the flag was the cupboard. The attendance list in the behind was of the cupboard. The right side of the cupboard was the teacher's desk. There was a picture of Garuda on the middle upper of the wall. It was located in front of the class. On the left side of the pictures of Garuda, there was a picture of a President. There was a picture of a vice president in the right side of the picture of Garuda. A calendar was hanging on the right side of the wall. It was located in front of the class. The blackboard was under the picture of Garuda. The students' desks were located in the middle of the class. There were 40 students' desks. The pattern of the students' desk was the traditional line. There were three decorations in the class. All of them were hanging on the wall. Two decorations were located in the behind of the class. The first decoration was hanging on the middle side of the wall. It was in the behind of the class. The second decoration was on the left sight of the fist decoration. The third decoration was located in front right of the class. It was in front of the students' desks in right side. It was also hanging on the wall. There were some brooms in the right corner of the behind of the class. The door was located in front right of the class. The door was located in front right of the class. It was about 2 meters from the corner of the class. This class was used the traditional pattern. The students' desk was in line pattern. Most of the schools use this pattern.

According to Brown (2001: 193), there are some patterns of seating arrangement such as, circle, semi circle, U, shapes, etc. Teachers can change the

seating pattern to avoid the bored situation. The new pattern still creates a good atmosphere so that students will more enthusiastic in the class.

d. Seating Arrangement

In this study, it is shown that the pattern of the students' desk arrangement was the conventional arrangement. Nury (2005: 7) states that the conventional arrangement is appropriate because it has many advantages. The teacher can see all students individually, in each line vertically or horizontally and around of the class. This pattern ease the teacher to talk to the students directly either individually, in the small groups. The teacher can see the student's movement clearly. This conventional arrangement can ease the teacher in the teaching learning activities, such as, explaining the grammar, watching video, using blackboard and whiteboard, OHP.

However, the teacher must be keep contact with the students individually, in the small groups, and in the large groups. The teacher must always involve each student to participate in the teaching and learning process. When the teachers were asking the students to answer the question, it should not be organized. It is because if the students were asked to answer the question in a series, the students would not care about the other answers.

The conventional seating arrangement is appropriate and has many advantages, for example, the teacher can see the student's movement clearly, the teacher can talking with the students easily, and the teacher can handle the

students in the classroom. Besides, the students can see the blackboard and whiteboard clearly because it located in the middle front of the class.

In general, the conventional arrangement is appropriate because the teacher can see all the students individually, in each line vertically or horizontally and around of the class. For example, the teacher can move around the class, in front, right, left, middle and behind of the class.

2. Psychological Setting of the Classroom

The classroom situation determines the success of the teaching and learning English. Based on the observation, the floors of the classroom looked shiny. It made the classroom feel comfortable. The teacher's voice was loud and not resounded. The light in the classroom was bright so it supported the teaching and learning process. It should make the students be enthusiastic in the teaching learning, because the classroom was comfortable. However, in fact, many of students did not focus to the lesson. They were very busy doing their own activities, while the others were passive. This condition was worsened by the sound from outside the class which disturbed the lesson. At last, the students were difficult to concentrate the lesson.

The psychological setting of the classroom is very important in the teaching and learning process. The classroom situation should be able to make the students enjoyed the teaching and learning activities. However, the classroom situations in this research were not all support the teaching and learning activities.

Although the classroom looked shiny, the sound from outside of the class could be heard in the classroom. It made the students feel uncomfortable during the lesson. According to the psychological setting of the classroom it is very important in the teaching and learning process. According to Brown (2001:192-193), the Psychological setting of the classroom are sight, sound, and comfort.

In general, the floors of the classroom looked shiny. It made the classroom feel comfortable but the sound from the outside of the class could be heard in the classroom. This made the students feel uncomfortable so that they were difficult to concentrate the lesson.

3. The Management of the Teaching and Learning Process

a. The Teacher's Language

In this research, the teacher greeted the students using English. The English teacher greeted the students with routine expressions in English like; *“Good morning. How are you today?” “Good afternoon”. “See you next week”, “Bye-bye”*. Then, the students responded, *“Good afternoon”. “Bye-bye”*.

The teacher used two ways in explaining the material. The first way was explaining the material orally and the second was using a written explanation. To explain the material orally, the teacher used a bilingual technique, naturally using English and Indonesia. The teacher used English to explain the materials, and then she translated them into Indonesian.

In the teaching and learning activities, the teacher gave some examples to the students how to write the sentence. For example, “*Anton goes to school at 06.30 a.m*”, “*complete this dialog by choosing the best answer*”. The use of grammar and vocabulary should be correct. The students could understand what the teacher explained.

The teacher generally explained the material first, and then she gave some instructions, such as “*Open your book page 13, and make a group, each group consists of 4 students*”. Besides, the teacher gave the assignment to the students, corrected the students’ tasks, and looked the students one by one answering the question. After students finished answering the question, the teacher gave scores to the students. To check the students’ tasks, the teacher always gave the time, for example, “*I give you ten minutes to answer the question*”. When the teacher was conveying the meaning easily, she used the systematic language, and the familiar language.

In this study, the teacher’s language had some functions, such as, an instructor, corrector, elicitor, and supervisor. As Instructor, the teacher asked the students to open the book and to make a group, for example “*Open your book page 13, and you make a group, each group consists of 4 students*”. As the corrector, “the teacher asked the students to read the sentence, for example ‘*I can help you*’. The students made a mistake in pronunciation, for example when they said, “help”. As the corrected the students’ production for example, “*My hobby is football*”. The students made a mistake in grammar that was in the word “football”. It should be “*football*”. As an elicitor, she gave explanation and

information how to make a table. For example the table considered of number, name, hobby, times, and reason. Then, she asked the students to complete the table “surveys sheets”. After that, the students were asked to interview their friends about their hobby. As a supervisor, the teacher came closely to the students. She gave them the time to answer the question. For example, *I give you ten minutes to answer the question, do you understand?* In general, the teacher’s pronunciation was good.

The results of the study show that the teacher’s language had some functions, such as, an instructor, corrector, elicitor and supervisor. These are not optimal. The teacher’s language should have more functions as Spratt, Pulvelness, and Williams stated that the teacher’s language has some function such as, instructing, narrating, eliciting, prompting, correcting, checking learning and conveying the meaning.

According to Spratt, Pulvelness, and Williams (2005:134-135), there are some classroom functions that are often used by the language teachers, they are instructing, narrating, eliciting, prompting, correcting, checking learning and conveying the meaning.

In the teaching and learning process, the teacher generally used English about 50%. To explain the material, the teacher used both English and Indonesian. The teacher used English to explain the material, and then she translated them into Indonesian. It was good and effective because the students could understand the material.

b. The Students' Language

Based on the result of observation, interviews, and questionnaires, the students both used English and Indonesia in the teaching and learning activities. Generally, the students used English to greet and response the teacher's greeting. For instance, "good morning", "*I'm fine, thank you. And you, No absent today*". At the end of the lesson, such as, 'Good bye', "see you". The students' pronunciation in greeting was good. Besides, the students also used English to answer the question from the teacher for example , " Yes ", "No", "Not yet", Yes I understand, I did not understand. Their pronunciation on saying these words was good too.

The students used Indonesian about 70% in the teaching and learning activities. They used Indonesian to speak and to talk with their friends. If they had some difficulties in learning English, they used Indonesian to ask some questions to the teacher. They also used Indonesian to talk with their friends, such as, talking about their activities, asking the time, talking about the lesson.

Responding the students of using Indonesian, the teacher did not have problem and respected them in the teaching and learning process. Students liked using Indonesian because they could understand the material well. If the teacher used English in all of the teaching and learning process, the students could not understand the lesson. They would be passive and silent along the teaching and learning English.

According to Spratt, Pulverness, and Williams (2005: 138), there are some examples of students' language such as: greeting, asking clarification, checking the information and understanding, saying goodbye.

In general, the students used Indonesian about 70% in the teaching and learning process. Although it was not effective, the students could understand the material well. They should practice English in the real life, also it would improve their English skill become language is a habit. If they wanted to improve their English skills, they had to use English as their habit.

c. Learners' Mistakes

In this research, the students made some mistakes in grammar, pronunciation, vocabulary and, language use. In the pronunciation, they made mistakes in pronouncing some words in the sentence, hobby Aziz is playing football", Aziz playing football every day". They made mistakes in writing the word "football" and "everyday". They said fotbal for "football" and every day for "everyday". They should be fodbal and every day. To know the students' speaking ability, the teacher asked the students to introduce their selves or to tell about their friends. While to know the students' writing ability, the teacher asked the students to write some sentences. When the teacher was correcting the students' mistakes, she used Indonesian.

Generally, the students' mistakes are in the form of oral and written mistakes. They can be known from the students' spoken and written production. The teacher usually asked the students to speak in front of the class, for example,

telling about their hobby or their family. Besides, the teacher also asked the students to write a simple paragraph, for example, describing their pets. From these activities, the teacher could know the students' speaking and writing ability so that if the students made some mistakes, the teacher will immediately correct their mistakes.

According to Spratt, Pulverness, and Williams, the learners' mistakes can be divided into two mistakes, they are oral mistakes and written mistakes. The oral mistake can be in the form of pronunciation and spelling mistakes, while the written mistakes can be in the form of grammar and vocabulary mistakes.

d. The Teacher Roles

Based on the results of observations, interviews, and questionnaires, the teacher became a planner, informer, and monitor in the teaching learning process. The followings are the explanation of teacher roles found in this research.

1) Planner

As a planner, the teacher prepared the material for students by making lesson plans. These lesson plans were used to teach the students in the classroom, so that the teaching and learning process would run well.

2) Informer

As an informer the teacher gave the detailed information about the topic, for example, "survey sheets". Then she gave some explanations how to make a table (number, name, hobby, Times, reasons). After that, she

asked the students to complete the table “survey sheets”. At last the students were asked to interview their friends about their hobby.

3) Monitor

As a monitor the teacher asked the students to do the tasks, such as reading the book and making a group. Then, all the students read the book. After that, the teacher monitored the students and walked around to see the student’s activities in reading the book.

In this research study, the teacher had only a few roles such as an informer, planner and monitor. Although the students could understand the material, teacher roles in the teaching and learning process was not optimal. To improve the students’ English ability, the teacher should become more than just a planner, informer, and monitor. She should become a planner, informer, monitor, controller, director, manager, facilitator, and resource.

According Spratt, Pulverness, and Williams (2005:145), there are some teacher roles in the classroom, they are as an informer, planner, monitor, resource, director, manager, and facilitator. Brown (2001:234) also states teacher roles in the teaching and learning process, such as a controller, director, manager, facilitator, and resource.

e. Grouping Students

In this research, the teacher used three kinds of grouping, they were, pairs, small groups consisting of 4-6 students, large groups based on the seats, for example, a group of students from a line seat. The example of pair tasks can be in

the form of practicing dialogues. The small groups were in the form of describing pictures. In the large groups, the students were asked to discuss a topic, for example, discussing the National Examination or the global warming. Responding the teacher of making groups the students were very happy. They did not have any difficulties in doing the task.

Occasionally, it is necessary to the group of the students in doing the task. The students will be easier to do the task if they worked together. They could ask their friends about their difficulties in doing the tasks. They can also share their knowledge to others. Besides, grouping students could train them to be able to work in a team. Grouping students could be in the form of pair groups, small groups, and large groups.

According to Spratt, Pulverness, and Williams (2005: 148) grouping students consist of classical groups, big groups, small groups consist of 3-5, in pairs and group individual or solo work.

f. Correcting

In this study, the teacher corrected the spoken language by checking the students' pronunciation, while in the written language by checking the students' writing one by one. The teacher was walking closer to the students. The teacher corrected the students' mistakes and classified those mistakes. The teacher would know the students' mistakes after she corrected the students' tasks. Some techniques of correcting could be more suitable for the certain types of mistakes. For example, finger correction was useful for pronunciation and tense mistakes.

The teacher corrected the mistake based on the purpose of the activities, the serious mistakes, and the learner needs. Responding the teacher of correcting the students' tasks, they were very happy because they would know about their mistakes.

In the teaching and learning process the teacher corrected the students' mistakes, orally and written. Correcting the students' mistake were very important because the students' would know about their mistakes and knew the right one. According to Spratt, Pulverness, and Williams (2005:153), there are two kinds of teacher's correction, they are oral correction and written correction. The teacher was giving information to the learners about their mistakes.

The result of the study shown that the students' mistakes were in the form of oral and written mistakes. The teacher would know the students' mistakes after she corrected the students' tasks, both spoken and written production. The teacher corrected the spoken language by checking the students' pronunciation, while correcting the written language, she checked the students' writing production one by one. The teacher generally walked closer to the students to correct their mistakes. Then she classified the mistakes the teacher corrected the mistakes. The teacher corrected the mistakes based on the learner needs. In responding to the teacher of correcting the students' task, they were very happy because they would know their mistakes.

Correcting, the students' mistake is very important. The students would know their mistakes so that they would not respect to some mistakes. The teacher could correct the students' mistakes orally and written. Some techniques of

correcting could be more suitable for certain types of mistakes. For example, finger correction was useful for pronunciation and tense mistakes. According to Spratt, Pulverness, and Williams (2005:153), there are two kinds of teacher's correction, they are oral correction and written correction.

g. Giving Feedback

In this research, the teacher usually gave feedback during the lesson or in the end of the lesson. During the lesson, the teacher checked the students' understanding of new vocabulary and corrected the students' mistakes. The students' mistakes in reading the text were usually in their pronunciation. She gave practices in pronouncing some words. Then she gave feedback to the students individually or grouping. In the end of the lesson, the teacher summarized the material and offered students to ask some questions and difficulties. In responding to the teacher's of giving feedback, the students did not have any problems and they were very happy and relax.

Giving feedback to the students was very important, because the students could get information about the teaching and learning activities. The purposes of giving feedback were to motivate the students to understand the material, to solve their problem and to improve their English skills.

According to Spratt, Pulverness, and Williams (2005:156), the teacher gives feedback to review the students' knowledge of vocabulary and structure related to the topic or context in the lesson. Feedback should be positive and can help the learners in the teaching and learning English. The purpose of giving

feedback to the learners is to motivate the learners, to solve their problem, and to improve their skills.

h. The Teacher's Voice

In general, the teacher voice was loud in the teaching and learning process. The teacher's voice could be heard by the students, when she was explaining the material. However, the teacher's voice sometimes was low so that some students could not hear the voice clearly. The teacher's pronunciation was good, understandable and could be followed by the students.

In this research, the teacher's voice was sometimes loud and low. The teacher's should be loud in explaining the material in order to the students can hear the teacher's voice clearly. So the students could understand the materials. The teacher's pronunciation should be correct and understandable by the students.

According to Brown (2001: 194), the teacher's clear articulation is usually more of a key to comprehend than slowed speech. When the teacher is explaining the material, her voice should be loud and clear.

B. Discussion

1. The Physicals Setting

a. Space Management

1) Decoration

According to McDunnigan (2005), classrooms decorations make every classroom has a fun and attractive atmosphere. Charts, posters, and wall letters are also great ways to decorate the classroom. Maps are great additions to every classroom. Most maps have charts and information about the countries pictured on the opposite side of the map. In this classroom, it seemed that every class was not equipped with pictures, writings, and posters related to English. Actually, the teacher said that it was important to decorate the classroom with writings, posters, but she did not display them on the wall of the classroom. It was caused by the fact that she had just taught for a short time in the school, so she had not the time yet to manage them. She also realized that the atmosphere of the language classroom had an important role in supporting the teaching-learning process.

Another teacher said that the wall decoration was useful for the students if it was representative. Actually, she prepared the clean wall of the classroom. It was suitable for his tendency of not linking stickers, pictures, or posters in the classroom (Resources: Observation).

Dekorasi Bahasa Inggris perlu ditaruh ditembok, Supaya anak biar semangat. Disamping itu gambar juga dapat membantu siswa dalam memahami materi bahasa Inggris. Dekorasi di sekolah juga penting bagi murid untuk membantu dan menyemangat dalam belajar dikelas.
(Decoration related to English should be hanged on the wall for the students' spirit. Besides, the pictures can help them to understand the English material. The classroom decoration in classroom is important because decoration can support teaching learning and process in school.)

According to the students, it was necessary that the classroom is equipped with pictures, stickers, or posters. Some students said that the pictures would make the classroom interesting. They would not get bored in the classroom and their spirit would be raised in following English lesson. Another student said that the wall decoration had an important role to help the students in learning English. According to him, actually, she had made to the pictures or writings, manually and by using the computer, to be displayed in the classroom (Resource: Observation).

In the school, the classroom of grade VII only displayed some posters of natural sciences and a world map. (Resource: Observation).

Kata siswa ruang kelas mempunyai perlengkapan gambar, stiker dan poster. karena siswa berkata itu penting juga membuat ruangan lebih terlihat menarik dan menambah semangat buat belajar. Dekorasi juga mmbantu siswa untuk belajar.

(According to the students, the classroom is equipped with pictures, stickers, or posters. They said that the pictures and decoration would make the classroom interesting and can make spirit for the teaching and learning process.)

The classroom decoration is very important in the big class because it can support the support the teaching and learning process. It will be also make the classroom look beautiful an interesting so that the students will enthusiastic during the lesson. However, it is unnecessary to display many decorations in the big classes because it is not effective and make the classroom look smaller.

2) The Color of the Classroom Paint

Mike Kennedy (2010) proposes some the beneficial colors of the classroom. Light blues and purples have a calming effect on learners. Warm tones like taupe and peach provide a relaxing atmosphere that allows learners to focus on their studies rather than be distracted by their environment. It is also good to use a variety of colors within the classroom, as the repetition of color aids memory.

In this research, the classroom color of the wall was yellow because the yellow color made the classroom look bigger. It was the brightest color. A yellow was clean so classroom looks was clean for eyes so that the students could feel enthusiastic in the teaching and learning English.

Cat tembok berwarna kuning. Karena kelas terlihat bersih dan nyaman. karena warna kuning akan terlihat terang dan ruang kelas terlihat besar.
(The paint was yellow. It made the classroom looks clean and comfortable. The yellows color was bright so that made the classroom looks bigger. (Resource: Observation)

The color of the classroom paint has important roles in the teaching and learning process in the big class. It will affect the teaching and learning process in the classroom. The suitable color of the classroom paint will make the classroom comfortable relaxing. It is suggested to use the brightest color in the big class because it will make the classroom look bigger. However it is avoided to use the dark colors in the big class because it will make the classroom look smaller and dark.

b. The physical Environment of the Classroom

1) Sight

Lighting in each classroom was from the sun. The classroom looked bright because the sunlight was entering in the classroom. The classroom was bright so the students felt comfortable and they were very cheerful. The students had no problem in the teaching and learning process. In the teaching and learning activities the teacher and students could see face to face.

R : Apakah sinar matahari bisa masuk diruang kelas mu?
(*Could the sunlight come to the classroom?*)

S : Iya.
(*Yes, it could.*)
(*Resource: Interview*)

The sight in, the classroom has a great effect in the big class. The bright classroom will support the teaching and learning process in the big class so that the students will feel enthusiastic and cheerful during the lesson. If the classroom look dark, the students will make students lazy follow the lesson.

2) Sound

According to Brown (2001: 192), the classroom is as free from external noises as possible (machinery out-side, street, hallways vices noise). In this study, the classroom was noisy. It was from the outside of the classroom. There were students who laughed and ran outside of the classroom. It was because their teachers had not entered the class yet. The students could not focus to the lesson till it was starting.

R : Apakah suara suara gaduh dari luar bisa masuk ke ruang kelas?
(*Could the sound from the outside come into the classroom?*)

- S : Ya.
(*Yes, it could*)
- R ; Apakah kamu merasa terganggu dengan suara gaduh yang berasal dari luar
(*Did you feel disturbed to the noises which come from the outside?*)
- S : Ya
(*Yes, I did*)
- R : Apakah kamu bisa focus dalam pelajaran ketika suara gaduh dari luar bisa masuk diruang kelas?
(*Could you focus to the lesson when the noisy sound from the outside of the classroom comes in?*)
- S : Tidak
No, I could not.
(*Resource: Interview*)

The sound has a great effect in the teaching and learning process in the big class. The external noises will disturb the teaching and learning process in the classroom so that students are difficult to concentrate the lesson. Students will be able follow the lesson if the external noises did not enter classroom.

3) Comfort

Brown (2001: 192), states that the classroom is neat, and orderly in appearance. In this study, the classroom looked clean. The students and teacher's chairs and desks looked tidy. Because of these, both students and teacher felt comfortable. When the lesson was beginning, they felt comfortable and did not disturb the condition of the class. This condition made the students able to focus to their lesson.

- R : Apakah kamu nyaman dengan ruang kelasmu?
(*Did you (students) feel comfortable in your classroom?*)
- S : Ya
(*Yes, I did.*)
- R : Kenapa kamu bisa nyaman dengan ruang kelasmu?
(*Why did you feel comfortable in your classroom?*)
- S : Karena ruang kelas bersih dan rapi

- (Because the classroom was clean and tidy.)*
- R : Dengan kondisi seperti itu, apakah kamu bisa fokus dalam pelajaran?
(By this condition, could you focus to the lesson?)
- S : Ya, nyaman.
(Yes, I could.)
(Resource: Interview)

The classroom comfort is very important in the teaching and learning process in the big classes because all the students in teaching and learning process need comfort. Comfort in the classroom and comfort from external sounds. The clean and bright classroom will make the students feel comfortable so that they have a great spirit to join the lesson. It will also make them cheerful and relaxed during the lesson.

c. Seating Arrangement

According to Brown (2001: 193), seating arrangement in the classroom are Semi circle, U, Shapes, circle. The seating of chairs' position in the study used conventional pattern, the chairs were in rows position. This position had many advantages. The teacher could see her students one by one. The students also could look at their teacher clearly. As for rows position, it could make the teacher be easier to talk to her students individually or in group. By direct eye contact, directly, the teacher would be easier to discipline her students because she could see students' movements clearly.

- R : Bagaimana cara guru mengatur tempat duduk siswa dalam kelas yang besar?

(How did you the teacher manage the students' seat in the big class?)

*T : Saya mengatur dengan cara pola duduk berbentuk baris berbaris
I picked to choose the line pattern position.*

*R : Kenapa memilih seperti itu?
(Why did you choose it?)*

T : Karena saya mudah berbicara langsung dengan siswa baik secara individual atau kelompok, juga memudahkan menegakan disiplin karena gerak gerik siswa akan terlihat.

(Because I could talk to my students easily, individually or in group. I could also discipline my students because I could see their movements clearly.)

(Resurce: Observation)

The classroom seating arrangement is very important in the big class. Not all seating patterns can be used in the big class. The inappropriate pattern in the big class can make the classroom look smaller and uncomfortable. Generally, the teacher uses line pattern in the big class. As for line pattern the teacher will be easier to see the students' movement clearly.

d. Chalkboards

Brown (2001: 194) says that, chalkboards use erasing as of as appropriate. In the teaching and learning activities, the teacher used chalkboards because there were two boards in the classroom, one blackboard and one whiteboard. Both boards are used to teach. The chalkboard was used to write on the blackboard, while teacher used black and blue board markers to write in the whiteboard.

Ketika guru menyuruh siswa untuk menulis dipapan tulis, mereka memakai kapur tulis untuk menulis paapn tulis dan menggunakan marker berwarna biru dan hitam untuk menulis di papan tulis yang berwarna putih.

(“When the teacher were asking students to write on the board, they used white chalkboard to write on the blackboard and using blue and black board marker to write on the whiteboard.”)

(Resource: Observation)

The classroom chalkboard is important for the teaching and learning activities in the big class. Chalkboards are uses to write in the board. Generally, there are two kinds of boards, they are blackboard and whiteboard. The teacher uses chalk to write on blackboards and markers to write on the whiteboard. Both chinks and markers must be clear for the students. The teacher explained the material by writing it on the blackboard or whiteboard. The teacher’s writing looked big and clear so that all the students who sat in the front line to the back line can see and read it. Therefore, the students would pay attention and read the teacher’s writing clearly.

e. Teacher Roles

Based on the results of observations, interviews, and questionnaires, the teacher become a planner, informer, and monitor in the teaching and learning process. The followings are the explanation of teacher roles found in this research.

1) Planner

As a planner, the teacher prepared the material for the students by making lesson plans. These lesson plans were used to teach the students in the classroom so that the teaching and learning process would be running well. *(Resource: Observation)*

2) Informer

As an informer, the teacher gave the detailed information about the topic, for example, “survey sheets”. Then, she gave some explanations how to make a table (number, name, hobby, Times, reasons). After that, she asked the students to complete the table “survey sheets”. At last, the students were asked to interview their friends about their hobby.

(Resource: Observation)

3) Monitor

As a monitor the teacher asked the students to do the tasks, such as reading the book and making a group. Then, all the students read the book. After that, the teacher monitored the students and walked around to see the student’s activities in reading the book. *(Resource: Observation)*

The teacher plays an important role in the teaching and learning process in the big class. The teacher roles in the big class become a planner, informer, monitor, manager, and facilitator. The teacher roles determine the successful of the teaching and learning English in the classroom.

f. Equipments

In this research, the teacher only used textbooks, blackboards, black and white chalks in the teaching and learning process. The teacher rarely used the learning equipment, such as, posters, pictures, or flashcard. The school provided

the handbooks, blackboards, and chalks. In relation to the handbooks, the headmaster stated that the school bought the handbooks of the teacher's choice.

Guru menggunakan perlengkapan, papan tulis, kapur tulis dan buku paket belajar dari buku paket guru yang sesuai dengan materi sekolah
(The teacher used textbooks, blackboards, black and white chalks, and handbook which is match with the material of the lesson.)
(Resource: Observation)

The English teacher of Grade VII used a handbook that was published by PT. Erlangga. She gave some seating's why she chose a book, which was published by PT. Grafindo. She said that the book was complete and fulfilled all the principles of teaching English-related skill. *(Resource: Observation)*

Concerning the equipment and facilities of the teaching and learning process, the headmaster said that the teacher could propose the media kits which were needed to support the teaching and learning of English. Then, the school would try to provide it. She added that the school just tried a tape recorder and two packages of cassette (resource observation). According to Brown (2005:194), the classroom may be constructed to include any equipment the teacher may using if the teacher using electrical equipment video player.

Equipment can support the teaching and learning activities in the big class. Equipments for the teaching and learning activities can be in the form of text books, blackboards and whiteboards, poster, picture. Not all the equipments are appropriate for the students because there are too many students in the big classes.

g. The teacher's Language

From the observation, when the teacher was beginning the lesson, she greeted the students. Firstly, the teachers used an Arabic greeting "Assalamualaikum Warohmatullahi Wabarokatuh". Secondly, the teacher used English greeting "Good morning, students and." "How are you today?" (Resource: observation).

In this research, the teacher greeted the students using English. The English teacher greeted the students with routine expressions in English like; "*Good morning. How are you today?*", "*Good afternoon*", "*See you next week*", "*Bye-bye*". Then, the students responded, "*Good afternoon*", and say, "*Goodbye*".

The teacher generally explained the material first, and then she gave some instructions, such as "*Open your book page 13, and make a group, each group consists of 4 students*". Besides, the teacher gave the assignment to the students, corrected the students' tasks, and looked the students one by one to answer the question. After the students finished answering the question, the teacher gave scores to the students. To check the students' tasks, the teacher always gave the time, for example, "*I give you ten minutes to answer the question*". When the teacher was conveying the meaning easily, she used the systematic language, and the familiar language.

In this study, the teacher's language had some functions, such as, an Instructor, corrector, elicitor, and supervisor. As Instructor, the teacher asked the students to open the book and to make a group, for example, "*Open your book page 13, and you make a group, each group consists of 4 students*". As the

corrector, the teacher asked the students to read the sentence, for example “I *can help you*”. The students made a mistake in pronunciation, for example when they said, “help”. As the corrector, the teacher corrected the students’ written production for example, “*My hobby is foodball*”. The students made mistake in grammar that was in the word “foodball”. It should be “*football*”. As an elicitor, she gave explanation information how to make a table. For example, the table considered of number, name, hobby, times, and reason. Then, she asked the students to complete the table “surveys sheets”. After that, the students were asked to interview their friends about their hobby. As a supervisor, the teacher came closely to the students. She gave them the time to answer the question. For example, “*I give you ten minutes to answer the question, “Do you understand?”*”. In general, the teacher’s pronunciation was good.

The teacher’s explanation was the main activity during the teaching and learning process. The teacher’s explanation was aimed to help the students understand the material. Usually, the teacher explained the learning material before she was giving tasks to the students.

In explaining the material, the teacher used two ways. The first way was explaining the material orally and the second was using written explanation (observation). A teacher said that usually she wrote the material on the blackboard and then explained it to the students. After that, she gave a time to the students to write it. She used both oral and written explanation in other that the students would not become tired and noisy (Resource: Observation)

To explain the material orally, the teacher used bilingual, naturally using English and Indonesian. A teacher said that she used English to explain each topic of the material, and then she translated it into Indonesian. If it was not translated into Indonesia, she was always tried to use the English language in explaining the learning material. She also used English in the class especially in using imperatives forms such as, "Not down" and "Go back to your seat", and also short expression like "Are you sleepy?", "Who is absent today?" etc. (Resource: Observation)

The result of interview with the students showed that the teacher used English in explaining the material and then she translated it into Indonesian. A student said that the oral explanation was more effective than the written explanation since the oral explanation could be observed directly in his brain. (Resource: Interview)

- R : Pas menerangkan pelajaran itu memakai bahasa apa?
(*What did the teacher's language use in explaining the lesson?*)
- S : Bahasa Inggris dikit dikit kemudian di jelaskan artinya .
(*The teacher used English but a little and then she explained the meaning*)
- R : Kamu senang yang mana Indonesia atau Inggris?
(*Do you like Indonesian or English?*)
- R : Bahasa Inggris tapi dijelaskan artinya.
(*I like English but the teacher must explain the meaning*)
(Resource: Interview)

However, there were some students who preferred the written explanation to the oral explanation. The students stated that she liked the written explanation since if it could be written down. Spratt, Pulverness, and Williams (2005: 134-135) states that the teacher's language are used in instructing, narrating, eliciting, prompting, correcting, checking, and conveying the meaning.

In general, the teacher used Indonesian, in the teaching and learning process for about 50%. To explain the material, the teacher used English and Indonesian. The teacher used English to explain the material, and then she translated it into Indonesian was good and effective because the students could understand the material.

The teacher's language is very important in the teaching and learning process in the big class. The teacher's voice must be loud and can be heard by all the students. Besides, the teacher's language must be clear and easy to be followed by the students. The teacher uses both English and Indonesian in the teaching and learning English in order to the students can understand the material. Firstly the teacher uses English in the teaching and learning activities, and then she translated it into Indonesian.

h. Students' Language

Based on the result of observation, interviews, and questionnaires, the students both used English and Indonesian in the teaching and learning activities. Generally, the students used English to greet and to respond the teacher's greeting. For instance, "Good morning", "*I'm fine, thank you*". "*And you, No absent today*". At the end of the lesson, such as, "Good bye", "see you". The students' pronunciation in greeting was good. Besides, the students also used English to answer the question from the teacher for example , " Yes ", "No", "Not

yet”, “Yes, I’m understand”, “I’m not understand”. Their pronunciation on saying these words was good too.

The students used Indonesian for about 70% in the teaching and learning activities. They used Indonesian to speak and to talk with their friends. If they had some difficulties in learning English, they used Indonesian to ask some questions to the teacher. They also used Indonesian to talk with their friends, such as, talking about their activities, asking the time, talking about the lesson.

Responding the students of using Indonesian, the teacher had no problem and respected them in the teaching and learning process. Students liked using Indonesian because they could understand the material well. If the teacher used English in all of the teaching and learning process, the students could not understand the lesson. They would be passive and silent along the teaching and learning English.

Spratt, Pulverness, and Williams (2005: 138), states that there are some examples of students’ language such as: greeting, asking clarification, checking the information and understanding, and saying goodbye.

In general, the students used Indonesian for about 70% in the teaching and learning process. Although it was not effective, the students could understand the material well. They should practice English in the real life, too. It will improve their English skills because language is a habit. If they want to improve their English skills, they have to use English as their habit.

Dalam pelajaran bahasa Inggris , siswa menggunakan bahasa Indonesia 70%. Contoh siswa menggunakan Inggris (Selamat pagi, Selamat siang, saya baik, saya paham, saya tidak paham, pengucapakan kata berpisah)

(In the teaching and learning process, the students used Indonesian for about 70%. For example, the students used English (Good morning, Good afternoon, I'm fine, I'm understand, I'm not understand, and saying good bye). (Resource: observation)

Students' language plays an important role in the big class. Because of many students in the big class, the students' English ability is different each other. The students prepare to use Indonesian to English because they will easy to understand the material. Actually, they should be use more English in their activities so that it will improve their English skills.

h. Body Language

In this research, the teacher's face looked optimistic. It could be seen from her many movements. In the teaching and learning process, the teacher's face was optimist, because she did many movements during the lesson. The teacher tried to describe the material in detail. The teachers looked confident and brave. In the teaching and learning process, the teacher's eye contact always focused to the students at the classroom. The teacher's hand moved actively to explain the aim of a sentence. The teacher was always smiling. This made students not only interested to the lesson but also were high-spirited. The teacher's face looked bright. The condition of the teaching and learning process was serious but relaxed. The condition of the class was calm and comfortable. The students looked enjoyed the lesson. Because of the smiling face from the teacher, the students were brave and enjoy the lesson. The teacher always tried to get close to the students during the lesson. According to Brown (2001: 194), the teacher's body

posture exhibit an air of confidence, teacher face should reflect optimistic, brightness, and warmth, use facial and hand gestures to enhance meanings of words and sentences that might otherwise be unclear, make frequent eye contact with all students in the class.

R : Apakah ibu guru disetiap mengajar muka selalu melihat murid murid nya?
(*Did the teacher's face always look at the students?*)

S : Iya
(*Yes, it did.*)

R : Apa gurumu terlihat percaya diri?
(*Did she look confident?*)

S : iya
(*Yes, she did.*)

R : Apakah guru disaat mengajar guru selalu banyak senyum?
(*Did the teacher always smile to the students?*)

R : iya
(*Yes, she did.*)
(*Resource: Interview*)

The body language has a great effect in the teaching and learning process in the big class. The body language can support the teaching and learning process in the classroom. It also can motivate the students during the lesson. The teacher's body language should be clear and can be seen by all students in the classroom. Besides, the teacher's body language should be positive and motivate the students so that they will feel enthusiastic and comfortable during the lesson. The teacher's body languages also help students to understand the material.

i. The teacher Movement

In general, in the teaching and learning activities, when the teacher explaining the material, she walked around of the class, in front of the class, in front of the class to behind of the class. The teacher explained the material orally, and then she wrote it on the blackboard in order that the students can understand what the teacher explained clearly. When the teacher was giving the tasks, she asked the students to make groups, individual or in pairs. The teacher always monitored the students by walking around of the class and coming closer to the students. When the students were asking to the teacher about the difficulties in doing the task, the teacher would immediately come to the students to help and explain them.

According to Nury (2005: 2), during the teaching, the teacher always moves from one place to another to get close to her students. She sit on her chair, stand front of the class and move closely if there is a student who need help.

R :Seperti apakah posissi guru diwaktu mengajar, apakah berkeliling kelas, duduk ditempat duduk kursi duduknya atau berdiri didepan saja?

(What did the position of the teacher, walking around the class, sat on her chair or stood in front of the class?)

T : Guru diwaktu mengajar berkeliling kelas, duduk dan berdiri.

(In the teaching and learning process, the teacher position were walked around the class, sat on her chair or stood in front of the class.)

(Resource: Interview)

The teacher's movement is very important in the teaching and learning process in the big class. it eased the students to the understand the lesson. To teach the big class, the teacher could come around of the class like sat on her seat,

stood in front of the class or came closer to the students. By making many movements in the big class, the students could hear the teacher's voice clearly from the students who sat in front of the class to behind of the class. All the students would know the materials which are explained by the teacher.

j. Teaching Large Classes

In this research, SMP N2 Mlati consisted of 40 students. It was not an ideal class. In the big class, the teacher generally managed the seating by line pattern. The lines pattern eased the teacher to teach in the big class because she would easy to come closer to the students, such as walked around the class. The teacher asked the students to make groups to do the tasks. The teacher's voice was loud enough, clear and understandable. In general, when the teacher was giving the tasks, she asked the students to make groups, small group and large groups, individual or in pairs. According to Murphy (1997:7), the ideal class consists of 13-17. According to Brown (2001: 196-197), the teacher in teaching and learning activities used grouping, pair works and small groups in the teaching and learning activities.

R : Bagaimana cara guru mengelola kelas besar?
(*How did the teacher handle big classes?*)

T : Untuk mengelola kelas besar dengan cara membentuk kelompok dan berpasangan buat mengerjakan tugas tugas dari guru
(*To handle in big classes, the teacher made a group or pairs works*)
(*Resource: Interview*)

In general, to handle the big class, the teacher used the conventional arrangement, made groups, such as small groups, large group, and pairs works, and the teacher gave more attention to the students when the students to do the tasks. These were good ways to handle the big class.

To teach the large classes, a teacher should be able manage the class. The teacher need appropriate methods to teach the large classes. She should also pay attention to the physical and psychological condition of the classroom. Generally, the teacher use the line pattern for the seating arrangement in the classroom she can use the group work to handle the class.

j. Grouping Students

In this research, the teacher used three kinds of grouping, they were, pairs, small groups consisting of 4 to 6 students, large groups based on the seats, for example, a group of students from a line seat. The example of pair tasks can be in the form of practicing dialogues. The small groups were in the form of describing pictures. In the large groups, the students were asked to discuss a topic, for example, discussing National Examination or global warming. Responding the teacher of making groups the students were very happy. They had no difficulty in doing the task.

Occasionally, it is necessary to group the students in doing the task. The students will be easier to do the task if they work together. They can ask to their friends about their difficulties in doing the tasks. They can also share their

knowledge to others. Besides, grouping students can train them to be able to work in a team. Grouping students can be in the form of pair groups, small groups, and large groups.

In the teaching and learning English, the teacher gave an activity that involved the same student's discussion and group works. For their activity, the teacher divided the students into some groups. Since the group was various, sometimes a group consisted of six students but more often two students or a pair (Resource: observation).

The teacher said that the students chose using small groups, of which each group consists of six students, since it was more effective than using big ones. If a group consisted of many students, not all members of the group became involved in the activity. Only some students would do the task given by the teacher

*R : Ya teknisnya gimana kelompoknya?
(How about the group?)*

*T : Kelompok biasa saya cenderung untuk buat kelompok kecil karena kalau kelompok besar kebanyakan siwa itu malah ada yang kemudian ramai saya cenderung membuat kelompok kecil, satu kelompok terdiri dari 6 orang.
(I usually make a small group. It consists of six students. The large groups are usually not effective because the students will be noisy.)*

*R : Jadi dua meja?
(Does the group stay in table?)*

*T : Iya biar semua ikut mikir karena kalau terlalu besar nanti akan ramai.
(Yes, that is right. I hope all the students can participate to do the task).
(Resource: Interview)*

Making a dialogue and doing a crossword puzzle were two activities, which were often carried out by the students during the time. They were involved in the group discussion (Research: observation). The group discussion would help the students to understand the material. They tried to solve the problem or the task by discussing it together. They could exchange views. In general, the students were happy since they could help each other and learn to cooperate in to do the task. (*Resource: Observation*)

Responding to the teacher of making groups, the students were very happy. They had no difficulty in doing the task. In general, in the teaching and learning activities, the students were asked to make groups to do the tasks. Each group consists of six students. The teacher used Indonesian, and then she translated it into English.

According to Spratt, Pulverness, and Williams (2005: 148), grouping students consists of classical, big group, small group consist of 3-5, in pairs and group individual or solo work.

Grouping students in the bug class is very important. It is one way to handle the big class. To group the students the teacher must pay attention to the number of students in the classroom and the students' English ability. The teacher must be fair in grouping the students. By grouping students, the teacher will be easy to control the students and they will be happy because they can do the task together.

k. Giving Feedback

In this research, the teacher usually gave feedback during the lesson or in the end of the lesson. During the lesson, the teacher checked the students' understanding of new vocabulary and corrected the students' mistakes. The students' mistakes in reading the text were usually in their pronunciation. She gave practices in pronouncing some words. Then, she gave feedback to the students individually or grouping. In the end of the lesson, the teacher summarized the material and offered students to ask some questions and difficulties. In responding to the teacher's of giving feedback, the students had no problem and they were very happy and relax.

Giving feedback to the students is very important, because the students can get information about the teaching and learning activities. The purposes of giving feedback are to motivate the students to understand the material, to solve their problem and to improve their English skills.

In this research, the teacher always gave feedback after she was teaching the students. It could be a review of the material to know the students understanding. The teacher gave it when the students' could not understand the material, like a text or a dialogue. Then, she corrected it. The way of giving feedback was by questioning "Did you understand this topic?" or "Do you have any question related to this topic?"

R : Apakah guru selalu memberi masukan di akhir pelajaran?
(*Did you (teacher) always give feedback in the end of in the lesson?*)

S : Ya
(*Yes, she did*).

R : Seperti apa guru memberi masukan kepada siswa?

(How did the teacher give feedback to the students like?)

S :Guru memberi masukan seperti memberi pertanyaan seperti setiap akhir pelajaran dengan materi yang dipelajari tadi, guru memberi masukan seperti guru menyuruh siswa membaca teks, kemudian guru mengoreksi pengucapan kata bahasa Inggris yang tidak benar.
(The teacher gave feedback in the end of lesson based on the material by asking the students to read the text, and then she corrected students' mistakes in pronunciation.)
(Resource: Interview)

The teacher feedback was a reflection. It was an effort to make students had strong memories to the lesson. Spratt, Pulverness, and Williams (2005: 153), states that the teacher are giving feedback in reviewing student's knowledge of vocabulary and structure of the topic or context, checking students understanding of new vocabulary and giving students practice in scanning. In responding to the teacher of giving feedback, the students had no problem and they were very happy and relax. Giving feedback to the students is very important, because the students get information to learn about the teaching and learning activities. The purposes of the feedback are to motivate the learners and to help understand the material, to solve their problem and to improve their skills.

R : Kenapa guru meemberi masukan kepada murid muridnya?
(Why did the teacher give feedback to her students?)

S : Karena untuk memberi ulasan materi agar siswa paham.
(Because it was can be a review of the material to know the students' understanding.)
(Resource: Interview)

Giving feedback to the students was very important in the big class because the students could get information about the teaching and learning activities. The purposes of giving the feedback were to motivate the students to understand the material, to solve their problem and to improve their English skill. The teacher gave feedback to the students by coming to their seats one by one.

She gave feedback to students in order to they know their mistakes so that they would never repeat the same mistakes. They would also more enthusiastic and help each other in learning English. The students' English ability is different each other. Therefore, feedback is needed to improve their skills.

I. Students Mistakes

In this research, in teaching and learning process students made mistakes in the accuracy of grammar, pronunciation, vocabulary, or language use. The students made some mistakes in pronunciation, such as, to know the students' mistakes, the teacher asked the students to speak up like introduce their friends or tell about their hobbies. The students should have more practice to improve their skills. First, the teacher asked the students to read the sentence and the text more than once. Second, the teacher asked the students to write what the teacher said in the board. Third, there is spelling the word "writing" but should be "writing". Fourth vocabulary mistake, for example the students has used "I'm looking Television", but when the correct word is "watching". Spratt, Pulverness, and Williams (2005: 141-142), the learner mistakes categorize into grammar mistake, vocabulary mistake, pronunciation mistake, and spelling mistake.

Generally, the students' mistakes are in the form of oral and written mistake. The teacher comes closely to the students chairs one by one. When the teacher was correcting the students' tasks, she used Indonesian.

Siswa mengucapkan sebuah kalimat dengan baik. Ketika guru menyuruh siswa untuk menulis, siswa banyak membuat kesalahan.

(Students pronounced the sentences in rather good condition. When the teacher was asking students to write what she said, students made many mistakes again.)

(Resource: Observation)

In the big class, each student has different English ability. It is possible for them to make some mistakes. When they were doing the task, they might do some mistakes. The students' mistakes were the form of oral and written mistakes so their mistakes can be corrected by orally or written correction.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Based on the result of observation, interviews and questionnaires concerning the management of the English classroom, it can be concluded the management of this English classroom at SMP N Mlati Yogyakarta is various and complex.

The results of the study were divided into three board categories, they were the physical setting of the classroom, the psychological setting of the classroom, and the management of the teaching and learning process. The physical setting of the classroom consisted of classroom size, colors, the interior design of the classroom, and seating arrangement. The classroom size was 10x13 meter. Colors of the classroom wall were yellow and white. The interior design of the classroom was well arranged. The seating arrangement of the classroom used the line pattern. The psychological setting of the classroom was comfortable so that the students feel enthusiastic in the teaching and learning process. The management of the teaching and learning process was divided into the teacher's language, the students' language, learners' mistakes, the teacher roles, grouping students, correcting, giving feedback, and the teacher's voice. The teacher's language in the classroom used English and Indonesian. She used English for about 70%, and then she translated it into Indonesian. The students' language in

the classroom used Indonesian for about 50%. Learners' mistakes were generally in grammar, pronunciation, vocabulary and language use. The teacher roles in the teaching and learning process were as a planner, informer, and monitor. The teacher made a pair groups, small groups, and large groups to do the task. The teacher corrected the students' mistakes orally and written. The teacher gave feedback to the students during the lesson or in the end of the lesson. The teacher's voice in the classroom was loud and clear.

B. Implications

The teacher to handle the big class, the teacher used the conventional arrangement, made group, such as small group, large group, and large group and in pairs work, or individual. The teacher has the problem in managing the big classes such as, it can be seen that the student had difficulties in concentrating the teaching-learning process. Besides, they were busy with their friends, and talking is other. The majority of the students did not pay attention to the lesson; some of them were busy doing their own activities, while the others were passive. The teacher could do to solve the problems in managing the big classes in teaching and learning activities because to handle big classes very essay used made group, such as small group, large group, and large group and in pairs work, or individual and the teacher can gave more attention to the students in teaching learning activities in the classroom.

C. Suggestions

On the basis of the conclusions and implications above, there are some suggestions directed to English teachers, the headmaster, and the department in English language education, and other researchers.

1. For the teacher

It is hoped that the English teacher will be more creative and teaching the students. The teacher should improve their creativity in developing the teaching learning activities in the class. The teacher develops the learning activities in the class and to help the students understand the lesson material. The teacher should be able to create and use various media in teaching English to the students.

Besides, the English teacher should also be able to provide a conducive teaching learning environment in order to raise the students' motivation and interest in the class. They should try to create a conducive English classroom setting; they can decorate the wall with things related to the English lesson. Since time plays an important role in the learning process, the teacher should pay more attention to time management. The teacher should be able to describe the time effectively and efficiently, so there will be a balance between that for presenting the material and that for doing the exercise or practice. The teacher neither should nor reduce the available time of the English lesson either.

Since time plays an important role in the learning process, the teacher should pay more attention to time management. The teacher should be able

to contribute the time effectively and efficiently, so there will be a balance between that for presenting the material and that for doing the exercise or practice. The teacher should not reduce the available time of English lesson either.

2. For the Headmaster

It is expected to support teacher efforts to manage the English classroom in order to improve the teaching-learning process. The headmaster needs to provide facilities that encourage the student's motivation in learning and provide learning media that are suitable for students at junior high school. Because of the use of supported facilities and media, English teaching-learning process will again successful results.

3. For the Department of English Language Education.

As in institution which produces teacher to be, the state university of Yogyakarta, an especially its English language education department, should develop the students' awareness of the importance of English teaching and learning, especially in relation with classroom management so that when they become teachers they will have high sense of sensibility. Furthermore, on the other hand, the teacher to be should improve their competencies in developing a conducive teaching-learning process, especially on their as a manager in the class.

4. For other Researchers

Since their research is only aimed at describing the actual classroom management in the English teaching and learning, it is necessary to conduct further research to complete their research. The researcher recommends further action research in the attempt of improving the English teaching-learning effectiveness in the English classroom management of junior high school.

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APPENDICES

Appendix I
Blueprint of the Management the
Teaching and Learning Process in Big Classes

No	Topic	interview for teachers	interview for students
a	The physical environment of the classroom		
1	Sigh, sound, and comfort	<ol style="list-style-type: none"> 1. Does the sounds from outside come into the classroom? 2. Does it disturb the teaching learning process? 	<ol style="list-style-type: none"> 1. Is the sunlight bright enough when the process of teaching is learning in the classroom? 2. Do all people in the classroom hear the sounds from outside when they are studying? 3. Does the classroom look clean? 4. Do the tables and the chairs look neatly? 5. Is the condition of classroom quiet and comfortable?
2	use chalkboard	<ol style="list-style-type: none"> 1. Is the chalkboard clean when, you (the teacher), enter the classroom? 	<ol style="list-style-type: none"> 1. Is the whiteboard clean or not, when your English teacher enters the classroom?
3	equipment	<ol style="list-style-type: none"> 1. Does you use video player, OHP, or LCD or simply use whiteboard, eraser, and chalkboard? 	<ol style="list-style-type: none"> 1. Does the classroom's equipment complete, like the whiteboard, chalkboard, parental students' book, and LCD? 2. Does your English teachers ever use

			video player?
b	Managing the Teaching and Learning Process		
1	voice	<ol style="list-style-type: none"> 1. How do you speak in the big classes? 2. Do you speak loudly and clearly? 	<p>voice</p> <ol style="list-style-type: none"> 1. Does the teacher's voice sound clear enough when teaching? 2. Does it sound loudly?
2	body language	<ol style="list-style-type: none"> 1. When you teach, do you sit at one place, on the chair, or closer to the students? 	<p>body language</p> <ol style="list-style-type: none"> 1. Do his/her face and his/her hand move actively when explaining the meaning of a sentence? 2. Does the teacher's eye contact always see to all students in the classroom?
C	teachers attendance physically in the classroom		
1	teachers attendance as a complete personnel	<ol style="list-style-type: none"> 1. How does the class condition when you open the lesson at the classroom? 	<ol style="list-style-type: none"> 1. What are you (the students) doing when the teacher hasn't come in the classroom? 2. How does the condition of the classroom when the teacher arrives?
2	teachers proximity in the classroom	<ol style="list-style-type: none"> 1. How do you watch your position and distance with the students at the classroom when 	<ol style="list-style-type: none"> 1. Are you (the students) happy when your teacher is closer to you? 2. What are you doing

		teaching?	when your teacher always try to close to you when she/he is teaching?
3	the appropriates of students- teachers relationship	1. How do you look your students so they feel comfortable when they meet you?	1. How does the teacher look his/her students at the classroom? 2. What are you doing when you (the students) meet your teacher directly? 3. Do you feel comfortable when you meet your teacher too closer?
4	teacher movements	1. How does teacher's position when she/he is teaching, sit on the chair or walk around or other positions?	1. What does your teacher's position when teaching? Does he/she walk around the class or sit on the chair or stand up in front of the class?
5	voice clarity	1. Does the teacher's voice sound clearly to be heard the students at the classroom?	1. Does the teacher's voice sound clearly when teaching?
6	pronunciation	1. How do you use pronunciation clearly to make the students learn the lesson easier? 2. What do you (English teacher) think the students' pronunciation when they learn English?	1. How does the teacher's pronunciation when teaching, learning process existing for example the word friend, does he/ she pronounce it correctly?
7	voice endurance	1. How do you (English teacher) conduct your voice when teaching at big classroom?	1. How does the teacher's voice when teaching? How does the teacher's speak when teaching from first lesson till last

			lesson, too loudly or sometime loud or soft?
d.	managing the Teaching and Learning Process		
1	seating arrangement for students	1. How do you arrange the students' pattern sits at big classroom?	1. What does the pattern at your classroom, rows, round or half U or without chair and table? 2. Do you feel comfortable with the line pattern?
2	grouping students	1. What your strategies to make learning group in big classroom, by counting, or calling the students one by one?	1. How many students in each group? 2. Does every discussion the teacher use grouping?
3.	feedback	1. Why you give feedback to the students in every teaching?	1. Does every teacher finish the lesson; he/she always give questions based on the material? 2. Does the teacher always give conclusion to the students after explaining the material?

No	Topic	interview for teachers	interview for students
a	The physical environment of the classroom		
1	Sigh, sound, and comfort	1. Apakah diwaktu ibu mengajar, suara yang dari luar masuk di ruang kelas, sehingga menyebabkan proses pembelajaran menjadi terganggu?	1. Apakah sinar matahari bisa masuk di ruang kelasmu? 2. Apakah ruang kelasmu bebas dari suara-suara ramai dari luar? 3. Apakah kamu nyaman dengan ruang kelasmu?
2	use chalkboard	1. Pada waktu ibu masuk ruangan, apakah papan tulis sudah dalam keadaan terhapus?	1. apakah setiap masuk ruang kelas, papan tulis sudah dalam keadaan bersih atau terhapus?
3	equipment	1. Apakah ibu disaat menerangkan materi menggunakan seperti video player, OHP atau LCD atau lebih berbentuk sederhana, memakai papan tulis, penghapus, kapur tulis?	1. Apakah lemari bukumu selalu tertata rapi?
b	Managing the Teaching and Learning Process		
1	voice	1. Apakah suara ibu guru cukup keras dan jelas ketika mengajar dalam kelas yang besar?	suara 1. Apakah suara guru terdengar pelan diwaktu mengajar?

2	body language	1. Apakah ibu guru diwaktu mengajar duduk pada satu tempat duduk yaitu tempat duduk atau lebih mendekatkan diri pada siswa?	body language 1. Apakah setiap mengajar muka dan gerak tangan guru selalu aktif bergerak untuk menjelaskan suatu maksud dari sebuah kalimat?
C	teachers attendance physically in the classroom		
1	teachers attendance as a complete personnel	1. Bagaimana situasi kelas ketika ibu guru belum berada dikelas ketika jam pelajaran sudah dimulai?	1. Apa yang kamu lakukan ketika guru belum masuk ruang kelas?
2	teachers proximity in the classroom	1. Bagaimana cara ibu memperhatikan jarak posisi guru dengan murid didalam kelas diwaktu mengajar?	1. Seperti apakah guru memperhatikan jarak posisi guru dengan siswa?
3	the appropriates of students- teachers relationship	1. Bagaimanakah cara ibu guru memandang siswa sehingga siswa itu menjadi nyaman saat berhadapan dengan ibu guru?	1. Apa yang kamu lakukan ketika kamu selalu didekatin guru ketika mengajar?
4	teacher movements	1. Bagaimana posisi guru dikelas diwaktu mengajar? Duduk dikursi, mengelilingi murid atau seperti apa?	1. Seperti apakah posisi guru diwaktu mengajar? apakah berkeliling kelas, atau duduk ditempat kursi duduknya, atau berdiri

			didepan saja?
5	voice clarity	1. Apakah suara ibu guru cukup jelas untuk didengar murid dikelas?	1. Apakah cukup jelas suara guru diwaktu mengajar?
6	pronunciation	1. Bagaimana ibu menggunakan lafal yang baik dan jelas untuk memudahkan siswa dalam belajar bahasa inggris? 2. Menurut ibu, seperti apa pengucapan lafal siswa diwaktu belajar bahasa inggris?	1. Bagaimana pengucapan kata-kata guru dalam bentuk pengucapan bahasa inggris ketika mengajar?
7	voice endurance	1. Bagaimana cara ibu mengelola ketahanan suara, ketika mengajar diklas dalam kelas besar?	1. Bagaimana ketahanan suara guru, ketika mengajar, apakah dari awal sampai ahir mengajar suaranya selalu keras, atau suaranya kadang kadang terderngar keras dan pelan?
d.	managing the Teaching and Learning Process		
1	seating arrangement for students	1. Bagaimana ibu guru mengatur pola tempat duduk siswa dalam kelas besar?	1. Seperti apakah pengaturan tempat duduk dikelas mu, apakah pola tempat duduk berupa baris berbaris, berbentuk lingkaran dan setengah U atau tempat duduk berbentuk lesehan(tanpa meja dan kursi)?

2	grouping students	1. Seperti apakah ibu membuat strategi untuk membntuk pengelompokan belajar dalam kelas besar?apa dengan cara sebut angka, materi siswa atau label nama?	1. Terdiri dari berapa siswa setiap guru membentuk pengelompokan?
3.	feedback	1. Mengapa ibu memberi feedback kepada siswa dalam setiap mengajar?	1. Apakah setiap guru selesai mengajar, ibu selalu memberi pertanyaan, sesuai dengan materi yang disampaikan tadi?
4	Class big	1. Bagaimana cara ibu guru mengelola kelas besar? 2. Apa kesulitan ibu dalam mengelola kelas besar?	

Questionnaires for Students

4. Apakah sinar cahaya nya cukup terang proses mengajar dikelas?
5. Apakah suara-suara dari luar terdengar dalam kelas diwaktu mengajar?
6. Apakah ruang kelas terlihat bersih?
7. Apakah meja dan kursi tertata dengan rapi diruang kelas?
8. Apakah suasanaanya ruang kelas tenang dan nyaman?
9. apakah setiap masuk ruang kelas, papan tulis sudah dalam keadaan bersih atau terhapus?
10. Perlengkapan belajar mengajar dikelas lengkap tidak, seperti papan tulis, kapur tulis, buku panduan sisswa, menggunakan LKS?

11. Apakah terdengar cukup jelas suara guru diwaktu mengajar?
12. Apakah terdengar cukup keras suara guru diwaktu mengajar?
13. Apakah setiap mengajar muka dan gerak tangan guru selalu aktif bergerak untuk menjelaskan suatu maksud dari sebuah kalimat?
14. Apakah kontak mata guru selalu meliat semua siswa yang berada di ruang kelas?
15. Apa yang kamu lakukan ketika guru belum masuk ruang kelas?
16. Bagaimana situasi kelas ketika guru belum berada dikelas?
17. Seperti apakah guru memperhatikan jarak posisi guru dengan siswa?
18. Apa yang kamu lakukan ketika kamu selalu didekatin guru ketika mengajar?
19. Bagaimana cara guru memandang murid-murid ketika berada di ruang kelas?
20. Apa yang kamu lakukan ketika kamu berhadapan dengan guru secara langsung?
21. Apakah kamu merasa nyaman, ketika kamu berhadapan dengan guru, dengan jarak yang terlalu dekat?
22. Seperti apakah posisi guru diwaktu mengajar?apakah berkeliling kelas, atau duduk ditempat kursi duduknya, atau berdiri didepan saja?
23. Apakah cukup jelas suara guru diwaktu mengajar?
24. Bagaimana pengucapan kata-kata guru dalam bentuk pengucapan bahasa inggris ketika mengajar?
25. Bagaimana ketahann suara guru, ketika mengajar, apakah dari awal sampai ahir mengajar suaranya selalu keras, atau suaranya kadang kadang terderngar keras dan pelan?
26. Seperti apakah pengaturan tempat duduk dikelas mu, apakah pola tempat duduk berupa baris berbaris, berbentuk lingkaran dan setengah U atau tempat duduk berbentuk lesehan(tanpa meja dan kursi)?
27. Apakah kamu nyaman dengan pola tempat duduk seperti baris berbaris seperti dikelas kamu?

Interviews for teacher

R :apakah sinar matahari bisa masuk ruang kelas?

T :ya

R : kalau lampu itu sering digunakan gak bu, pas mati lampu diatas itu?

T : lampu kalau siang relatif jarang dipakai ya, kecuali untuk NSC aja malam hari.

R : kalau pas musim ujan, mendung sering diapakai gag?

T :ya, otomatis itu kalau ada ganggu cahaya yang dinyalakan dipakai.

R :Apakah diwaktu ibu mengajar, suara yang dari luar masuk di ruang kelas, sehingga menyebabkan proses pembelajaran menjadi terganggu?

T : Ya, terkadang ada yang mengganggu.

R :Pada waktu ibu masuk ruangan, apakah papan tulis sudah dalam keadaan terhapus?

T : Tidak selalu

R :Apakah ibu disaat menerangkan materi menggunakan seperti video player, OHP atau LCD itu lebih berbentuk sederhana, memakai papan tulis, penghapus, kapur tulis?

T :Ya LCD, Tape, and Microfon

R :Apakah suara ibu guru cukup keras dan jelas ketika mengajar dalam kelas yang besar?

T :Ya kadang

R :Apakah ibu guru diwaktu mengajar duduk pada satu tempat duduk yaitu tempat duduk atau lebih mendekatkan diri pada siswa?

T :Duduk lalu berdiri dekat siswa (centre) ntuk menjelaskan sesuatu.

R :Bagaimana situasi kelas ketika ibu guru belum berada dikelas ketika jam pelajaran sudah dimulai?

T :kadang berantakan, siswa belum siap

R :Bagaimana cara ibu memperhatikan jarak posisi guru dengan murid didalam kelas diwaktu mengajar?

T : mendekati siswa yang gaduh, lalu kembali keposisi tengah.

R :Bagaimanakah cara ibu guru memandang siswa sehingga siswa itu menjadi nyaman saat berhadapan dengan ibu guru?

T :didekati lalu dipandang

R :Bagaimana posisi guru dikelas diwaktu mengajar? Duduk dikursi, mengelilingi murid atau seperti apa?

T : dua duanya.

R :Apaka suara ibu guru cukup jelas untuk didengar murid dikelas?

T :mungkin keras

R :Bagaimana ibu menggunakan lafal yang baik dan jelas untuk memudahkan siswa dalam belajar bahasa inggris?

T :repeat (siswa menirukan setelah guru)

R :Menurut ibu, seperti apa pengucapan lafal kata siswa diwaktu belajar bahasa inggris?

T : masih perlu latihan.

R :Bagaimana cara ibu mengelola ketahanan suara, ketika mengajar diklas dalam kelas besar?

T :menggunakan microfon, dan terkadang diam sebentar

R :Bagaimana ibu guru mengatur pola tempat duduk siswa dalam kelas besar?

T :Pernah letter U lalu diubah seperti biasa seberti baris berbaris

- R :Seperti apakah ibu membuat strategi untuk membntuk pengelompokan belajar dalam kelas besar?apa dengan cara sebut angka, materi siswa atau label nama?
- T :Grouping and pairs
- R : seperti apa tehnisnya pengelompokannya?
- T :Kelompok biasanya saya cenderung untuk buat kelompok kecil karena kalau kelompok besar kebanyakan siswa itu malah ada yang kemudian raami saya cenderung membuat kelompok kecil, satu kelompok terdiri dari enam siswa.
- R :jadi satu meja?
- T :iya, biar semua ikut mikir karena kalau terlalu besar nanti akan ramai.
- R :Mengapa ibu memberi feedback kepada siswa dalam setiap mengajar?
- T :sebagai refleksi dan penguat kembali terhadap materi yang baru saja diajarkan.

1st Observation

Class: VII

Time: 07.30

Friday, May 22, at 07.00 all students had entered the class, there were no students who were late. But, the lesson had not begin because the teacher had not enter into the class. After the teacher came, the situation of the class was so crowded. Some students were singing, some were talking to their friends, some were screaming, some were running around the class, and the others were hitting their desks. At 7.10, the teacher came into the class. After the teacher came, the class became so quite. The students started to find their own chairs. The condition of the class was tide, clean, and the whiteboard was clean. The teacher's chair was tide too.

After the class was quiet and calm, the teacher asked the leader of the class to lead praying. After praying, the teacher started the lesson directly.

Before opened the lesson, the teacher asked the students, "Did we have unfinished assignment?". The students answered, "No, Mam!". After that, the teacher opened the lesson at that day. The topic was flora and fauna. It was narrative text. The teacher explained while walked around the students from back into front. Then, she sitted on her chair. The teacher explained the definition of flora and fauna. It was the world of flora and fauna. And giving examples of fauna, like tiger, snake and elephant, giving examples of flora, like banana trees, mango trees. When explaining about flora and fauna, there were some students who did not listen to the explanation, they were talking to others. But, the teacher did not admonish them. After finished explaining, the teacher asked those students to explain it back. Those students could not do it. Then the teacher gave advisement to them.

After explaining the topic, the teacher gave an assignment to the students to find the definition of flora and fauna based on their opinion and gave the examples of them. It was individual assignment. The teacher gave the questions and the students answered them one by one. If there were some students who wanted to do the assignment in group, the teacher allowed them. But, the way to answer the questions was one students represented his/ her group.

After the lesson finished, the students had not finish the assignment yet. The teacher asked the students to finish it in group next week. After the bell rang, it was a sign that the lesson finished. The teacher closed the lesson. After the teacher went out from the class, the students were crowded back.

Observasi II

tanggal 2 June 2010

Time 011.00-11.45

Pukul 11.00, guru masuk kelas tepat waktu.sebelum pelajaran dimulai guru bertanya apakah ada tugas kemarin?ada bu, tugas nya tentang mempelajari kata kata dan cara bacanya kata dengan baik dan benar. Guru masuk situasi kelas masih tetap rapi, bersih, lantainya tidak ada sampah seperti kertas, bekas makanan dan minuman. Ruang kelas susuan meja dan kursi masih tersusun rapi dan berurutan. Meja terdiri 20 dan kursi terdiri 40. Ruang kelas terlihat terang ada cahaya sinar matahari tidak pengap dan gelap, jendela terdiri dari 3, cat tembok berwarna kuning supaya terlihat bersih, rapi, dan cerah, meja dan kursi guru

terletak disamping kiri pojok dari pintu masuk. Ditembok ada sebuah setiker seperti gambar presiden dan wakil presiden beserta lambang burung garuda. Disamping meja guru terdapat bendera merah putih, dimeja ibu guru ada vas bunga, papan tulis berjumlah 2, yaitu papan tulis blackboard and whiteboard sama-sama dilengkapi dengan penghapus dan kapur tulis. Banyak dekorasi bahasa ingris yang ditempelkan ditaruh ditembok, supaya anak biar semangat disamping itu *itu gambar juga dapat membantu untuk untuk memahami dalam materi bahsa inggris. Dekorasi di sekolahan juga penting bagi murid untuk membantu dan penyemangat dalam belajar dikelas. Kata siswa ruang kelas mempunyai perlengkapan gambar, stiker dan poster. karena siswa berkata itu penting juga membuat ruangan lebih terlihat menarik dan menambah semangat buat belajar. dekorasi juga mmbantu siswa untuk belajar.* Media mengajar yang digunakan buat mengajar buku panduan dari airlangga,

Sebelum mengajar guru selalu membuka doa, dan sn ditarelalu mengawali dengan kata assalamualaikum warahmatillahi wabarokatuh dan setelah selesai mengahiri dengan wasalamu alaikum warohmatullahi wabarokatuh. Yang kedua guru selalu mengucapkan ungkapan greeting seperti “good morning, students. How are you today?” setelah itu yang ketiga selalu berkata, apa kamu siap? Who are absent today? Setelah semua murid siap guru langsung membuka pelajarannya dengan materi yang sudah disiapkan. Ketika menjelaskan materi, pertama dengan lisan menggunakan kata-kata, suara terdengar jelas dan keras, pengucapan kata-katanya cukup untuk dimengerti, yang kedua untuk menjelaskan materi dengan cara menulis dipapan tulis, diwaktu menjelaska materi guru memakai Bahasa Inggris, kemudian di terjemahkan dalam Bahasa Indonesia.

Setiap pengelompokan kelompok setiap kelompok terdiri dari 2-4 orang. Guru selalu menggunakan kelompok kecil, setiap kelompok yang terdiri 2-4 orang. Karena jika membentuk kelompok besar atau terdiri banyak siswa, maka mereka akan sibuk mengobrol dan tugas yang tidak akan cepat terselesaikan. Berdiskusi dalam mengerjakan tugas secara berkelompok akan memudahkan dan cukup membantu siswa dalam proses belajar mengajar, karena mereka akan mudah memecahkan permasalahan secara berdiskusi bersama sama. Dan pada umumnya akan membuat siswa gembira dalam mengerjakan tugas dan membantu teman-temannya yang kurang paham.

Aktivitas dalam menjawab setiap pertanyaan, guru selalu memanggil nama siswa siswa tersebut dan siapa yang mau menjawab dengan sukarela dari pertanyaan tersebut. setiap menerangkan guru sambil member pertanyaan kemudian siswa saling menjawab dengan jawaban yang bereda-beda. pembelajaran materi bersumber buku pegangan, yang bersumber dari PT. Airlangga, tapi guru tidak terfokus pada buku tersebut, tapi berusaha untuk mengopi dan mencari sumber buku yang lain. Guru mempunyai dua buku pegangan dari Airlangga dan Grafindo. Dari materi tersebut guru berusaha untuk menerangkan meteri tersebut, Guru sambil member pertanyaan, siswa dengan aktif menjawab pertanyaan tersebut.

Respon siswa untuk menjawab pertanyaan dan siswa selalu memperhatikan dan dengan serius apa yang diterangkan oleh guru tersebut. Untuk memudahkan siswa untuk menerima pelajaran dan memahami, bisa mengerjakan tugas, siswa selalu di beri pengarahan untuk memudahkan siswa untuk mengkap pelajaran. Untuk memotivasi dalam belajar bahasa Inggris, guru memberi motivasi untuk siswa tetap memperhatikan dalam proses belajar seperti, guru memotivasi siswa dengan member gambar-gambar permainan, sebelum pelajaran dimulai member lagu.

Pelajaran ditutup dengan menggunakan murid persiapan dan mereka cepat menutup buku, dan guru member tugas, guru langsung menutup pelajaran dengan berdoa, ok, thanks for your attention, see you, dan guru tidak lupa suruh mengerjakan tugas rumah dan mengahiri pelajaran dengan kata wasalamualaikum warohmatullohi wabarokatuh.

Observasi III

tanggal 9 June 2010

Time 09.00-09.45

Pukul 09.00, pelajaran bahasa Inggris sudah dimulai, semua siswa sudah pada siap untuk proses belajar. Gur masuk kelas semua siswa sudah dalam keadaan siap dan tenang, keadaan kelas dalam keadaan bersih, meja dan kursi dalam bersih bebas dari debu. diwaktu guru langsung memimpin buat berdoa. Setelah berdoa selesai membuka salam "assalamualaikum warahmatullahi wabarokatu, guru menanyakan apakah ada tugas kemarin?, siswa menjawab "tidak bu". Guru menjelaskan materi dengan cara berputar mengelilingi murid-murid dari depan kebelakang, duduk di tempat duduk guru, berdiri didepan, berdiri sambil monda-mandir didepan, Mata selalu tertuju pada siswa siwa, sambil melihat, siapa yang tidak ikut memperhatikan penjelasan guru. Setelah selesai menjelaskan materi, Guru menanyakan pada siswa apakah ada pertanyaan? siswa menjawab tidak bu? Dengan tidak ada pertanyaan, guru langsung menuruskan untuk mengerjakan dan menjawab soal secara berkelompok, setiap kelompok terdiri dari 2 sampai 4 orang, guru member waktu selama 10 menit buat mengerjakan soal tersebut, siswa pada sibuk mengerjakan guru sambil berdiri dan berjalan-jalan sambil berkeliling berputar kedepan kebelakang mengelilingi semua murid-murid. Ada siswa yang tidak paham soalnya Guru langsung menjawab dan menerangkan pertanyaan murid tersebut.

Waktu sudah habis buat mengerjakan soal, guru langsung ayo cepat dikerjakan, siapa yang mau mengerjkan soalnya, ternyata tidak ada yang mau buat mengerjakan, guru langsung mengambil langkah buat memanggil salah satu murid buat mengerjakan tugas, siswa mengerjakan dipapan tulis, jadi menjawab soalnya perwakilan dari setiap kelompok tersebut. Setelah jawaban terkumpul guru langsung membahas jawaban tersebut secara bersama-sama.waktu sudah

menunjukkan pukul 9.30 bahwa waktunya sudah mau selesai. Guru langsung member tugas buat minggu depan. Siswa bertanya dikumpulin gak bu? Dan boleh berkelompok gak bu?guru menjawab iya boleh, siswa lansung bilang hore boleh nyontek, guru sambil melempar senyuman. Bunyi bell sudah terdengar siswa bilang sudah selesa bu., guru langsung menutup pelajaran. Ok, see you next week.wasalamu alaikum warohmatullahi wabarokatuh.

Observasi vi
Class vii
Time 06.45

Guru masuk kelas tepat pukul 06.45 siswa sudah pada masuk kelas. Mereka masuk tepat waktu tidak ada yang terlambat.guru masuk kelas semua siswa memberi ucapan salam “*good morning mam*” guru menjawab “*good morning students*”. Guru membuka pelajaran dengan topic *survey set*. Guru mnjelaskan topic yang akan diajarkan dengan topi” *servey’s sheet*” dan menggambar kolom yang terdiri dari; *no, name, hobby, time, reasons*.setelah itu semua murid juga menulis apa yang ada dipapan tulis.setelah selesai menulis guru menjeaskan dari topic itu. Siswa disuruh menanyakan teman yang mempunyai kesukaan seperti sepak bola, mereka mecari 10 teman, buat mengisi kolom sesuai dengan topic tersebut.siswa pada sibuk mencari teman teman buat menginterview tentang hobby teman temanya, situasi kelas ramai, ada yang sambil lari lari, berteriak teriak dikelas.guru berkata “jangan terlalu ramai, jangan brisik. Selesai berkata tadi, guru sambil berkeliling dikelas. Murid murid juga langsung pada serius, dan situasi kelas jaga tidak terlalu ramai.

Guru setiap mengajar mengelilingi ruang kelas, seperti duduk didepan, berdiri dan berdiri dibelakang kelas. Setiap mengajar suara guru kadang kadang keras dan kadang kurang kelas. Kadang diwaktu aktivitas belajar kadang guru membentuk kelompok terdiri 4 kadang enam orang. Guru kEtika mengajar membawa buku LKS. Semua siswa mempunyai LKS tersebut. Guru mengajar muka selalu kedepan dan matanya selalu meihat semua murid murid dikelas.

Dalam waktu 10menit, murid murid ada yang selesai menginterview teman temanya. Setelah pada selesai, guru menyuruh maju satu persatu untuk membacakan hasil interview. Guru menunjuk nama nama semua murid muridnya dan guru menilainya, dengan cara baik dan benarnya pengucapan pronucation nya, keberaniannya, kerasnya suara, dan expresi senyumnya. Satu persatu guru memanggail nama nama muridnya, untuk maju kedepan dan membacakan hasil interviewnya. Dalam pembacaan tugas, siswa banyak melakukan kesalahan dalam pengucapan, seperti pengucapan kata “*help*” masih banyak yang salah.penlisan kata aziz *playing football every day*. Ketika siswa melakukan kesalahan dalm membaca dengan contoh kata yang salah, guru langsup membenrkannya. Harusnya *everyday* digbung.bukn dipisah. Setelah semua siswa selesai maju satu persatu guru

Interview 1
RI : Observer

S : siswa

R1 : Namanya sapa dik?

S : Namaya evy.

R1 : Kakak mau Tanya, nanti dijawab ya sesuai dengan jawaban yang adik tahu.

S : Iya kak, mau Tanya soal apa?

R1 : Diwaktu belajar dikelas apakah sinar cahaya matahari masuk diruang kelas mu?

S : Cahaya masuk kelas, tidak kok, soalnya tidak panas.tapi Cuma terang aja ruangnya gitu.

RI : O...cahaya sinar matahari saja yang masuk ruang kelas dan ruang kelas jadi terang gitu ya...

S : Iya bener.

RI : Terus, disaat belajar dikelas, kamu sering mendengar suara-suara gaduh dari luar?

S : Kadang-kadang terdengar ramai, dari teman-teman kelas lain disaat kelas mereka tidak ada gurunya uh brisik banget.

R1 : Kira-kira adik nyaman tidak dengan ruangan kelas adek yang seperti itu?

S :Ya nyaman sih...asal ga ruang kelasnya tidak kotor, banyak debu dan sudah disapu.

RI : Setiap guru masuk, kira-kira apakah papan tulis sudah dalam keadaan terhapus atau belum?

S : Ya kadang-kadang suah terhapus, kadang-kadang belum, tergantung sapa yang mau menghapus?

RI : Yang menghapus papan tulis dengan Cara diberi piket atau suka rela sioa yang mau menghapus, kalau guru masuk kelas papan tulis belum terhapus marah-marah tidak?

S ; Suka rela siapa yang mau menghapus sapa gitu, kalau marah ya pernah marah kadang tidak, tergantung ibu gurunya.

- RI : oh gitu ya, ya asik dunk, ga sering marah, kan ga jadi sering dimarahi gitu, trus apakah lemari buku kamu selalu teratata rapi?
- S : Ga cie, kadang-kadang rapi, kadang gak. Tapi banyak tidak rapinya karena banyak bukunya jadinya gak rapi gitu, he..he..he..
- RI : disaat ibu guru mengajar, apakah suara guru mu terdengar pelan atau seperi apa suaranya?
- S : Emmmm...suara ibu guru diwaktu mengajar, kadang-kadang pelan kadang gag kedengeran apa yang diucapkan oleh ibu guru,kalau suaranya plan malah pingin ngantuk gitu.
- RI : Adek lebih suka mana bu guru sinta menggunakan suara pelan atau menggunakan suara yang keras?
- S : Ya lebih suka keras lah, kalau keras kan enak mudah didengar dan gag bikin ngantuk.
- RI : Apakah setiap mengajar muka dan gerak tangan guru selalu aktif bergerak untuk menjelaskan suatu maksud dari sebuah kalimat?
- S : Ya betul itu, guru setiap mengajar mata dan mukanya selalu serius menatap murid-murid nya, dan tangan nya sambil bergerak sambil melambai lambai gitu, jadi aneh aja melihatnya.
- RI : Apa yang kamu lakukan ketika guru belum masuk ruang kelas?
- S : ketika guru belum masuk kelas, aku ya ngobrol-ngobrol ma teman, kadang tak buat tiduran, kejar-kejaran dikelas, nyanyi-nyanyi gitu sambil gedor-gedor meja kan asik kadan sambil makan jajan.
- RI : Emang ga takut dimarahin Sama guru mu?
- S : Ya takut kalau pas ketahuan, tapi tu kalau ketahuan kan yang ramai banyak gag Cuma aku saja.
- RI : Seperti apakah guru memperhtikan jarak posisi guru dengan siswa?
- S : Ya guru selalu melihat kita-kita pas diruang kelas gitu.
- RI : Apa yang kamu lakukan ketika kamu selalu di dekatin guru ketika mengajar?
- S : Ya kadang risi dan malu kalau didekatin sama ibu guru.
- RI : kenapa kamu risi dan malu?Apa yang kamu lakukan ketika kamu berhadapan dengan guru secara langsung, dan Apa kamu nyaman, ketika berhadapan guru dengan jarak yang terlalu dekat?

- S : ya malu ajah, kalau berhapan dengan guru langsung, grogi dan takut, aku tidak nyaman karena malu aja dan takut ditanya ini, itu gitu.
- RI : Seperti apakah posisi guru diwaktu mengajar?apakah berkeliling kelas, atau duduk ditempat kursi duduknya, atau berdiri didepan saja?
- S : Ya semuanya.
- RI : ketika guru mengajar,apakah suaranya cukup jelas diwaktu mengajar, atau susah dipahami buat didengarkan atau sepaerti?
- S : Ya biasa aja bisa di dengar kok suarnya.
- RI : Ketika kamu, disuruh ibu guru mengucapkan kata “friend” dalam bahasa inggris ap kamu bisa mengucapkan dengan baik dan benar?
- S : Gak bisa aku kak.
- RI : Tapi, adik jg hrus rajin belajar ya, Menurut kamu, bagaimana ketahanan suara guru mu, ketika mengajar didalam kelas, apakah suara dari awal sampai ahir selal keras, atau suaranya kadang terdengar cukup pelan?
- S : Ya kadang keras, kadang pelan, gag menentu aja.
- RI : kalau kadang jelas, kadang tidak, berarti agak susah ya buat didengarkan, terus didalam kelas, seperti apakah pengaturan tempat dikelasmu berbentk barisan, lingkaran atau berupa lesehan tanpa meja dan kursi?
- S : Ya baris berbaris.
- RI : baris berbaris soalnya lebih mudah mengaturnya dan beburutan ya?dalam mengerjakan tugas,gurumu membentuk pengelompokan siswa terdri dari berapaa pengelompokan?
- S : 5-8 siswa per grup.
- RI : Setelah ibu guru, selesai mengajar apakah ibu guru selalu member member pertanyaan, seswua dengan materi yang disampaikan tadi?
- S : Iya. Selalu memberiakn petanyaan.

Interview II

RI : Observer

S : siswa

RI : namanya siapa dik?

S : Nisa

RI : hari kita wawancara ya dik?

S : wawancara apa, tentang apa, sulit gag pertanyaannya?

RI : Wawancara tentang adik habis selesai pelajaran bahasa inggrs tadi, gag sulit kok pertanyaannya.

S ; Iya apa, tapi gag pake bahsa inggris kan?

RI : Iya gag pakai bahasa inggris kok.

S :Iya, apa mbak pertanyaannya?

RI : Disaat pelajaran dikelas, sinar matahari itu bisa mauk ruang kelas kelas adik?

S : Bisa masuk, kan jadi terang ruangnya.

RI : Jadi ruang kelas terang karena sinar matahari ya dik? disaat belajar dikelas apakah adik pernah mendengar ada suara ramai dan gaduh yang berasal dari luar ruang kelas?

S : Iya ada sinar mathari, kadang adang terdengar ramai, ketika pintu dibuka atau kelas lain tidak ada guru nya.

RI : Apakah suara berisik atau suara gaduh dari luar sering terdengar ketika adik mengikuti pelajaran dikelas?

S : Ya sering terganggu banget.

RI : Adik nyaman ga dengan situasi klas seperti itu jika terdngar berisik ketika pelajaran berlangsung?

S : Ga nyaman cie.

RI : Trus seperti apakah lemari buku dikelas apakah buku-bukunya selalu tertata rapi?

S : tidak, sering berantakan.

RI : Apa tdak ada yang mau merapikan dan menata buku dilemari itu?, bagaiman suara ibu guru diwaktu mengajar, apakah suaranya terdengar pelan diwaku mengajar?

S : Gag ada yang merapikan, suaranya tidak pelan.

RI : Setiap ibu guru mengajar, apa muka dan gerak tangan ibu guru, selalu aktif bergerak untuk, menjelaskan suatu maksud dari sebuah kalimat?

S : Iya

RI : sebelum ibu guru masuk ruang kelas, apa yang dilakukan murid-murid dikelas??

S : ya ngobrol sama teman teman dan bernyayi

RI : Seperti apa, ibu guru memperhatikan jarak posisi guru dengan muridnya?

S : Dengan cara guru memperhatikan muridnya dari depan kelas berdiri dan dengan duduk di kurs tempat duduk guru.

RI : Apa yang kamu lakukan ketika kamu selalu didekatin guru kamu ketika guru sedang mengajar?

S : Bertanya apa yang gak tak ketahui.

RI : Contohnay apa, yang adik tidak ketahui, apa tidak takut buat diarahin sama ibu guru??

S : Ya masalah pelajaran, ketiaka tidak paham, tidak, knapa harus malu.

RI : Apa yang kamu lakukan ketika kamu berhadapan guru secara langsung?

S ; Bertanya sama guru.

RI : Apa kamu merasa nyaman, ketika kamu berhadapan dengan guru, dengan jarak yang terlalu deka?

S : tidak nyaman, takut dan malu.

RI : Kenapa harus takut dan malu?

S : ya takut dan malu aja.

RI : seperti apa, posisi guru diwaktu mengajar , apakah guru berkeliling kelas, duduk diditempat kursi dan eja guru atau berdiri didepan didepan saja?

S : Ya kadang didepan, kadang berdiri ya kadang duduk, semuanya gitu.

RI : Bagaimana suara guru diwaktu engajar, apakah suarnya terdengar cukup jelas?

S : iya jelas.

RI : Coba apakah adik bisa, mengucapkan contoh kata 'friends' apakah adik bisa mengucapkannya dengan baik dan benar?

S : Gak bisa.

RI : kenapa gag bisa, apakah Susah dik?

- S : Gag bisa aja, iya Susah.
- R : Ketika guru mengajar dikelas, bagaiman ketahanan suara guru, apakah dari awal sampai ahir mengajar dikelas, apakah suaranya selalu keras, atau kadang suaranya terdengar keras dan kadang terdengar pelan?
- S : Kadang keras pas diawal ngajar, kadang pasa diahir, sudah gag keras lagi.
- RI : Diwaktu pelajaran dimulai seperti apa, pengaturan tempa duduk di kelas mu, apakah pola tempat duduk berupa baris berbaris, berbentuk lingkaran dan setengah seperti huruf U atau tempat duduk berupa lesehan tanpa meja dan kursi?
- S : tempat duduk nya baris berbaris.
- RI : Setiap pembentukan kelompok, biasanya guru membuat pengelompokan terdiri dari berapa siswa?
- S : 4-6 siswa per group.
- R : apakah setiap guru selesai mengajar, ibu guru selalu memberi pertanyaan, yang sesuai dengan materi yang disampaikan tadi?
- S : kadang iya. Kadang kadang gag.

Interview III

RI : Observer

S : siswa

- RI : Hallo dik, namaya sapa?
- S : Rina.
- RI : Kita wawancara ya dik?
- S : iya, tentang apaa?
- RI : Tentang pelajaran bahasa inggris tadi, tadi adik selesai pelajaran bahasa inggris kan, gimana enak dan asik gag pelajaranya?
- S : Iya, bahasa inggris. Pelajrannya enak kok tadi.
- RI : enak ya, emang tadi disuruh apa. Belajar apa saja?

S : tadi disuruh baca perkata kata trus diucapkan bareng bareng semua satu kelas, kita mengikuti semua kata kata yang diucapkan oleh gurunya gitu.

RI : O gitu ya, tadi adik bisa ga mengucapkannya?

S : Bisa dong, kan tinggal megikuti guru dan sambil membaca buku gitu.

RI : wah asik ya, tadi aik benar semua gag pengucappannya yang menirukan ibu guru?

S : Iya benar semua.

RI : wah hebat dong dik, disaat pelajaran dikelas, sianar matahari masuk dalam ruang kelas tidak dik?

S : Bisa, karena ruang kelas nya ada ventilasinya dan pintu ruang kelasnya dibuka.

RI : Ruang kelas disaat jam pelajaran apakah ruang kelas mu bebas dari suara suara ramai dari luar?

S : tidak, karena pintu ruang kelas sering dibuka sehingga suara dari luar terdengar.

RI : Apakah adik nyaman dengan ruang kelas adik, seperti itu, disaat jam pelajaran dimulai?

S : Kadang kadang nyaman kadang tidak. Nyamannya kalau ruangnya bersih dan tidak ada sara brisik dari teman teman.

RI : setiap guru masuk kelas, apakah papan tulis selalu sudah terhapus atau papan tulis belum terhapus dan masih kotor?

S : iya, karena sudah dihapus oleh teman teman yang piket.

RI : apakah lemari buku diruang kelas mu, selalu tertata rapi:

S : Tidak, karena sering merapikan lemari buku sehingga sering berantakan.

RI : Disaat ibu guru mengajar, apakah saranya terdegar pelan?

S : Ada juga yang pelan ada juga yang tidak.

RI : Setiap ibu guru mengajar, apa muka dan gerak tangan ibu guru, selalu aktif bergerak untuk ,enjelaskan suatu maksud dari sebuah kalimat?

S : iya, supaya murid tidak bosan kalau Cuma dengar suaranya ibu guru aja.

RI : Apa yang adik lakukan ketika, guru belum berada diruang kelas?

S : Ngobrol sam teman teman.

- RI : Seperti apa, ibu guru memperhatikan jarak posisi guru dengan muridnya?
- S : Guru berdiri didepan dan melihat lihat murid murid nya dari depan.
- RI : Apa yang adik lakukan ketika adik selalu didekatin guru ketika mengajar?
- S : bertanya apa yang belum dimengerti dan kadang kadang menunduk.
- RI : Apa yang adik lakukan ketika adik berhadapan dengan guru secara langsung?
- S : menyapa dan bertanya.
- RI : Apa kamu merasa nyaman, ketika kamu berhadapan dengan guru, dengan jarak yang terlalu deka?
- S : tidak yaman, karena kurang suka berhadapan guru dengan jarak dekat.
- RI : Seperti apakah posisi guru diwaktu mengajar?apakah berkeliling kelas, atau duduk ditempat kursi duduknya, atau berdiri didepan saja?
- S : berkeliling kelas dan berdiri saja.
- RI : Apakah cukup jelas suar guru diwaktu mengajar?
- S : Kadang jelas kadan tidak.
- RI : Diwaktu pelajaran dimulai seperti apa, pengaturan tempa duduk di kelas mu, apakah pola tempat duduk berupa baris berbaris, berbentuk lingkaran dan setengah seperti huruf U atau tempat duduk berupa lesehan tanpa meja dan kursi?
- S : berbaris
- RI : Setiap pembentukan kelompok, biasanya guru membuat pengelompokan terdri dari berapa siswa?
- S :4-5 siswa.
- RI : Setelah ibu guru, selesai mengajar apakah ibu guru selalu member memberi pertanyaan, sesuai dengan materi yang disampaikan tadi?
- S : Kadang kadang, tetapi yang sering dikasih adalah tugas.

Interview IV

RI : Observer

S : siswa

RI : namanya siapa dik?

S : elphy

RI : hari kita wawancara ya dik?

S : wawancara apa, tentang apa, sulit gag pertanyaannya?

RI : Wawancara tentang adik habis selesai pelajaran bahasa inggrs tadi, gag sulit kok pertanyaannya.

S ; Iya apa, tapi gag pake bahsa inggris kan?

RI : Iya gag pakai bahasa inggris kok.

S :Iya, apa mbak pertanyaannya?

RI : Disaat pelajaran dikelas, sinar matahari itu bisa mauk ruang kelas kelas adik?

S : iya.

RI : Jadi ruang kelas terang karena sinar matahari ya dik? Disaat belajar dikelas apakah adik pernah mendengar ada suara ramai dan gaduh yang berasal dari luar ruang kelas?

S : Iya ada sinar mathari, kadang adang terdengar ramai, ketika pintu dibuka atau kelas lain tidak ada guru nya.

RI : Trus seperti apakah lemari buku dikelas apakah buku-bukunya selalu tertata rapi?

S : tidak.

RI : Apa tdak ada yang mau merapikan dan menata buku dilemari itu?, bagaimana suara ibu guru diwaktu mengajar, apakah suaranya terdengar pelan diwaku mengajar?

S : Gag ada yang merapikan, suaranya tidak pelan.

RI : Setiap ibu guru mengajar, apa muka dan gerak tangan ibu guru, selalu aktif bergerak untuk ,enjelaskan suatu maksud dari sebuah kalimat?

S : Iya

RI : sebelum ibu guru masuk ruang kelas, apa yang dilakukan murid-murid dikelas??

S : membaca buku

RI : Seperti apa, ibu guru memperhatikan jarak posisi guru dengan muridnya?

S : sambil senyum.

RI : Apa yang kamu lakukan ketika kamu selalu didekatin guru kamu ketika guru sedang mengajar?

S : Bertanya apa yang gak tak ketahui.

RI : Contohnya apa, yang adik tidak ketahui, apa tidak takut buat diarahin sama ibu guru??

S : Ya masalah pelajaran, ketika tidak paham, tidak, knapa harus malu.

RI : Apa yang kamu lakukan ketika kamu berhadapan guru secara langsung?

S ; Bertanya sama guru.

RI : Apa kamu merasa nyaman, ketika kamu berhadapan dengan guru, dengan jarak yang terlalu deka?

S : kurang nyaman.

RI : Kenapa kurang nyaman?

S : ya kurang nyaman.

RI : seperti apa, posisi guru diwaktu mengajar , apakah guru berkeliling kelas, duduk ditempat kursi dan eja guru atau berdiri didepan didepan saja?

S : berkeliling.

RI : Bagaimana suara guru diwaktu engajar, apakah suaranya terdengar cukup jelas?

S : iya.

RI : Coba apakah adik bisa, mengucapkan contoh kata ‘friends’ apakah adik bisa mengucapkannya dengan baik dan benar?

S : bisa.

R : Ketika guru mengajar dikelas, bagaiman ketahanan suara guru, apakah dari awal sampai ahir mengajar dikelas, apakah suaranya selalu keras , atau kadang suaranya terdengar keras dan kadang terdengar pelan?

- S : selalu keras.
- RI : Diwaktu pelajaran dimulai seperti apa, pengaturan tempa duduk di kelas mu, apakah pola tempat duduk berupa baris berbaris, berbentuk lingkaran dan setengah seperti huruf U atau tempat duduk berupa lesehan tanpa meja dan kursi?
- S : tempat duduk nya baris berbaris.
- RI : Setiap pembentukan kelompok, biasanya guru membuat pengelompokan terdiri dari berapa siswa?
- S : 6 siswa per group.
- R : apakah setiap guru selesai mengajar, ibu guru selalu memberi pertanyaan, yang sesuai dengan materi yang disampaikan tadi?
- S : iya.

Interview V

RI : Observer

S :siswa

- RI : namanya siapa dik?
- S : Aziz
- RI : kita wawancara ya dik?
- S : Sulit gag pertanyaannya?
- RI : Wawancara setelah selesai pelajaran bahasa inggris gag sulit kok pertanyaannya.
- S ; Tapi gag pake bahasa inggris Kan?
- RI : Iya gag pakai bahasa inggris kok.
- S : Iya, apa mbak pertanyaannya?
- RI : Disaat pelajaran dikelas, sinar matahari itu bisa masuk ruang kelas kelas adik?

- S : Bisa masuk, kan jadi terang ruangnya. Kalau tidak masuk ya ruang kelas jadi gelap.
- RI : Jadi ruang kelas terang karena sinar matahari ya dik?disaat belajar dikelas apakah adik pernah mendengar ada suara ramai dan gaduh yang berasal dari luar ruang kelas?
- S : Iya ada sinar mathari, kadang adang terdengar ramai, ketika pintu dibuka atau kelas lain tidak ada guru nya.
- RI : Apakah adik terganggu dengan suara gaduh, yang adik dengar?
- S : Ya terganggu banget.
- RI : Apakah adik bisa fokus disaat pelajaran berlangsung ketika pelajaran adk mendengar suara gaduh dari luar?
- S : ya terganggu. Kadang bisa fokus kadang tida bisa fokus.
- RI : Terus seperti apakah lemari buku dikelas apakah buku-bukunya selalu tertata rapi?
- S : tidak, sering berantakan.
- RI : Apa tdak ada yang mau merapikan dan menata buku dilemari itu?, bagaiman suara ibu guru diwaktu mengajar, apakah suaranya terdengar pelan diwaku mengajar?
- S : Gag ada yang merapikan, suaranya tidak pelan.
- RI : Setiap ibu guru mengajar, apa muka dan gerak tangan ibu guru, selalu aktif bergerak untuk, enjelaskan suatu maksud dari sebuah kalimat?
- S : Iya
- RI : sebelum ibu guru masuk ruang kelas, apa yang dilakukan murid-murid dikelas??
- S : ya ngobrol sama teman teman dan bernyayi
- RI : Seperti apa, ibu guru memperhatikan jarak posisi guru dengan murid nya?
- S : Dengan Cara guru memperhatikan muridnya dari depan kelas berdiri dan dengan duduk di kurs tempat duduk guru.
- RI : Apa yang kamu lakukan ketika kamu selalu di dekatin guru kamu ketika guru sedang mengajar?
- S : Bertanya apa yang gak tak ketahui.

- RI : Contohnya apa, yang adik tidak ketahui, apa tidak takut buat diarahin sama ibu guru??
- S : Ya masalah pelajaran, ketika tidak paham, tidak, knapa harus malu.
- RI : Apa yang kamu lakukan ketika kamu berhadapan guru secara langsung?
- S ; Bertanya sama guru.
- RI : Apa kamu merasa nyaman, ketika kamu berhadapan dengan guru, dengan jarak yang terlalu deka?
- S : tidak nyaman, takut dan malu.
- RI : Kenapa harus takut dan malu?
- S : ya takut dan malu aja.
- RI : seperti apa, posisi guru diwaktu mengajar , apakah guru berkeliling kelas, duduk ditempat kursi dan eja guru atau berdiri didepan didepan saja?
- S : Ya kadang didepan, kadang berdiri ya kadang duduk, semuanya gitu.
- RI : Bagaimana suara guru diwaktu mengajar, apakah suaranya terdengar cukup jelas?
- S : iya jelas.
- RI : Coba apakah adik bisa, mengucapkan contoh kata ‘friends’ apakah adik bisa mengucapkannya dengan baik dan benar?
- S : Gak bisa.
- RI : kenapa gag bisa, apakah susah dik?
- S : Gag bisa aja, iya susah.
- R : Ketika guru mengajar dikelas, bagaiman ketahanan suara guru, apakah dari awal sampai ahir mengajar dikelas, apakah suaranya selalu keras , atau kadang suaranya terdengar keras dan kadang terdengar pelan?
- S : Kadang keras pas diawal ngajar, kadang pasa diahir, sudah gag keras lagi.
- RI : Diwaktu pelajaran dimulai seperti apa, pengaturan tempa duduk di kelas mu, apakah pola tempat duduk berupa baris berbaris, berbentuk lingkaran dan setengah seperti huruf U atau tempat duduk berupa lesehan tanpa meja dan kursi?
- S : tempat duduk nya baris berbaris.

RI : Setiap pembentukan kelompok, biasanya guru membuat pengelompokan terdiri dari berapa siswa?

S : 4-6 siswa per group.

R : apakah setiap guru selesai mengajar, ibu guru selalu memberi pertanyaan, yang sesuai dengan materi yang disampaikan tadi?

S : kadang iya. Kadang kadang gag.

Data klasifikasikan

Questionnaires

No	Data	Category
1	Cahaya sinar matahari cukup terang proses belajar dikelas.	Sigh
2	Suara suara dari luar terdengar dalam kelas diwaktu belajar. Suara dari luar sangat berisik terdengar dalam kelas diwaktu belajar. Suara dari luar sedikit berisik terdengar dalam kelas diwaktu belajar.	Sound
3	Ruang kelas terasa nyaman dan tenang dan nyaman. Ruang kelas tidak terasa nyaman dan tenang. Ruang kelas lumayan terasa nyaman dan tenang. Ruang kelas terkadang kadang terasa nyaman dan tenang. Ruang kelas sedikit terasa nyaman dan tenang	Comfort
3	Papan tulis berwarna putih Papan tulis berwarna hitam dan putih	Use chalkboard
4	Guru setiap mengajar menggunakan vidio Guru disaat mengajar kadang kadang memakai vidio Guru disaat mengajar jarang menggunakan vidio Guru disaat mengajar tidak pernah menggunakan vidio	Use video
5	Suara guru terdengar cukup jelas diwaktu mengajar. Suara guru terdengar sangat jelas diwaktu mengajar. Suara guru disaat mengajar kadang kadang	Voice

	terdengar jelas kadang kadang tidak. Suara guru disaat mengajar suaranya terdengar sedikit jelas.	
6	Suara guru disaat mengajar terdengar cukup keras. Suara guru disaat mengajar terdengar sangat keras. Suara guru disaat mengajar terdengar sedikit keras. Suara guru disaat mengajar kadang kadang terdengar keras. Suara guru disaat mengajar terdengar kurang keras	Voice clarity
7	Kontak mata guru selalu melihat semua siswa diruang kelas	Body language
8	Situasi kelas ramai ketika guru belum berada diruang kelas. Situasi kelas brisik ketika guru belum berada diruang kelas. Situasi kelas sedikit brisik ketika guru belum berada diruang kelas. Siswa pada belajar ketika guru belum berada diruang kelas. Situasi kelas sedikit gaduh ketika guru belum berada diruang kelas.	Teacher attendance as a complete personel
9	Siswa merasa senang ketika mereka didekatin gurunya. Siswa merasa kurang senang ketika didekatin gurunya. Siswa merasa tidak senang ketika didekatin gurunya. Siswa merasa malu dan grogi ketika didekatin gurunya. Siswa merasa cukup senang ketika idekatin gurunya.	Teacher proximity in the classroom
10	Siswa bertaya ketika dia didekatin guru disaat mengajar. Siswa membaca buku ketika didekatin guru disaat mengajar. Siswa memperhatikan gurunya ketika dia didekatin gurunya. Siswa menanyakan jawaban kepada gurunya ketika dia didekatin gurunya.	The appropriates of students- teachers relationship
11	Siswa merasa nyaman ketika, ketika berhadapan dengan gurunya dengan jarak yang dekat.	Teacher

	Siswa merasa tidak nyaman ketika berhadapan dengan gurunya dengan jarak yang dekat. Siswa merasa agak nyaman ketika berhadapan dengan gurunya dengan jarak yang dekat. Siswa merasa cukup nyaman ketika berhadapan dengan gurunya dengan jarak yang dekat.	movements
12	Suara guru cukup jelas diwaktu mengajar Suara guru kadang kadang terdengar cukup jelas diwaktu mengajar Suara guru terdengar sangat jelas diwaktu mengajar Suara guru terdengar tidak jelas diwaktu mengajar Suara guru terdengar lumayan jelas diwaktu mengajar Suara guru terdengar sedikit jelas diwaktu mengajar	Voice clarity
13	Pengucapan kata bahasa inggris kata "friends" terdengar benar	Pronunciation
14	Siswa nyaman dengan tempat duduk yang berbentuk baris berbaris. Siswa kurang nyaman dengan tempat duduk yang berbentuk baris baris	Seating arangement
15	Terdiri dari 5-6 siswa setiap guru membentuk kelompok tidak pasti setiap memebentuk kelompok Terdiri 6 siswa setiap guru memebentuk kelompok	Grouping students
16	Guru kadang kadang membuat kelompok buat berdiskusi tentang aktivitas belajar Guru sering membuat kelompok buat berdiskusi tentang aktivitas belajar	Grouping students
17	Guru selalu memberi kesimpulan kepada siswa setelah guru selesai menjelaskan materi. Guru kadang kadang memberi kesimpulan kepada siswa setelah guru selesai menjelaskan materi	Feedback

Data clasificasikan

Interview

No	Data	Category
1	Sinar matahari bisa masuk dalam ruang kelas	Sigh
2	Ruang kelas tidak bebas dari suara ramai dari luar luar Ruang kelas kadang kadang bebas dari suara ramai dari luar kelas	Sound
3	Siswa cukup nyaman dengan ruang kelasnya Siswa tidak nyaman dengan ruang kelasnya Siswa kurang nyaman dengan ruang kelasnya	Comfort
4	Setiap masuk ruang kelas papan tulis selalu terhapus Setiap masuk ruang kelas papan tulis kadang kadang terhapus	Use chalkboard
5	Lemari buku kadang kadang tertata rapi Lemari buku sering berantakan	equipment
6	Suara guru tidak terdengar pelan ketika mengajar Suara guru kadang kadang terdengar pelan ketika mengajar Suara guru sering terdengar pelan ketika mengajar	Voice
7	Guru setiap mengajar muka dan gerak tangan selalu aktif bergerak untuk menjelaskan suatu dari maksud sebuah kalimat	Body language
8	Murid sedang belajar ketika guru belum masuk ruang kelas Murid ramai dikelas kelas ketika guru belum masuk ruang kelas Murid membaca buku, ketika guru belum masuk ruang kelas Murid ngobrol2 dengan temannya ketika guru belum masuk ruang kelas	Teachers attendance as a Complete personnel
9	Guru tersenyum ketika memperhatikan siswa Guru meemperhatikan murid nya sambil duduk dan berdiri	Teachers proximity in the classroom
10	Siswa tersenyum ketika didekatin gurunya	The appropriates of

	Siswa malu ketika didekatin gurunya Siswa grogi ketika didekatin gurunya Siswa senang ketika mereka didekatin siswa	students-teachers relationship
11	Siswa mengucapkan salam ketika berhadapan guru secara langsung Siswa tersenyum ketika berhadapan guru secara langsung Siswa meyapa guru ketika berhadapan guru secara langsung	
12	Siswa merasa nyaman ketika berhadapan guru dengan jarak yang terlalu dekat Siswa tidak nyaman ketika berhadapan guru dengan jarak yang terlalu dekat Siswa kurang nyaman ketika berhadapan guru dengan jarak yang terlalu dekat Siswa sedikit nyaman ketika berhadapan guru dengan jarak yang terlalu dekat	
13	Posisi guru disaat mengajar berkeliling kelas, duduk dikursi dan berdiri didepan kelas	Teacher movements
14	Suara guru kadang kadang jelas ketika mengajar Suara guru jelas diwaktu mengajar Suara guru kurang jelas ketika mengajar	Voice clarity
15	Siswa bisa mengucapkan contoh kata dalam bahasa inggris contoh kata "friends".	Pronunciation
16	Ketahanan suara guru selalu keras ketika mengajar dari awal sampai ahir. Ketahanan suara guru kadang kadang keras ketika mengajar dari awal sampai ahir.	Voice endurance
17	Pola tempat duduk siswa diruang kelas berbentuk baris berbaris	Seating arrangement for students
18	Guru setiap membentuk kelompok terdiri dari 6 siswa Guru setiap membentuk kelompok kadang kadng 4 siswa	Grouping students
19	Guru setiap selesai mengajar selalu memberi	Feedback

	<p>pertanyaan, sesuai dengan materi yang disampaikan tadi</p> <p>Guru setiap selesai mengajar kadang memberi pertanyaan, sesuai dengan materi yang disampaikan tadi</p>	
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Data clasificasikan

Observasi

no	Data	Catagaries
1	<ol style="list-style-type: none"> 1. Sinar matahari bisa masuk ruang kelas 2. Sinar matahari bisa masuk ruang kelas 3. Sinar matahari bisa masuk ruang kelas 4. Sinar matahari bisa masuk ruang kelas 	Sigh
	<ol style="list-style-type: none"> 1. Suara suara gaduh dari luar kelas terdengar druang kelas 2. Suara suara gaduh dari luar kelas terdengar druang kelas 3. Suara suara gaduh dari luar kelas terdengar druang kelas 4. Suara suara gaduh dari luar kelas terdengar druang kelas 	Sound
	<ol style="list-style-type: none"> 1. Ruang kelas terasa nyaman 2. Ruang kelas sedikit nyaman 3. Ruang kelas terasa nyaman 4. Ruang kelas terasa nyaman 	Comfort
2	<ol style="list-style-type: none"> 1. Guru menggunakan marker disaat menulis di whiteboard 2. Guru menggunakan marker disaat menulis di whiteboard 3. Guru menggunakan marker di saat menulis di whiteboard 4. Guru menggnakan marker di saat menulis di whiteboard 	Use chalkboard

3	<ol style="list-style-type: none"> 1. Disaat mengajar guru menggunakan perlengkapan LKS dan buku pegangan 2. Disaat mengajar guru menggunakan perlengkapan LKS dan buku pegangan 3. Disaat mengajar guru menggunakan perlengkapan LKS dan buku pegangan 4. Disaat mengajar guru menggunakan perlengkapan LKS dan buku pegangan 	Equipment
4	<ol style="list-style-type: none"> 1. Guru di saat mengajar suaranya sangat jelas 2. Guru di saat megajar suaranya sedikit jelas 3. Guru diasaat mengajar suaranya sangat keras 4. Guru di saat mengajar suaranya kadang kadang keras kadang kadang tidak 	Voice
5	<ol style="list-style-type: none"> 1. Setiap mengajar mata guru selalu tertuju pada semua murid yang berada diruang kelas. 2. Muka dan tangan guru selalu kedepan dan tangan guru selalu aktif bergerak untuk menjeaskan maksud dari suatu kalimat. 3. Setiap mengajar guru selalu tersenyum 4. Setiap mengajar guru selalu bergerak kedepan dan berkeliling kelas. 	Body language
6	<ol style="list-style-type: none"> 1. Ketika guru belum masuk ruang kelas siswa pada sibuk makan jajan. 2. Ketika guru belum masuk ruang kelas siswa pada sibuk ngobrol degan teman temannya. 3. Ketika guru belum masuk ruang kelas siswa sambil belajar membaca buku. 4. Ketika guru belum masuk ruang kelas 	Teachers attendance as a complete personnel

7	<ol style="list-style-type: none"> 1. Guru Melihat siswanya dengan Cara dari depan kemudian melihat semua siswa dengan jauh. 2. Guru melihat siswanya dengan cara mendekati 3. Guru Melihat siswanya dengan cara dari depan kemudian melihat semua siswa dengan jauh. 4. Guru melihat siswanya dengan cara dari depan kemudian melihat semua siswa dengan jauh 	Teachers proximity in the classroom
8	<ol style="list-style-type: none"> 1. Siswa ketika didekatin gurunya ketika mengajar siswa tersenyum 2. Siswa ketika didekatin gurunya ketika mengajar siswa kelihatan malu 3. Siswa ketika didekatin gurunya ketika mengajar siswa langsung bertanya 4. Siswa ketika didekatin gurunya mereka terlihat grogi 	The appropriates of students-teachers relationship
9	<ol style="list-style-type: none"> 1. Guru disaat mengajar guru menerangkan materi dengan berdiri dikelas, kemudian berkeling ruang kelas sambil mengelilingi murid nya. 2. Guru Berdiri dan duduk di tempat duduknya, kemudian berputar mengelilingi murid muridnya. 3. Guru di saat mengajar guru menerangkan materi dengan berdiri dikelas, kemudian berkeling ruang kelas sambil mengelilingi murid nya. 4. Guru disaat mengajar guru menerangkan materi dengan berdiri dikelas, kemudian berkeling ruang kelas sambil mengelilingi murid nya. 	Teacher Movements
10	<ol style="list-style-type: none"> 1. Suara guru disaat mengajar suaranya kadang kadang jelas kadang kurang jelas 2. Suara guru diasaat mengajar kurang jelas 3. Suara guru disaat mengajar kadang 	Toice clarity

	<p>kadang keras.</p> <p>4. Suara guru diaat mengajar sedikit keras.</p>	
11	<ol style="list-style-type: none"> 1. Pengucapan guru dalam bahasa inggris mudah diikuti 2. Lafal dalam pengucapan bahasa inggris cukup mudah untuk diikuti. 3. Lafal dalam bahasa inggris guru cukup jelas 4. Lafal dalam bahasa inggris cukup baik dan benar 	Pronunciation
12	<ol style="list-style-type: none"> 1. Suara guru disaat mengajar dari awal sampai ahir suaranya sedang tidak keras dan pelan 2. Suara guru disaat mengajar dari awal sampai ahir tidak keras. 3. Suara guru disaat mengajar dari awal sampai ahir suuara guru tetap keras. 4. Suara guru disaat mengjar dari awal sampai ahir lebih sering pelan 	Voice endurance
13	<ol style="list-style-type: none"> 1. Pola tempat duduk siswa berbentuk barisan 2. Pola tempat duduk siswa berbentuk barisan 3. Pola tempat duduk siswa berbentuk barisan 4. Pola tempat duduk siswa berbentuk barisan 	Seating arrangement for students
14	<ol style="list-style-type: none"> 1. Guru setiap pembentukan kelompok terdiri 6 siswa 2. Guru setiap pembentukan kelompok terdiri 4 siswa 3. Guru setiap pembentukan kelompok terdiri 4 siswa 4. Guru setiap pembentukan kelompok terdiri 6 siswa 	Grouping Students
15	<ol style="list-style-type: none"> 1. Setiap guru mengajar guru selalu memberi feedback kadang berupamasukan dan berupa ulasan materi yang telah diajarkan siswa dan 	Feedback

	<p>kadang diberi pertanyaan</p> <ol style="list-style-type: none">2. Guru kadang memberi feedback kepada siswa disaat mengajar seperti ulasan atau berupa masukan3. Guru kadang memberi feedback kepada siswa disaat mengajar seperti ulasan atau berupa masukan4. Guru kadang memberi feedback kepada siswa disaat mengajar seperti ulasan atau berupa masukan	
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APPENDICES



Picture 1. The teacher is explaining the materials to the students in the classroom



Picture 2. The students are hearing the teacher in explaining the material



Picture 3. The students are discussing about the material (ladies)



Picture 4. The students are discussing about the material (gentleman)



Picture 5.
The teacher is giving comments to the students when they are doing some mistakes.



Picture 6.

The students are reading the results of the discussion in front of the class.



Picture 7. The seating arrangement in the classroom