Chapter Four

Findings and Discussion

This chapter presents the findings and discussion. The findings reveal the result of the data analyze based on the interview. The findings are followed by the discussion based on the literature.

Findings and Discussion

In answering the research questions, the researcher interviewed two English teachers at SMA Muhammadiyah 2 Pemalang as the participants. The participants mentioned different strategies toward managing a classroom which were classified into four stages. Those were teachers' activities to open the class *(to get them in)*, teachers' strategies to dealing with the materials *(to get on with it)*, teachers' interaction with the students *(to get on with them)*, and teachers' activities at the end of the class *(to get them out)*.

Teachers' activities to open the class *(To get them in)*

Finding 1. Greeting. The data showed that the participants used greeting at the beginning to open the class. First participant said, "When I entered the classroom, firstly I greeted the students". The similar answer was stated by the second participant who said, "To open the class, I usually greeted the students first". Based on the participants' answers, the participants usually greeted the students before they started the learning process. Those findings were in line with Smith and Laslett (2002) who stated that the process of getting them in or activities at the beginning of the class involves three phases. Those are greeting and starting. The findings showed that the participants have implemented the strategies well by using greeting before they started the learning activities.

Finding 2. Asking the students to sing or to recite Al-Qur'an. The data showed that the first participant asked the students to sing *Indonesia Raya*. Meanwhile, the second participant asked the students to recite Al-Qur'an together at the beginning of class activities. It was showed in first participant's statement "In special day, I ask them to sing *Indonesia Raya* song together". The second participat said "After greeting, I usually ask the students read several short *ayat* Al-Qur'an. I believe that after reciting several *ayat*, it will help the student easy to understand the materials."

The first participant asked the students to sing *Indonesia Raya* before starting the learning process because that was   the new rule from the government.   The purpose is to cultivate a sense of nationalism. This activity is suitable for the school with Indonesian students. Meanwhile, the second participant chose to recite Al-Qur'an before starting the class. As showed in his answer, this activity is a good routine for teachers who teach in Islamic school. He believes that reciting Al-Qur'an can establish students' mood. It is good activity because it helps the students focus on the subject. The second participant always recites the Al-Qur'an before they start learning activities.

Finding 3. Giving Motivation. From the result of the interview the participant gave motivation to the students before starting the learning process. The first participant said "Then I gave some motivation to the students to attract the students' attention and motivate the students to be better and confident".

Another strategy to attract the students' attention is by giving them motivation. The result of the interview shows the first participant usually gave motivation. The first participant believed that giving motivation would motivate the students in learning. This statement was in line with Baranek (1996), who mentioned

that motivation affect the school life, attendance, academic performance, and extra-curricular activities. It is important for every teacher, especially in today's educational climate, where schools are continuously under pressure, to improve test scores, responsibility, and accountability. Motivating the students before starting the lesson is a good activity done routinely by the first participant because it can have a positive impact for students.

Finding 4. Giving quiz and Pre-test. The data proved that the participants usually give quiz or pretest at the beginning of the class. Its purpose was to measure the students' understanding. Here is the first participant's statement. The first participant mentioned "Besides a quiz, I give some questions for the students. Just like a pretest to know about their ability in English lesson".

The first participant's answer proved that the participants measure the students' understanding by using the quiz and pretest. A teacher is required to know the extent of the student's ability. Pre-test and quiz given by the teacher is an instrument to measure students' understanding of the material. It is supported by Osman, Razali, Shokri, Othman, Badaruzzaman, Taib and Khoiry (2016) who argued that pretest is necessary in the learning process to ensure that students have deep understanding of the subjects before they proceed to the advanced courses.

Finding 5. Establishing classroom rules at the beginning of the class. The data showed that the participants establish the classroom rules at the beginning of the meeting. Here is the first participant answered below:

> "I forbid the students to play their mobile phone. Then the second rule is I do not allow the students talk with their friends when I give some explanation. The next rule is the students should have a permission from the teacher when they want to go to the toilet or somewhere".

Meanwhile, the second participant said:

"I establish classroom rules at the beginning of the semester. For example, I say to the students: if you still have an assessment, please complete it. If there are some students who disobey the rules, I implement the next strategy, for example I ask them to answer some questions related to the materials when they played truant up to three times".

Based on the interview, the participants have established classroom rules at the beginning of the class. There are classroom agreements at the beginning of the class such as not playing gadget during learning activities, and not chatting with their friends. Then the teacher give some reward for the students who obey the rules and punishment for the students who disobey the rules. It is in line with Viffah (2014) who stated that classroom agreements between teacher and learners were associated with the objective to be achieved during the learning process. The agreement should be consistent and fair enforcing the students throughout the school year. The teacher should be emphatic to the learners who disobey the agreement.

Teachers' activities dealing with the materials *(To get on with it)*

Finding 1. Selecting the content based on curriculum. The result of the interview shows that the participants mention that they select the materials related to the curriculum. The first participant said "Yes, I choose the content based on 2013' curriculum that has been given in MGMP. I also use text book as the references to select the content, and the text book that have been published by national education of department". The other answer is from the second participant who said:

"I usually use the national or traditional history as an example for narrative text because those stories will help the students imagine the definition of narrative text. I usually choose the material based on the curriculum. For

example narrative is the past story. Usually I use the traditional story of national story as the sample of the narrative texts".

Those participants' answers showed some activities that they usually do in dealing with the materials. Those statements were in line with the Smith and Laslett (2002) who stated "the content's course will be determined by the National Curriculum" (p.26). Those participants have applied the theory to select the materials. They use curriculum 2013 as a reference. Then, they develop it with their own creation.

Finding 2. Presentation by using power point. The data obtained were that the participants mention they use PowerPoint as the strategies in delivering the materials. Here is the statement mentioned by the first participant "I have to make a power point which is related to the subject. Then, I present it in front of the class".

The participant's answer showed an activity that they usually do in delivering the materials. Learning by using PowerPoint is an effective strategy. In addition to attract the students' attention teachers were also facilitated by the use of a practical PowerPoint. It is in line with Jones (2003). The teachers are encouraged to incorporate more sophisticated visual and auditory media into presentations although care is required because of the inevitable increase in file sizes and the danger of excessive use. However, this strategy were not really helpful for the teacher who teach in the school which is not facilitated with the projector.

Finding 3. Establishing group discussion. The first participant's answer proved that he used group discussion as the strategy to deliver the material. The first participant said, **"**After that I present the PowerPoint in the class, then I discus the material. After I explain the materials, I divided them into several forum group discussions and ask them to find out the main idea of the text". Based on the interview,

the first participant stated that he conduct group discussion. The benefits of the group discussion are the students can share and they can try to express their opinion. The statement was in line with the Rubaish (2011) who argues that focus groups are particularly effective for identifying agreement across a group and for eliciting suggestions for improvement. They are also much more flexible than surveys or scales because they allow for question clarification and follow-up questions to probe vague or unexpected responses. The teachers are required to pay attention to the discussion process and the length of time for discussion. If it takes too long the students will get bored and then will talk about inappropriate topics. Then there are several students who are picky in choosing friends in group.

Finding 4. Using storytelling. The result of the interview shows that the participant used story telling in delivering the materials. The first participant mentioned "I will give the question to the other students randomly. Yes, I ask them to retell the stories". Based on the participant's answer, teaching by using storytelling help the teacher gain the students attention.

It is in line with Dujmovic (2010) who mentioned that the storytelling can motivate and decrease anxiety context for language learning. Children are naturally drawn to stories and many languages   learners come from backgrounds rich in storytelling. Although this article focuses on teaching English to children, literature can be used with adult Learners as well.

Finding 5. Using role play. The participant's answer shows that the first participant applied the role play as the teaching strategy. Here is the first participant statement "Usually I use communication approach directly with the students, speech, or forum group discussion and sometimes I use the role play. I also use student centered learning".

From the participant's statement, the first participant sometimes use role play in delivering the materials. The benefit of role play is the students enjoy and have more fun in learning process. Then, they can practice the theory directly. In addition, role play can assess the students' understanding. It is related to Alkin and Christie (2002), who argued that "the students more readily share their ideas and thinking. Because of the lack of anxiety and increased motivation, students tend to experiment more broadly. As instructors, we also act as participants in role-play, rather than simply observing it. Thus, when role-play is a core element of a course, learning is more easily promoted" (p.211).

Finding 6. Using mix language in explaining the materials. According to the data, the participants use *Bahasa Indonesia* (L1) when they give an explanation. The purpose is to help the students understand the instruction and the explanation of the material. Here are the statements from both participants. The first participant mentioned that "I used 25% and 75% for *Bahasa Indonesia* and English because I see their ability in English. If I give some instruction using all English, I am afraid the students will not understand the instruction. Yes, I use *Bahasa Indonesia* after that I translated into English". Meanwhile, the second participant stated "I used *Bahasa Indonesia* first to explain the material until the students understand the materials. After that I translate in English."

Those participants' answers showed some activities that they usually do in delivering the materials. It is in line to the Latsanyphone (2009) who said that the use of the first language is "an important contribution to English Foreign Language Teaching, particularly in the area of vocabulary for students with a lower proficiency level. This study shows the effectiveness of using L1 in teaching vocabulary through translation exercises and dictation" (p.12). Based on the interview, the participant

used L1 in delivering the materials. The participant believed that using L1 in delivering EFL would help the students understand the materials. They translated the materials into *Bahasa Indonesia* then they translated back in English. This strategy helped the participant teach English as foreign language in Indonesia.

Finding 7. Reviewing the previous materials. The data of the interview proved that the participants review the previous materials if the lesson plans did not work well. The first participant mentioned that "If the contexts are not possible for the teacher applying the lesson plan, usually I give some educational games and review the previous materials". Meanwhile, the second participant answered, "The strategy? When the context are not possible to apply the lesson plan. I usually review the previous materials until they understand about the content".

From the data, the participants reviewed the previous material when the lesson plan did not run well. The advantage of reviewing the previous materials is the students understand and memorize the subject. However, the disadvantages are that the participants wasted the time and for the students who understood the subject they possibly might get bored and disturb the class.

Students' teachers' interaction *(To get on with them)*

Finding 1. Memorizing the students' names. The result of the interview showed that the first participant and the second participant used different strategy in memorizing the students' name. The first participant has four criteria in memorizing the students' names. Meanwhile, the second participant called the students' name one by one. The First participant mentioned:

> "I called the students one by one based on the attendance list when they enter the classroom. Especially in the first grade I called them and ask them to introduce themselves in front of the class. I also used attendance list to help

me memorizing their names. I have four criteria to help me memorize the students in the class. The first is the students who have bad habit in the class. The next is the active students in the class who always give their opinion during learning process. The next criterion is the introvert students. The last is diligent students. When the teachers give a question; the student raise the hand and answer that question directly. These are criteria that help me memorize the students".

Similary, the second participant said that "usually I call the students based on the list. I can memorize 1 up to 5 students and know their personality. When I call a student, I do not call the next student directly, but I try to memorize their face and their name first".

Those participants' answers showed the strategies of classroom management that they usually do in delivering the materials. It is in line with Aji (2014), who stated that the smart, the diligent, the misbehave, the hyperactive, and the lazy are easy to be remembered by teachers. This strategy was an effective strategy to help the teacher memorize the students' names. By knowing the students well the teachers could know the students' character and their needs. However, it might be difficult for the teachers if the students are not included in those criteria. Generally, senior high school students are unstable and have not had true character so sometimes their characters will change suddenly. This will be another challenge for the teacher in managing classroom. The second participant argument was in line with the Yuli (2015) who mentioned the strategy to memorize the students' names by checking the presence of students, trying to watch students' appearance, and observing the students in detail. Calling the students one by one is a routine activity that the participants did

in the class. The participants argued that calling the students' one by one was an effective strategy to memorize the students' names.

Finding 2. Giving punishment. The participants' answer showed the teachers' strategy of classroom management. the participants gave the punishment to their students who disobeyed the rules. The first participant stated "I give them reprimand until twice infringement. If the students still do the violence I give them additional assignment for the students as the punishment". Moreover, the second participant said "Usually I give them some tasks to memorize the vocabulary or answer some questions in the text books and submit them to me. I will decrease or will not give the score for the students who still disobeying the rules".

Those participants' answers showed the classroom management strategy used by the teacher when their students disobey the rules. They give some advice first or twice then if the students still disobey the advice they give a punishment. The punishment given by the participants is an educational punishment such as memorizing the vocabulary or giving them additional home work. It is in line with the Smith and Laselett (2002) who stated that punishment can be used if the positive efforts are not working. This is effective way to change students' behavior, but teachers need to be well aware of its unfortunate side-effects. Providing the punishment to the students who disobey the rules are the thing that has been applied by the participants. The participants did not give the punishment directly.

Finding 3. Giving Reward. Based on the interview, the participants give punishment to their students who answer the question correctly. The second participant mentioned "I give some additional point as a reward for the students who answer my quiz correctly". The participant' answer reveals a strategy in managing a classroom when the students do more effort.

It is in line to the Smith and Laselett (2002) who stated that the students should be sufficiently motivated by the teacher. The participant gives additional point as a reward for the students who answer the question correctly. It is proposed to motivate the students to have more effort. Besides, giving the reward only for the students who answer the quiz correctly is unfair. Teachers should give a reward for the students who are brave to raise their hands and try answering the question even though the answer is not correct. It means that teachers appreciate their courage and effort.

Finding 4. Finding out the students' need. Based on the data obtained, establishing good relationship with the student help the teacher know the students' need. It is showed in the first participant, who stated "usually I do the interview for the students who have some problem in learning to find out the students' need then I give an advice. I try to establish emotional approach". Similary, the second participant mentioned:

> "yes I do, for example I have a private chat with some students and their parents to find out the students' problem. After that I give this case to students' counselor to solve the problem. I try to establish the good relationship with the students. It aims to decrease the students' egoism".

Those participants' answers showed the teachers' strategies in managing a classroom by establishing good relationship with the students. It is in line with the Kinggundu and Nyaimul (2009), who mentioned that the teachers are encouraged to be able to cope with unfamiliar situations, controlling and managing learners or establishing a working relationship with the students. The participants have established good relationship with the students with communicative approach. The

advantage of communicative approach is the teachers can find out further information about their students characteristics and the students need.

Finding 5. Establishing first impression. Based on the data obtained, the teachers establish good impression in the first meeting. The first impression can be a reference for the next meeting. It was showed in the participants' statements. The first participant mentioned "usually I establish good image in the first meeting because first impression it can be a reference for the next meeting. For example when I teach in Social class I give more attention, patience in teaching because most of them are misbehaved students".

That participant' answer revealed the strategy in managing a classroom when the teachers create first impression in the first meeting. It is in line with Suyatno (2008) who stated that the first impression made by the teacher will determine the students' mindset during learning activities. Some students judge a teachers' ability from first impressions at the first meeting. The teacher should give good image to be respected by their students. In this research, the participants have applied the theories at the class well. This strategy will be effective if the participants are consistent with the good image that they established at the first until the last meeting.

Finding 6. Monitoring students by using portfolio. The result of the interview revealed that the teachers used portfolio as the media to analyze the student's progress. The second participant said "I used portfolio to monitor the students' progress. It means that if the students are diligent or have good points, it can be seen from their portfolio". This is the teachers' strategy in managing a classroom when they analyze the students' progress. It is in line with Sterling (2017) who proved that the teacher used students' portfolio in monitoring the students' progress. Portfolios are collections of academic work and evaluations representing a selection

of performance. The second participant used the portfolio to monitor the extent of students' individual progress meaning that he already applied a strategy well.

Finding 7. Establishing the students' soft skill. Based on the participants' answer, the data showed the participants used the real example and advice to establish the students' soft skill. Here is the participant statement below:

"There are much soft skill that curriculum, such as honest, discipline then politeness; yeah 2013's curriculum is too complicated. One day I take the rubbish and throw it in the rubbish bank directly in front of the students. I do this because I want to give real sample for the students. If you have rubbish in your hand, please throw it in the rubbish bank. For the soft skill I teach them to be discipline. I usually come in the class on time because I hope the students will imitate my habit".

Then, the second participant mentioned "I teach the students to be persistent and I told them. If you want to be an excellent in English, you must study hard, read the dictionary frequently, or watching western movie with English subtitle".

Those participants' answers are some strategy in managing in classroom when the participants establishing the students soft skill. It is in line with the Khurshid (2014), who stated that the teachers demonstrated the soft skill by embedding empathy, active listening, felling up team work through positive feedback and encouragement. Besides, Geene (2016) who shows that the teacher establish student's soft skill. It is useful for the student in the future. Those participants used different strategies in establishing the students' soft skill. First participant teaches that students are more concerned with the cleanliness of their environment. The first participants gave a direct example of picking up the garbage and then throwing it into the trash. This is good point because P1 not only give an advice but he give direct example.

Meanwhile, the second participant teaches the students' to be persistent. The second participant only gives an advice and motivation.

Finding 8. Not forcing the students who do not understand the material. The data of the interview revealed that there is no follow up for the students who are unable to understand the materials. It is showed in the result of the interview. The first participant mentioned "I did not force the students who are unable understand the material".

The first participant did not provide further explanation to students who did not understand the materials. This case was an unusual case because generally the teachers give special attention for the student who did not understand the materials. It is the teachers' role to motivate the students and they should trust the students' ability.

Teachers' activities at the end of the class *(To get them out)*

Finding 1. Summarizing the materials and giving Question and Answer session at the end of the lesson. The data's interview proved that the participants conclude the materials and give 15 minutes for Q and A section at the end of the lesson. The first participant said that "Yes, I give a summary to help the student understand the materials. After that, I give a feedback for them if I have more time, but if the time was over I will give it in the next meeting". Then, the second participant said "I provide the conclusion of the materials at the end of the lesson. it help the students understand the materials. Then, I give a question for the students to check the students' understanding".

Those participants' answers showed the teachers' strategies in managing a classroom at the end of the class. It is in line with the Smith and Leslett (2002) who mentioned that giving conclusion of the subject purpose to remind the students of what has been covered during the lesson and how this topic is related to previous

topic or prepares the way for the next activities. The summary given by the participants helps the students understand the main point of the subject. Then, the participants give question and answer section to measure students' understanding and give an opportunity for the students who still do not understand.

Finding 2. Giving evaluation and motivation. The result of the interview showed that the participants stated that they have an evaluation section at the end of the class. The first participant stated "I close the class by greeting the students. Then, I give them some motivation and evaluation to study hard".

The second participant's answer showed the strategies of managing the classroom when the teacher motivate the students and evaluate themselves. The statement is in line with Smith and Laselett (2002), who mentioned that the teachers also need to evaluate a behavioral approach in terms of their objectives. Based on the interview, the second participant did an evaluation section at the end of the class as teachers' and students' self-evaluation. Both of them give an advice each other to be better.

Finding 3. Dismissing the class. The interview revealed that the participants stated that they did some activities at the end of the class. The first participant said "I ask the students have a pray at the end of the class. I give some advice for the students and shake the teacher hand before they leave the class. After the students have a pray at the end of the class. I give some advice for the students and shake the teacher hand before they leave the class". Similarly, the second participant mentioned "I ask them to have a pray. Then the students shake my hand before they leave the class". Those participants' answers are the strategies of managing a classroom when they dismissing the class. It is inline with Smith and Laselett (2002) who argued that the sequence should be clearing up and collecting books and materials, checking up on

learning and giving feedback, enjoying a game or other relaxing end to the session, setting up the group for its next move, and finally supervising departure, if necessary standing at the door to continue supervision of progress down the corridor. Those activities have been applied by the participants. Those participants always shake the students' hand at the end of the learning activities before they leave the class. Shaking hand with the teacher is one of routine activities that they do in Indonesia culture.