



**CLASSROOM MANAGEMENT IN TEACHING READING APPLIED BY
THE ENGLISH TEACHER AT TENTH GRADE OF SMK
KARTANEGARA KEDIRI**

SKRIPSI

Presented for Skripsi as a Fullfillment of the Requirements to Obtain the Sarjana Degree of
Education of English Education Department Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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Approved by the advisors to be proposed to
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Kediri, August 3rd, 2016

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ABSTRACT

Classroom management is the central aspect of every teacher's daily profesional experience. So, teaching learning process can run well. The focus of this research is the classroom management in teaching reading by an English teacher of SMK Kartanegara Kediri. The research design was qualitative research. The writer observed the teaching learning process. The interview was taken after teaching learning process, the writer asked some questions to get information from the teacher concern with activity that has been done in the class. The finding of this research was the teacher used group work activity to finish or solve more complex task like arranging the scramble text, answering some comprehension questions from more than one texts, to compare of finding main idea from some texts, the teacher managed unappropriate behavior students during teaching learning process by giving any instruction, and grouping strategies has been found to be an effective management tool in different level ability settings to provide efficient use of teacher and student time. The conclusions is the pair work and group work conducted by the teacher could not only attract the students to be active in doing the task, but also create good learning atmosphere among the students and group work or pair work activities in teaching reading could be used to help the slow learners or below level to maintain their understanding or learning problem.

Keywords: Classroom management, Teaching Reading.

I. INTRODUCTION

Teacher is an important element in teaching and learning process, especially in English. The teacher is considered as the element that has the main role in the teaching-learning process.

Reading is an essential skill for English as a second or foreign language (ESL/EFL). For many circle, reading is the most important skill to master with strengthened reading skills, ESL/EFL readers will greater progress and attain greater development in all academic areas. Harmer (2001: 68) states that reading will help the students to achieve some clear aim. It means that through reading the learners are able to increase their information about many things, especially in learning English.

In order to create a good environment in teaching reading, a teacher should understand and apply good classroom management.

Richard and Renandya (2002: 38) say that classroom management refers to the ways in which teacher manage a class in order to make it maximally productive for language learning, and all the things that a teacher does to organize students, space, and materials, so that learning can take place. Classroom management has been a primary concern for teachers since there have been

teachers in the classroom. A lack of classroom management affects both the teacher and the students. Studies show that some form of intervention makes a positive impact on teachers, students, and the whole school climate. Teachers need to personally connect with each student in the classroom in order to make students feel comfortable and welcome.

II. METHOD

The approach used in this research is qualitative research. It describes some facts or systematically and factually. The methods of the research was case study. The writer act as a key instrument and participant observation. This research was done in some process, they are: preparation, data analysis, data collection, and writing the report of the research. The data was collected by observation, interview, and documentation. The researcher used data reduction, data analysis, and drawing and verifying to analyze the data. To checking the validity of the data, the writer used Triangulation Method.

III. FINDINGS

Based on the result of class observation done in two meetings, it could be found that generally, in teaching reading, the teacher prepare the classroom management well. She arranged her lesson

plan well before attending the class. As the teaching material, the teacher used text book given by Educational Department of Kediri and Students' Worksheet given by school as the students' hand out. Based on the interview conducted to the teacher, it was found that the teacher used to teach reading in every English class. She also managed her class well because she prepared her lesson plan. In the classroom, the teacher not only manage the group work and inappropriate behavior of the students, but also she manage the different level of students' ability. In managing the group work, she told the purpose of group work, conducting effective climate, promoting learners' responsibility, encouraging the students' cooperation, and giving motivation to the students. Based on the observation, it was found that the teacher used some directions and instructions to manage the inappropriate behavior like: giving instructions and assignment, giving relative simple procedure, managing effective practice skills, monitoring the students' ability, stopping the inappropriate behavior, calling the students' name, and redirecting the students. It also found that the teacher managed the different level of the students' ability. In this case, the teacher manage the Below level, At level, and Above level of the students.

IV. DISCUSSION

Based on the interview and class observation, the teacher conducted group work activities in group and pair work. The group work activities done by the teacher to keep the learning climate became effective. that group work activities could be used to motivate the students to be active learning. The teacher invited the students to be active to participate into reading activity. The teacher managed inappropriate behavior students during teaching learning process by giving any efforts, like the teacher to control the students' behavior during the teaching learning process, The activity conducted by the teacher in that meeting was very interactive and attractive where the students should do reading aloud, she would stop the activity for a while and gave some warning to the class to pay attention to how they have to behave during the activity, teacher would stop the activity when she found that there were students who did inappropriate behavior. And the teacher Manages the Different Level of the Students Ability, like The teacher gave her much attention to the below level of the students ability, the teacher did not so worry about their ability of doing the work, the teacher used to put one above level or fast learner in every group.

Based on the result , in this research the teacher can manages the classroom run well.

V. CONCLUSION

After conducting the research and analyzing the result of the research, the researcher made some conclusions about the teacher's classroom management in teaching reading.

The first conclusion is the teacher conducted group work activities in group and pair work. Pair work was conducted to finish some simple comprehension questions or just to find the meaning of some difficult words in a text.

The second conclusion is about how the teacher managed inappropriate behavior students during teaching learning process by giving any instruction. This kind of instruction was given by the teacher to control the students' behavior during the teaching learning process.

The last conclusion is about the use of grouping strategies has been found to be an effective management tool in different level ability settings to provide efficient use of teacher and student time.

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