

ABSTRACT

Rahmawati, Desita. 2016. *The Correlation between Teacher's Classroom Management and Students' Achievement in Reading Comprehension of the Seventh Grade Students at SMP N 2 Balong Ponorogo in Academic Year 2015/2016*. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Winantu Kurnianingtyas Sri Agung, S.S.,M.Hum.

Key Words: Classroom Management, Students' Achievement, and Reading Comprehension.

Classroom is a place where the closest interaction between students and teacher take place. Students and teacher interaction must be managed by teacher well, it is needed to create conducive and successful teaching and learning process. Students and teacher's classroom management have a relation to increase students' achievement in learning process, especially in reading comprehension.

The problem statement of this research is there any correlation between teacher's classroom management and students' achievement in reading comprehension of the seventh grade students at SMP N 2 Balong Ponorogo in academic year 2015/2016.

This research conducted quantitative correlation research. The population of this research were 232 students, while 145 were taken as samples. The data were collected by questionnaire and documentation. To measure that questionnaire was valid and reliable, the researcher used product moment and split half formula. To analyze data collection, the researcher used normality test with Kolmogorov-smirnov's formula and product moment formula was used to determine whether there was significant correlation between teacher's classroom management and students' achievement in reading comprehension.

As the result of the study, the researcher found the average score of teacher's classroom management was 60% with score range 32-42. It meant that the teacher's classroom management was good category. Then the average score of students' achievement in reading comprehension was 61% with score range 66-79. In other words, students' achievement in reading comprehension was enough or good category. The research showed that the correlation score between teacher's classroom management and students' achievement in reading comprehension (R_{xy}) was 0,964, with $db=143$. The significant 1% was 0,208. It meant that $r_{xy} > r_t$. Moreover, the significant 5% was 0,159. It meant that $r_{xy} > r_t$. It could be said that H_a was accepted and H_0 was rejected.

Based on analysis above, the researcher concludes that there is a significant correlation between teacher's classroom management and students' achievement in reading comprehension of the seventh grade students at SMP N 2 Balong Ponorogo in academic year 2015/2016.

CHAPTER I

INTRODUCTION

A. Background of the Study

Classroom is a small society as a part of united school society is has been organized to become work unit to conduct creative learning process activities to reach one objective dynamically.¹ Muhammad and Ismail argue that classroom is a place where the closest interaction between the students and the teachers takes place.² Meanwhile Johannes said that classroom is regarded as a miniature real life environment or democracy and learners should obtain practice in developing the skills needed in real life.³ So, the researcher concludes that classroom is a small part of the school society that has been organized to conduct students and teachers interaction in developing the student skill and ability.

To make the lesson is understood by the student, the classroom must be managed by the teacher well. The classroom management is needed to create a conducive classroom. Based on Wright, classroom management refers to the way in which students' behavior, movement, and interaction

¹ Iis susanti, The Correlational Study of the Teacher's Competence in Classroom Management toward Students' English Achievement (at the Second Year of Smk Al Falah Salatiga in the Academic Year of 2010/2011). STAIN Salatiga. 2011. <http://perpus.iainsalatiga.ac.id>, accessed on November 21st, 2015.

² Zuhair H. Al-Zu'bi, "Classroom Management Problems among Teacher Students Training at Hashemite University," Journal of Business and Social Sciences, (online), Vol. 2, No. 3, 2013, 140-149. <http://www.ejbss.com/recent.aspx>, accessed on November 21st, 2015.

³ Edgar Anthony Johannes, Using Collaborative Action Research to Improve Classroom Discipline: An Action Research Study at A Secondary School in the Boland, University of the Western Cape. December 2005. <http://atd.uwc.ac.za/Johanes-MED-2005.org>, accessed on November 21st, 2015.

during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively.⁴ Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities).⁵ Yusuf argue that classroom management is defined as the formation and implementation of classroom routines, and procedures for participation in teaching activities, shaping cooperative learning teams, accomplishing class work.⁶ Classroom management is all activities in classroom include physical arrangement, classroom rules, students and teacher's interaction and other classroom organization to create conducive and successful teaching and learning process.

Tony Wright says that classroom management is concerned with four main strands of classroom life – space, time, participation and engagement.⁷ Based on observation at SMP N 2 Balong on November 18th, 2015 in 7F class, researcher found some problems when teaching and learning reading process in this class. Some student talks with others, walk in class, and felt sleepy when teaching learning process in reading material. Classroom space

⁴Tony Wright, *Classroom Management in Language Education*, (New York: Palgrave Macmilan, 2005), 132.

⁵ Hanke Korpershoek, *Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice*, (Groningen: Gion onderwijs/onderzoek, 2014), 11. <http://www.rug.nl/effective-classroom-management-strategies-and-classroom-management-programs-for-educational-practice/PDF-Gion-rapport>, accessed November 4th 2015.

⁶ Yusuf Cerit, *Teachers' Perceptions of Classroom Management Orientations in Turkish and Latvia Contexts: A Comparative Study*. *Journal of Educational and Instructional Studies in the World*, (online), Vol: 5 Article: 01, August 2015. <http://www.ijonte.org>, accessed on November 21st, 2015.

⁷ Tony Wright, *Classroom Management in Language Education*, (New York: Palgrave Macmilan, 2005), 16.

that used by teacher is traditional (students seat with their partner). Teacher come late to the class and time management from begin until finish has overbalance that giving in one material. The English teacher prepares the students with some questions that have relation with the material. The teacher makes background of knowledge of the material to rich up motivation to read the material. The teacher explains related the material. When teacher explains the material, students listen and they seat with their partner. To measure the students understanding, teacher gives question and answer to students. The students are less responsibility with teacher feedback. In this case, the students chat with others, sleepy, and not care with teacher feedback.⁸ Based on that conditions, the researcher found the classroom management is less appropriate because the teacher cannot make the classroom condusively.

From the condition above, the teacher that teaches in 7F class has one of problem in managing the classroom. That condition makes the students' low interest in learning reading class. Based on interview with students, they argue that: 1) they do not understand what they have been learned, 2) they have less vocabularies in English language, 3) the teacher uses monotone strategies, and 4) they cannot arrange the sentences.⁹ Consequently, teacher cannot encourage students to understand the text. It contributes students in low achievement in reading.

The teacher's classroom management will effect students' achievement. It is supported by Seyithan whose said that classroom

⁸ Appendix 1

⁹ Appendix 2

management takes account of students and their environment and is intended to increase student achievement by the process of planning, assessment, and evaluation.¹⁰ Teacher says that the students' achievement in reading comprehension is bad score, especially for the male students.¹¹ Based on explanation above the researcher concludes that students' achievement in reading comprehension is lack because of unattractive classroom management.

Good classroom management depends on very careful planning of classroom organization, rules, procedures and instructions. It also requires active involvement of a teacher in maintaining student cooperation and compliance with necessary classroom rules and procedures.¹² The common goals of classroom management are to create and maintain a positive, productive learning environment and to support and foster a safe classroom community.

Based on the description of classroom management and students' achievement in reading comprehension above, it shows that they have closed correlation. Moreover, Iis Susanti in her thesis proposed that, teacher classroom management have a relation with students' English achievement.¹³

¹⁰ Seyithan Demirdag, "Self – Assessment of Middle School Teachers: Classroom Management and Discipline Referrals", Journal on New Trends in Education and Their Implications, (online), Vol: 6 Article: 04, 2015. <http://www.ijonte.org>, accessed on November 21st, 2015.

¹¹ See appendix 2

¹² Fazalur Rahman, "Let the Teacher Manage the Challenge of Classroom Management," International Journal of Business and Social Science,(online), Vol. 1 No. 1, 2010. <http://www.ijbssnet.com>, accessed on November 21st, 2015.

¹³ Iis susanti, The Corelational Study of the Teacher's Competence in Classroom Management toward Students' English Achievement (at the Second Year of Smk Al Falah Salatiga

Thus, the teacher's classroom management influences the students' achievement in reading comprehension. For that reason, the researcher is interested in writing the graduating paper entitled: "The Correlation Between Teacher's Classroom Management and Students' Achievement in Reading Comprehension of the Seventh Grade Students at SMP N 2 Balong Ponorogo in Academic Year 2015/2016".

B. Limitation of the Study

This study is focused on social teacher's classroom management. It is consist of create appropriate teaching learning condition, organize the classroom, and manage teaching learning interaction.

C. Statement of the Problem

Based on the background of the research, the writer formulates the problem of the research as follows:

Is there any correlation between teacher's classroom management and students' achievement in reading comprehension of the seventh grade students at SMP N 2 Balong Ponorogo in academic year 2015/2016?

D. Objective of the Study

The objective of this study is to find out whether there is any correlation between teacher's classroom management and students' achievement in reading comprehension of the seventh grade students at SMP N 2 Balong Ponorogo or not.

E. Significances of The Study

1. Theoretically

The result of this study will be useful for the researcher and for the readers in general, especially the students of SMP N 2 Balong. The aim of this study is revealing theoretically about correlation of the teacher's classroom management activities toward students' achievement based on reading comprehension. The researcher hopes that after reading this graduating paper, the reader will be motivated to develop the new methods of language learning to improve the knowledge about reading comprehension.

2. Practically

After read this graduating paper, the researcher hopes the readers will be motivated to read comprehension more often. So, the readers can improve their ability in reading comprehension. In addition, this graduating paper can give them information in conducting such a study.

F. Organization of the Thesis

The researcher organizes this research report in order to make the reader easier to understand. The following shows the content covered in this research.

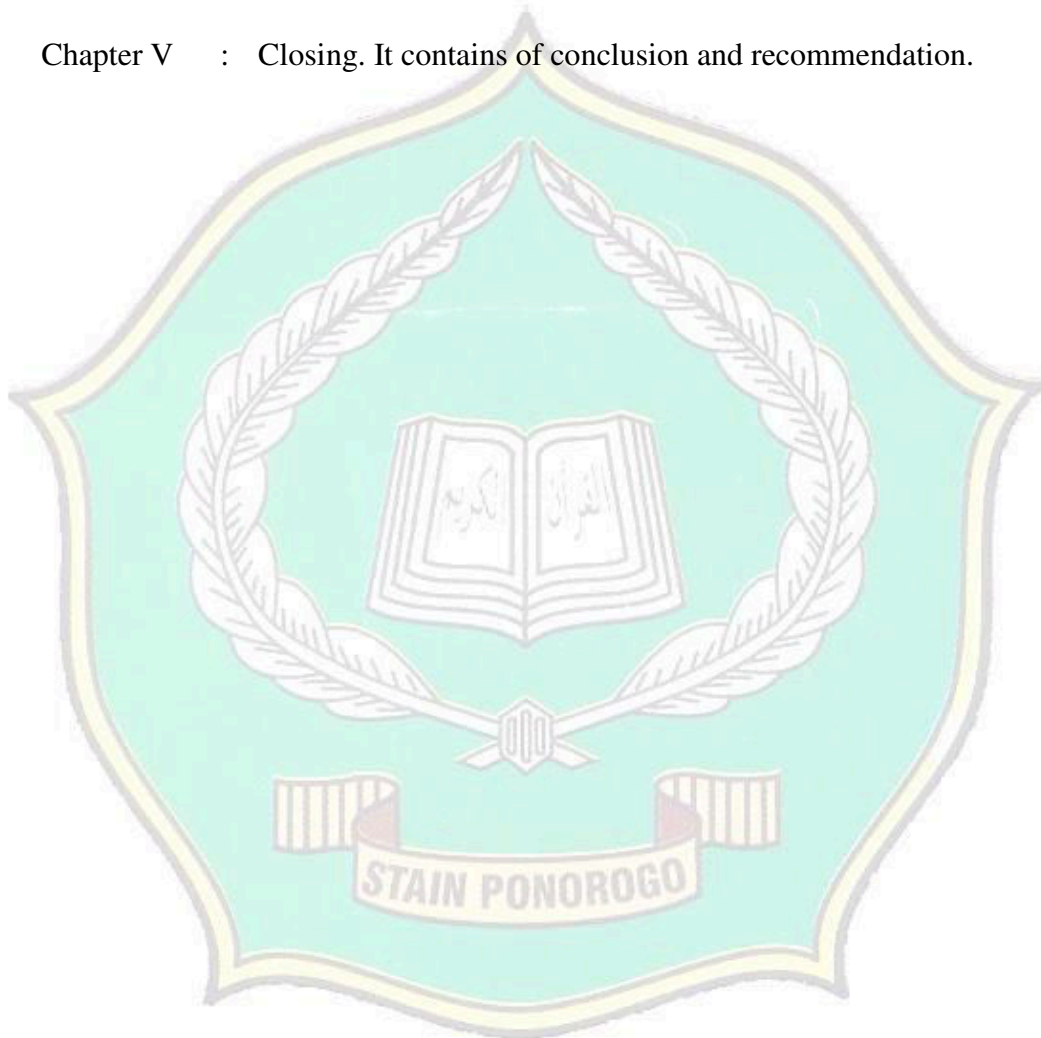
Chapter I : Introduction. It consists of background of the study, limitation of the problem, statement of the problem, objective of the study, and significances of the study.

Chapter II : Review of Literature. It consists of theoretical background, previous study, theoretical framework, and hypothesis.

Chapter III : Research Methodology. It consists of research design, population and sample, data collection instrument, technique of data collection, and technique of data analysis.

Chapter IV : Research Result. It consists of data description, data analysis, and interpretation.

Chapter V : Closing. It contains of conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

In this chapter, the researcher presents review of literature which is used in this study. These reviews have a purpose to give information that concerned with this research problem, including classroom management, students' achievement, and reading comprehension.

1. Classroom Management

a. Definition of Classroom Management

Classroom management is a skill that must be acquired during teacher training. Such management is an essential technique that teachers must use and is a daily focus during class. Classroom management refers to the way teachers organize what goes on in the classroom.¹⁴

Based on Wright, classroom management refers to the way in which students' behavior, movement, and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively.¹⁵

Hanke says that classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and

¹⁴ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, (New York: Palgrave Macmillan, 1983), 69.

¹⁵ Tony Wright, *Classroom Management in Language Education*, (New York: Palgrave Macmillan, 2005), 132.

procedures, maintaining students' attention to lessons and engagement in activities).¹⁶

Yusuf argued that classroom management is defined as the formation and implementation of classroom routines, and procedures for participation in teaching activities, shaping cooperative learning teams, accomplishing class work.¹⁷

Based on explanations above researcher concludes that classroom management is all activities in classroom include physical arrangement, classroom rules, students and teacher's interaction and other classroom organization to create conducive and successful teaching and learning process.

b. Classroom Management Activity

When talk about classroom management activity, it means talk about the implementation of teaching program. In implementation of teaching program, classroom management activities conducted to support the implementation of quality teaching program. Based on Novan, there are three core activities in classroom management:¹⁸

1. Create appropriate teaching learning condition

¹⁶ Hanke Korpershoek, "Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice," (Groningen: Gion onderwijs/onderzoek, 2014), 11. <http://www.rug.nl/effective-classroom-management-strategies-and-classroom-management-programs-for-educational-practice/PDF-Gion-rapport>, accessed November 4th 2015.

¹⁷ Yusuf Cerit, "Teachers' Perceptions of Classroom Management Orientations in Turkish and Latvia Contexts: A Comparative Study. Journal of Educational and Instructional Studies in the World," (online), Vol: 5 Article: 01, August 2015. <http://www.ijonte.org>, accessed on November 21st, 2015.

¹⁸ Novan Andy Wiyani, Manajemen Kelas, (Jogjakarta: Ar-Ruzz Media, 2013), 65.

In classroom management activities create appropriate learning climate. The activities are to create a classroom atmosphere conducive and fun. This situation can motivate students to learn well in accordance with the development and abilities. There are some indicators to create appropriate learning, such as make communication between the teacher and all the students in the classroom, teacher no favoritism to students, teacher communicate well in classroom, teacher can control his emotions when the classroom, teacher gives rewards to students, and teacher respects with students' opinions.

All teachers, like all people, have their own physical characteristics and habits, and they will take these into the classroom with them. Most successful teachers move around the classroom to some extent. That way they can retain their students' interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group).¹⁹

1. Organize the classroom

Classroom should be designed in such a way so as to create conditions classes are fun and can bring the spirit of learning. Learners can communicate easily and mutual respect of each other

¹⁹ Jeremy Harmer, How to Teach English, (Cina: Pearson Education Limited 2007, 2010), 34.

with appropriate classroom. There are some matter should be attention to organize the classroom, such as teacher arrange the desk of the students, teacher use media while learning, create role with students, teacher can managing the time, and teacher behave accordance with rules in the classroom.

To manage and promote interactive classroom, we also need to know how to arrange a variety of classroom activities. The arrangement also implies that we have a great many choices as to the activities we can have students do in class. Another aspect of setting up classroom activities is how we group students, and there are varieties of ways to do this. One way is to select students in advance of the class based on personality characteristics or abilities and experience.²⁰

2. Manage teaching learning interaction

Brown states “Teaching is process showing and helping someone to learn how to something, giving intentions guiding in the study of something providing with knowledge, causing to know or understand. Then teaching is guiding and facilitating learning, stabling the learner to learn, setting the conditions for learning.”²¹ It means teaching is a process to know about something or knowledge with media or theory.

²⁰ Jerry G. Gebhard, Teaching English as a foreign or Second Language: A Teacher Self-Development and methodology Guide, (University of Michigan: 1983), 75.

²¹ Douglas Brown, Principles of Language Learning, (San Fransisco Addison Wesley Longman INC, 2000), 7.

Learning is the process of gaining more knowledge, or of learning how to do something.²² A basic understanding of processes of learning is essential for those who intend to develop activities that will have the potential to lead to effective learning taking place in classroom that is teacher.

Interaction is dominated by the teacher who, for example, gives lengthy explanations and lectures, drills repetitively, as the majority of the questions, and makes judgments about the students' answers.²³ Genuine communicative interaction is enhanced if there is appreciation for the uniqueness of individual in the class.

Factors contributing to make classrooms interactive include:²⁴

- a. Reduction in the centrality of the teacher
- b. An appreciation for the uniqueness of individuals
- c. Chances for students to express themselves in meaningful ways
- d. Opportunities for students to negotiate meaning with each other and the teacher
- e. Choices, both in relation to what students say and how they say

it

There are some matter should be attention to manage teaching learning interaction, such as greeting before start the

²² Alan Printchard, *Ways of Learning: Learning Theories and Learning Styles in the Classroom* Second Edition, (Routledge: London and New York, 2009), 1.

²³ Jerry G. Gebhard, *Teaching English as a foreign or Second Language: A Teacher Self-Development and methodology Guide*, (University of Michigan: 1983), 49.

²⁴ *Ibid.*, 53.

lesson, teacher jokes to make fun class, teacher ask the students feeling before start the lesson, and teacher around to observe the student behavior.

Meanwhile on the other sides, Euis and Donni say that there are two activities in classroom management:²⁵

1. Student organizing

Student organizing is how to organize and give the changes in students in the learning process based on their potential intellectual and emotional development.

2. Facilitation organizing

Facilitation organizing is the activity to set up facilities in the class so it can be used with optimal. This activity directed to improve the effectiveness of student learning in order to creat fun, enjoy, comfort, and good learning.

In summary, the researcher has defined classroom management activities as teachers using their teaching skills and establishing codes of conduct to control student learning in class, thereby enhancing learning effectiveness and achieving teaching objectives.

c. Purpose of Classroom Management

²⁵ Euis Karwati and Donni Juni Priansa, *Manajemen Kelas (Classroom Management)*, (Alfabeta: Bandung, 2014), 23.

A well-organized classroom is a classroom in which students know how to effectively make use of the classroom and its resources.²⁶

Good classroom management depends on very careful planning of classroom organization, rules, procedures and instructions. It also requires active involvement of a teacher in maintaining student cooperation and compliance with necessary classroom rules and procedures.²⁷

The common goals of classroom management are to create and maintain a positive, productive learning environment and to support and foster a safe classroom community.²⁸

By some purpose of classroom management above it can be concluded that classroom management has function as the way to create good condition and students aware in the participations learning process.

2. Students' Achievement

Teachers do not only teach but also evaluate the students' achievement. Achievement is a concrete result which can be reached at some time. It is a result from individual by using test.²⁹ It means that achievement is the result of students' assessment.

²⁶ http://www.aeu/classroom_management.org, accessed November 4th, 2015.

²⁷ Fazalur Rahman, "Let the Teacher Manage the Challenge of Classroom Management," International Journal of Business and Social Science,(online), Vol. 1 No. 1, October 2010. <http://www.ijbssnet.com>, accessed on November 21st, 2015

²⁸ http://www.aeu/classroom_management.org, accessed November 4th, 2015.

²⁹ Iis susanti, The Corelational Study of the Teacher's Competence in Classroom Management toward Students' English Achievement (at the Second Year of Smk Al Falah Salatiga

In dictionary of education, achievement is defined as accomplishment or proficiency of performance in a given skill or body of knowledge, while academic achievement is knowledge attained or skills developed in the school subject, usually designated by test scores or by marks assigned by teachers, or by both.³⁰ It means that achievement is the final result of teaching learning process when teacher know the score of students is good or bad.

Some definitions above the researcher takes a conclusion that achievement is the student's ability, skill, and knowledge which they have acquired or learned in particular time. The factors that influence the achievement³¹

1. Internal Factors

Factor of Intern that is relating to growth and situation of bodily, good of health, strength learn, concentration, ability of the five senses.

a. Intelligence

Intelligence is ability learn to be accompanied by efficiency to adapt to faced situation it.

b. Talent

Talent is certain ability which has been owned by someone as efficiency of born in.

in the Academic Year of 2010/2011). STAIN Salatiga. 2011. <http://perpus.iainsalatiga.ac.id>, accessed on November 21st, 2015.

³⁰ Fitriah A.B. *Parents' Involvement and Its Influence on Student English Achievement*, 2009. <http://www.repository.uinjkt.ac.id>, accessed on November 21st, 2015.

³¹ Dalyono, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2001), 55-60.

c. Enthusiasm

Enthusiasm is tendency which remains to pay attention and regarding some activity.

d. Motivation

Problem concerning motivation in learning is how to arrange motivation to can be improved. That way also in school activity of student learning will succeed if having motivation to learn.

2. External Factors

a. Family condition

Family represent smallest environment in someone place society borne and enlarged.

b. School situation

School represent very important first formal education institute in determining efficacy learn student, in consequence good school environment can push to learn more impetuous. Situation of this school cover the way of presentation of lesson, relation of learning with students', school supplies and curriculum. Relation between unfavorable students' and teacher will influence his achievement.

3. Reading Comprehension

a. Definition of Reading

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and on their writing.³²

Reading is an assential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to insure success not only in learning English, but also in learning in any contest class where reading in English is required.³³

Judi Moreillon says that reading is an active process that requires a great deal of practice and skill. In order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something.³⁴

Neil says that reading is a process of readers combining information from a text and their own background knowledge to build meaning.³⁵ Meanwhile Nunan argue that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.³⁶

³² Jeremy Harmer, *How to Teach English*, (Cina: Pearson Education Limited 2007, 2010), 99.

³³ David Nunan, *Practical English Language teaching*, first ed, (Singapore: Mc Graw Hill, 2003), 69.

³⁴ Judi Moreillon, *Collaborative Strategies in Teach*, (Chicago: United Stated of America, 2007), 10.

³⁵ Neil J. Anderson, *Practical English Language Teaching Reading*, (New York: McGraw Hill, 2008), 2.

³⁶ David Nunan, *Language Teaching Methodology: A Textbook Teachers*, 72.

From definitions above the researcher conclude that reading is the skill of someone to understand the sentences of English written text, and understand the meaning of sentences contained in the text.

b. Reading Comprehension

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.³⁷ Actually reading is one of fundamental skill that must be mastered in learning English. By reading the reader could find the new information from text, article or other reading material. To help them get meaning or information from the reading material, the students need comprehension skills.

Comprehension is intentional thinking during which meaning is constructed through interaction between text and reader.³⁸ Comprehension is considered as a process in which reader construct meaning by interacting with text through the combination of prior knowledge and previous experience.³⁹ So comprehension in reading is important to constructs the text meaning based on their past experiences by thinking intentionally.

Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and

³⁷ David Nunan, *Practical English Language Teaching* first edition, (Singapore:McGrawnn Hill, 2003), 68.

³⁸ Ni Made Sri Agustini. The Effect of Cooperative Learning Techniques and Students' Attitude on the Reading Comprehension of the Eleventh Grade Students of Sman I Kediri. e-Journal Program Pascasarjana Universitas Pendidikan Ganesha, (online), <http://www.pasca.undiksha.ac.id>, accessed on November 21st, 2015.

³⁹ Ibid.

about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting.⁴⁰ Kintsch argue that reading comprehension is the product of processes that operate during reading to create a mental representation of the situation that described by the text, referred to as a situation model.⁴¹

Given the above discussion, it can be concluded that reading comprehension is the reader activity to understand and to get information. It's also can be concluded that reading comprehension is the process of constructing meaning of written text by coordinating number of complex processes that include word meaning, and word knowledge.

c. The Purpose of Reading

An exercise in reading, the reader has different purpose about what they read. Paul on his book, there are five purpose of reading:⁴²

1. To get the main idea (from the text:book, gamazine, newspaper, etc)
2. To get the important details of information
3. To answer specific question
4. To evaluate what we are reading

⁴⁰ Nurman Antoni, "Exploring Efl Teachers' Strategies In Teaching Reading Comprehension", *journal Education Research*, (online), Vol. 11, No. 2, ISSN 1412-565X, 2010. (<http://education.ac.id/jurnal/index>, accessed November 4th 2015).

⁴¹Kritis L. Santi, *Improving Reading Comprehension of Middle and High School Student*, (USATexas: A&M University), 2.

⁴² Paul Wity, *How to become a Better Reader*, (Science Research Associates, Inc: USA), 40.

5. To apply what we are reading

d. Teaching Reading

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. You only learn to read one. Once you have learned how to read in one language, you do not learn how to read again in a second/foreign language, but rather you learn how to transfer skills that you have already learned to the new reading context in a new language.⁴³

Ellen Thomas, reading consultant to the faculty of the Laboratory Schools, University of Chicago, comments on the applicability of five approaches to reading are: Skimming, in here the student should skim when searching through materials for a single piece of information, when seeking a general impression of the content, or when examining the selection to see if it contains what he wants, Very rapid reading, this approach rate would probably be suitable when reading light, easy, fast-moving fiction for entertainment only. Rapid reading, The student might read rapidly when the materials are fairly easy and when his purpose is grasping only the more important ideas and fact, Average reading, average reading may be suitable for an article in Natural History assigned in science, for

⁴³ David Nunan, *Practical English Language teaching*, first ed, (Singapore: Mc Graw Hill, 2003), 68.

certain chapters read is social study, and for novels in English, A slow and careful approach, The student should adjust his speed downward when.... He wants to retain details, to weigh the truth of what he is reading-with “thought time” required in addition to “reading time” – to linger over artistic wording or to compare his own experiences with a poet’s sonnets.⁴⁴

One broad aim of teaching reading comprehension is thus to focus on the expected outcomes of reading.⁴⁵

e. Reading Process

Models of reading process can be divided into three categories: Bottom-up models, top-down models, and interactive models.

1. Bottom-up models

Bottom-up models starts from the text, it assumes that by working combination of different aspects of the written or spoken text, the learner can increase their ability to comprehend it.⁴⁶

Bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer text. Letters, letter

⁴⁴ Leonard H. Clark, *Strategies and tacticts in secondary school teaching, a book of reading*, (United State of America, the Macmilan Company, 1968), 248.

⁴⁵ Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension*, (New York, Routledge, 2015), 119.

⁴⁶ <http://Oupeltglobalblog.com/2014/07/01/bottom-up-decoding-reading-and-listening-for-the-future/>, Oxford University Press, accessed April 7th, 2016, at 20.19.

clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.⁴⁷

Many teachers and researchers suggest that for readers to be successful they must be able to break a word down into its smallest parts, the individual sounds.

2. Top-down models

Top-down models begin with the idea comprehension resides in the reader. The reader use background knowledge, makes prediction and search the text to confirm or reject the predictions that are made. A passage can thus be understood even if all the individual words are not understood.⁴⁸

Top-down models also make the reader to bring the learners into the text certain knowledge of the world, of the texts, and of language. This knowledge is likely to be useful in understanding a text (whether written or spoken), but it often needs to be active, and activities such as discussions, questionnaires, quizzes, brainstorming, and vocabulary anticipation can all be used to do this.⁴⁹

⁴⁷ David Nunan, *Practical English Language teaching*, (Singapore: Mc Graw Hill 2003), 70.

⁴⁸ *Ibid.*, 71.

⁴⁹ <http://Oupeltglobalblog.com/2014/07/01/bottom-up-decoding-reading-and-listening-for-the-future/>, Oxford University Press, accessed April 7th, 2016, at 20.30.

3. Interactive models

Interactive models are the models that are accepted as the most comprehensive description of the reading process. This type is combines' elements of bottom-up and top-down process.

Interactive reading model views reading as an interaction between reader and text, not simply a one-way exchange of information.⁵⁰

f. Components of Reading

Based on Michael on his book, in particular, reading programs having the following four components can read to student success:⁵¹

1. Extensive amounts of time in class
2. Direct strategy instruction in reading comprehension
3. Opportunities for collaboration
4. Opportunities for discussions on responses to reading

g. Reading Assessment

One of the most controversial aspects of teaching and learning is assessment. Assessment is the gathering of information for a specific purpose.⁵² The assessment of reading is vital in order to help learners see the progress that they are making.⁵³ Reading assessment has great

⁵⁰ Anthony, Alicia. What is the Interactive Reading Model. (<http://Everydaylife.globalpost.com/interactive-reading-model-13048.html>, accessed on Thursday, April 7th, 2016, at 22.34).

⁵¹ J. Michael O'malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (Addison Wesley: USA, 1996), 95.

⁵² Caroline T. Linse, *Practical English Language Teaching Young Learners*, (New York: McGraw-Hill, 2005), 138.

⁵³ Neil J. Anderson, *Practical English Language Teaching Reading*, (New York: McGraw Hill, 2008), 12.

power to inform researchers. It means that reading assessment used to know students' achievement in reading comprehension.

The English teacher used test to assess students' reading comprehension. There are many types of test to assess students in class, such as placement test, diagnostic test, progress test, achievement test, and learner self-assessment. Achievement test provide input on how well the students are meeting the goals of teacher class.⁵⁴

Based on Douglas Brown, there are many types designing assessment task of reading. It is consist of perceptive, selective, interactive, and extensive. Interactive reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it. The typical task are used short answer tasks and impromptu reading and responding to questions.⁵⁵

In this research, the researcher used H. Douglas Brown model to assess students' reading test. We can get value the reading from H. Douglas Brown model:⁵⁶

⁵⁴ Ibid., 49.

⁵⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State Uiniversity: Addison Wesley Longman, Inc., 2001), 189.

⁵⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (San Francisco State Uiniversity: Addison Wesley Longman, Inc., 2001), 406.

	20 – 18 Excellent to Good Equivalent to that of an educated native speaker	17 – 15 Good to Adequate Able to use grammar the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	14 – 12 Adequate to Fair Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	11 -16 Unacceptable - not Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	5 – 1 College – level work Error in grammar a frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Grammar					
Vocabulary	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Has speaking vocabulary sufficient to express him simply with some circumlocutions.	Speaking vocabulary in adequate to express anything but the most elementary needs.
Comprehension	Equivalent to that of an educated native speaker	Can understand any conversation within the range of his experience.	Comprehension is quite complete at a normal rate of speech.	Can get the gist of most conversations of noun-technical subjects (i.e., topics that require no	Within the scope of his very limited language experience, can understand simple questions and statement as if delivered with slowed speech, repetition, or

Fluency	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Can discuss particular interests of competent with reasonable ease. Rarely has to grope for words.	specialized knowledge). Can handle with confident but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	paraphrase. (No specific fluency description. Refer to other for language areas for implied level of fluency.)
Pronunciation	Equivalent to and fully accepted by educated native speakers.	Errors in pronunciation a quite rare.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Accent is intelligible though often quite faulty.	Errors in pronunciation a frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Task	Speaking proficiency equivalent to that of an educated native speaker.	Would rarely be taken for a native speaker, but can respond appropriately event in unfamiliar situations. Can handle informal interpreting from and into language.	Can participate effectively in most formal and informal conversation on practical, social, and professional topics.	Able to satisfy routine social demands and work requirements; needs help in handling any complications or difficulties.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travels needs and minimum courtesy requirements. (Should be able to order a simple meal, as for shelter or lodging, ask and give sample directions, make purchases, and tell time.)

B.

B. Previous Study

There are related previous studies, which related to this research. First is International Journal by Seyithan Demirdag the title “Self – Assessment of Middle School Teachers: Classroom Management and Discipline Referrals”. The research problem statement “what is the relationship between middle school teachers ‘classroom management self-assessment and number of written discipline referrals?’”¹³⁴

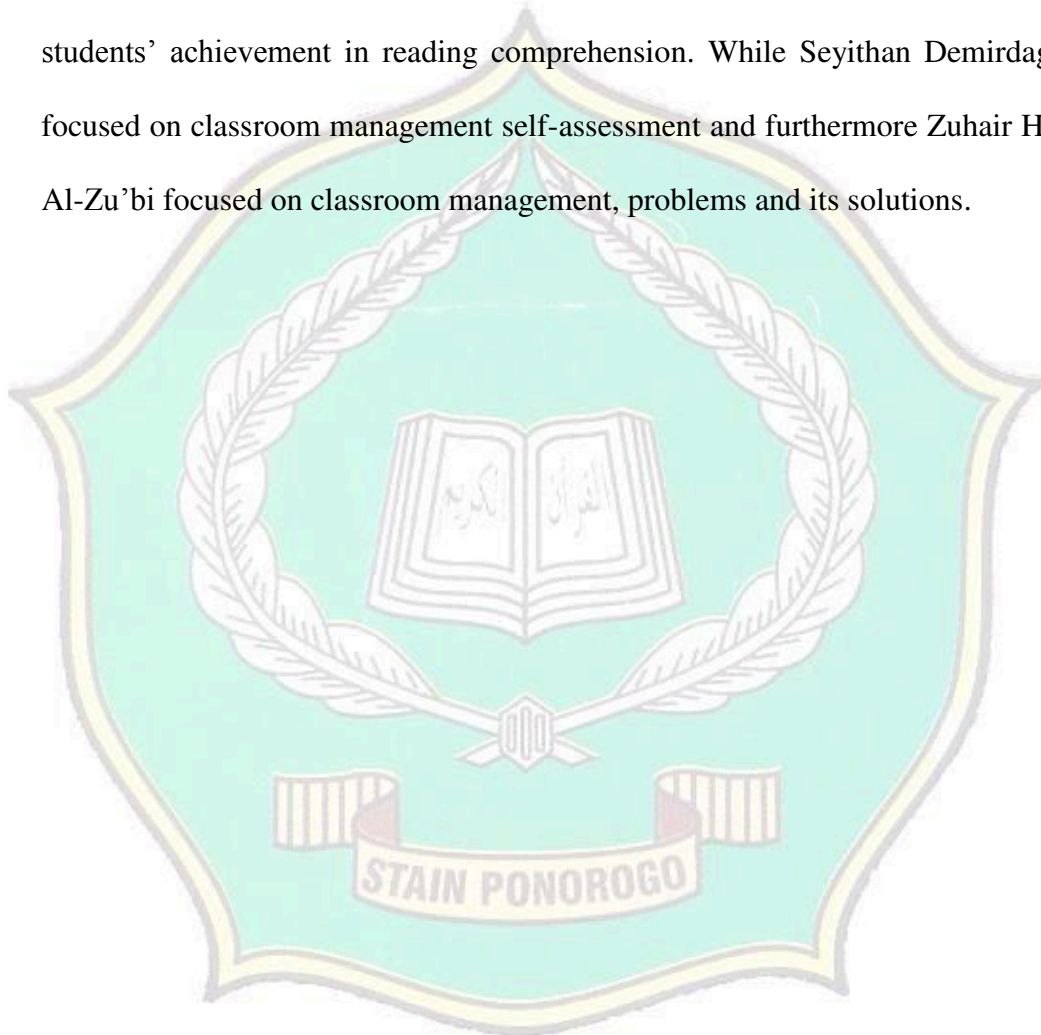
From statement above he concluded that teachers, who are inadequate in classroom management, tend to have more disciplinary problems in their classrooms, thus writing more discipline referrals than those who are effective in classroom management.

Furthermore the researcher also took Zuhair H. Al-Zu’bi who is written on European Journal of Business and Social Sciences entitled, Classroom Management Problems among Teacher Students Training at Hashemite University.¹³⁵ The specific study questions that guided this study “Is there a significant difference on the classroom management problem among the respondents when grouped according to gender, academic performance?”. He concluded that no significant difference on the classroom management problem among according to gender, academic performance.

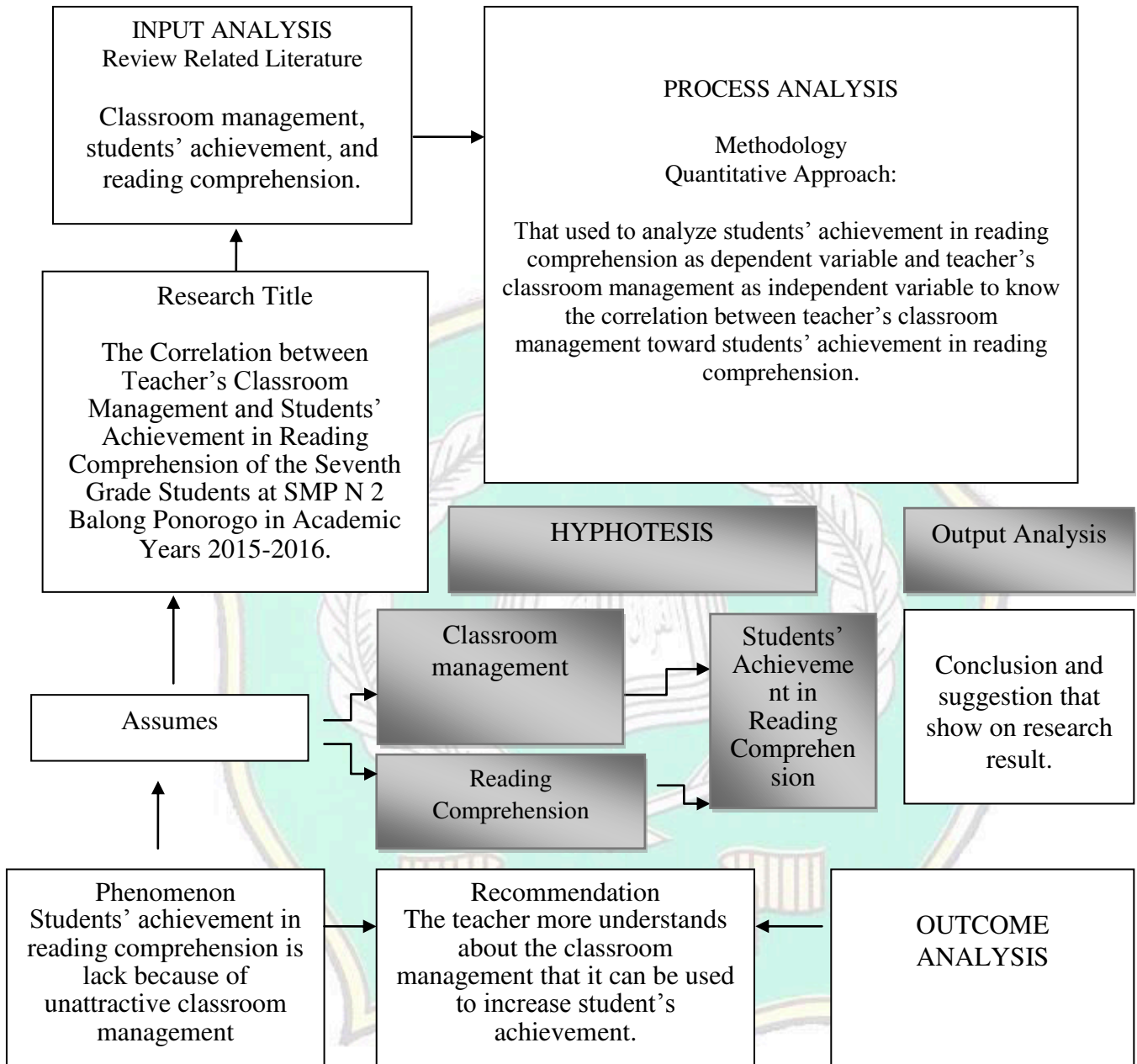
¹³⁴ Seyithan Demirdag, “Self – Assessment of Middle School Teachers: Classroom Management and Discipline Referrals”, Journal on New Trends in Education and Their Implications (online), Vol: 6 Article: 04, 2015. <http://www.ijonte.org>, accessed on November 21st, 2015.

¹³⁵ Zuhair H. Al-Zu'bi, “Classroom Management Problems among Teacher Students Training at Hashemite University”, Journal of Business and Social Sciences, Vol. 2, No. 3, 2013, 140-149. <http://www.ejbss.com/recent.aspx>, accessed on November 21st, 2015.

Based on the problem statement and conclusion in previous research above, there are some differences between the researcher and previous research, such as kind of research, background of research, object of research and calculate of data analysis then technique of data collection. Beside that the researcher focuses on teacher's classroom management and correlated with students' achievement in reading comprehension. While Seyithan Demirdag focused on classroom management self-assessment and furthermore Zuhair H. Al-Zu'bi focused on classroom management, problems and its solutions.



C. Theoretical Framework



According to the chart above can describe, researcher look for a phenomenon, there is students' achievement in reading comprehension is lack. It caused from unattractive classroom management that used by teacher. Then, researcher asump there two variable to analyze, which students' achievement in reading comprehension as dependent variable and teacher's classroom management as independent variable. After that, researcher take a title and hypothesis related the theory. The title is the correlation between the teacher's classroom management toward students' achievement in reading comprehension. Then, the researcher makes hypothesis that will analyses by research methodology quantitative to know correlation between Communicative Language Teaching Method toward students speaking. From the phenomenon, researcher give recommendation that the teacher more understands about the classroom management that it can be used to increase student's achievement.

D. Hypothesis

There is significant correlation between teacher's classroom management and students' achievement in reading comprehension of the seventh grade students at SMP N 2 Balong Ponorogo in academic years 2015-2016.

CHAPTER III

RESEARCH METHODOLOGY

This chapter serves the research methodology that used in this study. The existence of the research methodology has a good of guiding in the research in order to work systematically. The research methodology covers a set of research activities concluded by researcher. It involves research design, population and sample, data collection instrument, technique of data collection, technique of data analysis.

A. Research Design

Research is simply the process of arriving as dependable solution to a problem through the planned and systematic collection, analysis and interpretation of data. Research design is mapping strategy it is a essentially a statement of the object of the enquiry and the strategis for collecting the evidence, analyzing the evidence and reporting the finding.¹³⁶

This research applied a correlative research. Correlative research methods are used to assess relationships and pattern of relationship among variables in a single group of subject.¹³⁷ Correlative research used for expressing the degree of relationship quantitatively to sets of measures of variables, researcher usually take the score of an index that is known as coefficient of correlation. It is kind of ratio which expresses the extent to

¹³⁶ Yogesh Kumar Signh, *Fundamental of research Methodology and statistic*, (New Delhi: New Age International, 2006), 77.

¹³⁷ Donald Ary et. Al., *Introduction to Research in Education*, 8th ed. (Canada: Wadsworth Cengage Learning, 2010), 351.

which changes in one variable one are accompanied with changes in the order variable.¹³⁸ The research had goal for finding whether there is a significant correlation between teacher's classroom management and student's achievement in reading comprehension or not.

B. Population and Sample

1. Population

A population is defined as all members of any well-difined class of people, events, or objects.¹³⁹ It meant, population is all of the objects in the research which to know the accurate of the data.

Population is the group of interest to researcher, the group to whom the researcher would like to generalize of the result of the study.¹⁴⁰ It meant, population is cluster was chooses by researcher to do the research.

From definitions above the researcher concluded that population is all the subjecting which the researcher can get to bed used as the data. Population provides the researcher with information or data that will be used to solve the research problems.

The populations of this research were seventh grade students at SMP N 2 Balong Ponorogo in academic year 2015/2016. The total numbers of population were 232 students, taken from 7 classes of seventh grade students.

¹³⁸ Yogesh Kumar Signh, *Fundamental of research Methodology and statistic*, (New Delhi: New Age International, 2006), 304.

¹³⁹ Donald Ary et. Al., *Introduction to Research in Education*, 8th ed. (Canada: Wadsworth Cengage Learning, 2010), 148

¹⁴⁰ Yatim Rianto, *Metodologi Penelitian Suatu Tujuan Dasar* (Surabaya: SIC Surabaya, 1996),61.

2. Sample

Sample as a small group of people selected to represent the much larger entire population from which it is drawn.¹⁴¹ It meant, sample is minority of the people in the research population.

Sample is the small group that is observed.¹⁴² Sample unit have to suitable with criteria of the research.

Based on Andhita Dessy Wulansari, the researcher took sample with Cochran formulation. The formulation is as follow:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Notes:

$$n_0 = \frac{t^2 pq}{d^2}$$

t = score of $Z_{\alpha/2}$ in table normal stadart

(if $\alpha = 0,05$ then $t = 1,96$; if $\alpha = 0,01$ then $t = 2,57$)

p = H_0 percentage that found in opportunity as big as 0,5

q = H_1 percentage that found in opportunity as big as $1 - 0,5 = 0,5$

d = degree of carefullnes that desirable (α)

N = number of population

n = number of sample¹⁴³

For determining sample of 232 students, the researcher took formulation below:

¹⁴¹ Muhammad Adnan Latif, *Research Methods on Language Learning*, (Malang; UM Press, 2012), 181.

¹⁴² *Ibid.*, 148.

¹⁴³ Andhita Dessy Wulansari, *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS.* (STAIN PO PRESS, 2012), 48.

$$n_0 = \frac{(1,96)^2 \cdot (0,5) \cdot (0,5)}{(0,05)^2} = 384,16$$

$$n = \frac{384,16}{1 + \frac{(384,16-1)}{232}}$$

$$= \frac{384,16}{2,6515}$$

$$n = 144,8 \rightarrow 145 \text{ students}$$

The total samples of this research were 145 students.

Every class have 33 students. So, the researcher took formulation below:

$$n_t = n \frac{N_1}{N}$$

$$= 145 \frac{33}{232}$$

$$n_t = 20,62 \rightarrow 21 \text{ students}$$

According to that formula, each class were taken 21 students as samples.

C. Data Collection Instrument

Instrument is used to get data. In this research, the researcher used questionnaires. Questionnaires rely on written information supplied directly by people in response to questions asked by the researcher.¹⁴⁴ Questionnaire used to measure the teacher's classroom management. In this research, data collection instrument is shown in this table as bellow.¹⁴⁵

¹⁴⁴ Martyn Denscombe, *The Good Research Guide* 2nd edition. (New York: Mc Graw Hill, 2003), 145.

¹⁴⁵ Appendix 3

		3. Manage teaching learning interaction.	<p>behave accordance with rules in the classroom</p> <p>a. Greeting before start the lesson</p> <p>b. Teacher tells that inspires to motivate the students</p> <p>c. Teachers jokes to make fun class</p> <p>d. Teacher gives reward or applause for students who can answer questions</p> <p>e. Teacher asks the students' feeling before start the lesson.</p> <p>f. Teacher around to observe the student behavior.</p>		8, 11, 17.
	Variable Y: Students' Achievement in Reading Comprehension			Documentation of students' reading score	

To identify instruments of data collections, the researcher applied validity and reliability test. These test used were to measure the data from questionnaire. The complete explanations were follow:

1. Validity

Instruments need to test of validity and reliability. Validity is an important key to effective research. In this research, the researcher used technique of correlation product moment by Karl Pearson to measure the validity of questionnaire.¹⁴⁶ The steps to calculate the validity were:

- a. Make the table of item analysis of all questions.
- b. Apply the data to the formula of product moment correlation.

$$R_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n(\sum x^2) - (\sum x)^2)(n(\sum y^2) - (\sum y)^2)}}$$

Notes:

- r_{xy} = The correlation coefficient between X variable and Y variable.
- $\sum x$ = the total Number of score multiplication of X variable (teacher's classroom management) and Y variable (students' achievement in reading comprehension).
- $\sum y$ = the total number of scores of Y variable.
- $\sum x^2$ = the total number of square score X variable.
- $\sum y^2$ = the total number of square score Y variable.

- c. Make an interpretation of the correlation result (r_{xy}) of each question.

When the coefficient correlation of magnitude $r_{xy} \geq 0,444$, so the question item is valid, and when the coefficient correlation was under

$r_{xy} \leq 0,444$ so the question item is invalid

The calculation result of data validity, as follow:¹⁴⁷

¹⁴⁶Retno Widyaningrum, Statistik: Edisi Revisi, (Yogyakarta: Pustaka Felicha, 2013), 105.

¹⁴⁷ Appendix 4

Table 3.2

The result of validity analysis

Number	"r" calculate	"r" table	notes
1	0,6101	0,433	Valid
2	0,1731	0,433	Invalid
3	0,8031	0,433	Valid
4	0,1506	0,433	Invalid
5	0,1935	0,433	Invalid
6	0,6374	0,433	Valid
7	0,0118	0,433	Invalid
8	0,8521	0,433	Valid
9	0,8339	0,433	Valid
10	0,7553	0,433	Valid
11	0,4694	0,433	Valid
12	0,5626	0,433	Valid
13	0,5461	0,433	Valid
14	0,3887	0,433	Invalid
15	0,6088	0,433	Valid
16	0,6286	0,433	Valid
17	0,6454	0,433	Valid
18	0,8365	0,433	Valid

They are 18 questions for questionnaire. But, according to the validity analysis above showed that they were 5 invalid number of questions such 2, 4, 5, 7, 14. It means that they were 13 questions that given to collect the data.

2. Reliability

Reliability is constancy or carefulness of instrument evaluation. In quantitative research, reliability is an essentially a synonym for dependability, consistency, and replicability over time, over instruments,

and over groups of respondent.¹⁴⁸ It means the consistency of the result if an indicator or question is repeated in similar condition.

To know the reliability of questionnaire, split-half method by Spearman Brown, were conducted.¹⁴⁹ The test is divided into halves based on the odd-even of question item. After calculated the result of odd-even of question item, then applying the result of spearman-brown formula. From the measurement, it had been found:

Table 3.3
The Calculate of Odd-Even Item Reliability

NO	ODD ITEM	EVEN ITEM	XY	X ²	Y ²
	X	Y			
1	32	30	960	1024	900
2	35	36	1260	1225	1296
3	35	34	1190	1225	1156
4	35	34	1190	1225	1156
5	32	32	1024	1024	1024
6	35	35	1225	1225	1225
7	31	29	899	961	841
8	33	35	1155	1089	1225
9	26	28	728	676	784
10	29	26	754	841	676
11	32	33	1056	1024	1089
12	30	34	1020	900	1156
13	27	28	756	729	784
14	27	27	729	729	729
15	34	36	1224	1156	1296
16	34	33	1122	1156	1089
17	33	35	1155	1089	1225
18	27	36	972	729	1296

¹⁴⁸ Louis Cohen et al., *Research Method in Education*, (New York: Madison Avenue, 2007), 146.

¹⁴⁹ Sugiono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Bandung: Alfabeta, 2013), 184.

19	32	33	1056	1024	1089
20	32	31	992	1024	961
21	32	34	1088	1024	1156
	663	679	21555	21099	22153

Before measuring by using split half formula, it had to be known measuring product moment correlation such the following formula:

$$\begin{aligned}
 R_{xy} &= \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n(\sum x^2) - (\sum x)^2)(n(\sum y^2) - (\sum y)^2)}} \\
 &= \frac{21(21555) - (663)(679)}{\sqrt{(21(21099) - (663)^2)(21(22153) - (679)^2)}} \\
 &= \frac{452655 - 450177}{\sqrt{(443079 - 439569)(465213 - 461041)}} \\
 &= \frac{2478}{\sqrt{14643720}} \\
 &= \frac{2478}{3826,7113} = 0,6475
 \end{aligned}$$

The result of product moment correlation had been found R_{xy} was 0,6475 and then that data are calculated by split half formula:

$$r_i = \frac{2 \times R_{xy}}{1 + R_{xy}} = \frac{2 \times 0,6475}{1 + 0,6475} = \frac{1,295}{1,6475} = 0,786$$

From calculating above, it showed that $R_{xy} = 0,6475$ while r_i was 0,7. It means that $r_i > R_{xy}$ and it can be said that the data instrument were reliable.

D. Technique of Data Collection

In this research, the research used questionnaire and data documentation to collect data.

1. Questionnaire

Questionnaire is written instrument consistency of a question to be answered or statement to be responded by respondent.¹⁵⁰ It means, questionnaire is a paper contain of questions to the respondent in research.

. Questionnaire is the technique of data collection which is conducted by giving a set of questions or written statement to the respondent to answer.¹⁵¹ It means, questionnaire is one of the instruments to know the competence every member or sample in the research.

In this research, the researcher used a questionnaire to find out score of teacher's classroom management in seventh grade students' of SMP N 2 Balong in academic year 2015/2016.¹⁵²

The score questionnaire answer is a number that is interpreted to make it easier to understand. The questionnaire in this research consisted of 13 numbers multiple choice items that prepared four answers choice in each questions that counted as follow:

- 1) Mostly Always = 4 points
- 2) Often = 3 points
- 3) Sometime = 2 points
- 4) Never = 1 point

The scale which used in this questionnaire was likert scale. The likert scale is used to measure attitude, argument, and also people perception

¹⁵⁰ Mohammad Adnan Latief, *Research Methods on Language Learning*, (Malang: UM PRESS, 2014), 193.

¹⁵¹ Sugiono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Bandung: Alfabeta, 2013), 193.

¹⁵² Appendix 5

about social phenomena.¹⁵³ It means, scale likert is the formula to know and measure some problem in the data, but that is special to measure the attitude, argument, etc.

2. Documentation

The documentary sources identified below are written sources. There are alternative types of documents for research, which take the form of visual sources (pictures, artefacts etc.) and even sounds (music). These also constitute some form of 'document' which has a value for research but, because they are used relatively rarely within the social sciences, the initial comments are restricted to written forms of documents.¹⁵⁴

In this research, documentation was used to get some data about students' reading skill in seventh grade of SMP N 2 Balong Ponorogo in academic year 2015/2016. The data was got from the result of teacher's classroom management questionnaires and students' score in reading.

E. Technique of Data Analysis

The data that have been collected by using research instrument to be analyzed. Dealing research construction, it correlates between two variables and two data that were obtained are interval. This, to know whether or not there is significant correlation between teacher's classroom management and student's achievement in reading comprehension at seventh grade students of SMP N 2 Balong in academic year 2015/2016.

¹⁵³Sugiono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Bandung: Alfabeta, 2013), 136.

¹⁵⁴ Martyn Denscombe, *The Good Research Guide (2nd Edition)*, (Philadelphia: Open University Press, 2003), 212.

Before analyze data and identify hypothesis, the data have to fulfill the requirement test, which is normality. Normality test used to identify the data is normal or not. In this research, the researcher used Kolmogorov-smirnov formula, because the theory is very familiar and can avoid some mistakes. From the measurement it has been found:

Table 3.4

Normality Test of Teacher Classroom Management

X	F	fk _b	f/n	fk _b /n	Z	P ≤ Z	a ₂	a ₁
1	2	3	4	5	6	7	8	9
71	1	21	0.0476	1	1.3261	0.9082	0.0918	-0.0442
70	2	20	0.0952	0.9523	1.1393	0.8729	0.0794	0.0158
69	2	18	0.0952	0.8571	0.9525	0.8289	0.0282	0.067
68	2	16	0.0952	0.7619	0.7657	0.7764	-0.0145	0.1097
67	1	14	0.0476	0.667	0.5790	0.7190	-0.052	0.0044
66	1	13	0.0476	0.7142	0.3922	0.6517	0.0625	-0.0149
65	2	12	0.0952	0.6190	0.2054	0.5832	0.0358	0.0594
64	2	10	0.0952	0.5238	0.0186	0.5120	0.0118	0.0834
63	2	8	0.0952	0.4761	-0.1681	0.4325	0.0436	0.0516
62	1	6	0.0476	0.2857	-0.3548	0.3632	-0.0775	0.1251
60	1	5	0.0476	0.2380	-0.7284	0.2327	0.0053	0.0423
55	2	4	0.0952	0.1904	-1.6623	0.0475	0.1429	-0.0477
54	2	2	0.0952	0.0952	-1.8490	0.0322	0.063	0.0322

Based on calculation above, the researcher concluded that the significant standard 5% r table is 0,297. It meant that $r_{a_1} < r_t = 0,1251 < 0,297$, thus the data were distributed normal.

In this research, the researcher used two techniques to analyze data. They were techniques to classify the students into three criteria's and product moment correlation as the formula. The researcher also used the product moment coefficient as the formula because this formula has continuity data and accurately than others correlation analysis techniques.

1. This technique was used to identify the result of students' questionnaire about teacher's classroom management into three criteria. They are up rank (excellent), middle rank (good), and bottom rank (poor). The formula:

- a. $M_x + 1. SD_x$

$$M_x - 1. SD_x$$

Notes:

M_x = mean of teacher's classroom management (X)

SD_x = standard deviation of teacher's classroom management (X)

This technique was used to analyze the teacher's classroom management for the seventh grade students of SMP N 2 Balong Ponorogo in academic years 2015/2016.

- b. $M_y + 1. SD_y$

$$M_y - 1. SD_y$$

Notes :

M_y = mean of students' achievement in reading comprehension
(Y)

SD_y = standard deviation of students' achievement in reading comprehension (Y)

This technique was used to analyze the students' achievement in reading comprehension of the seventh grade students of SMP N 2 Balong Ponorogo in academic years 2015/2016. These techniques classified the students into three criteria's. They are up rank (excellent), middle rank (good), and bottom rank (poor).

2. The technique of data analysis in this research is the product moment formula for the data 30 or more than 30. Thus, to identify whether there is significant correlation between teacher's classroom management and students' achievement in reading comprehension in the seventh grade students of SMP N 2 Balong Ponorogo in academic years 2015/2016.

The formula is as follows:¹⁵⁵

$$r_{xy} = \frac{\frac{\sum fx'y'}{n} - Cx'Cy'}{SD_x' SD_y'}$$

r_{xy} = The correlation coefficient.

Cx' = The correlation value of X variable, $Cx' = \frac{\sum fx'}{n}$

Cy' = The correlation value of Y variable, $Cy' = \frac{\sum fy'}{n}$

SD_x is standard of deviation or X variable.

After found r_{xy} , then the researcher pointed out SD_x by using this formula.

¹⁵⁵ Retno Widyaningrum, statistic (edisi revisi) (Ponorogo: STAIN Ponorogo Press, 2007), 110.

$$SD_x = 1 \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

SD_y is standard of deviation of Y variable.

$$SD_y = 1 \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

N = number of cases

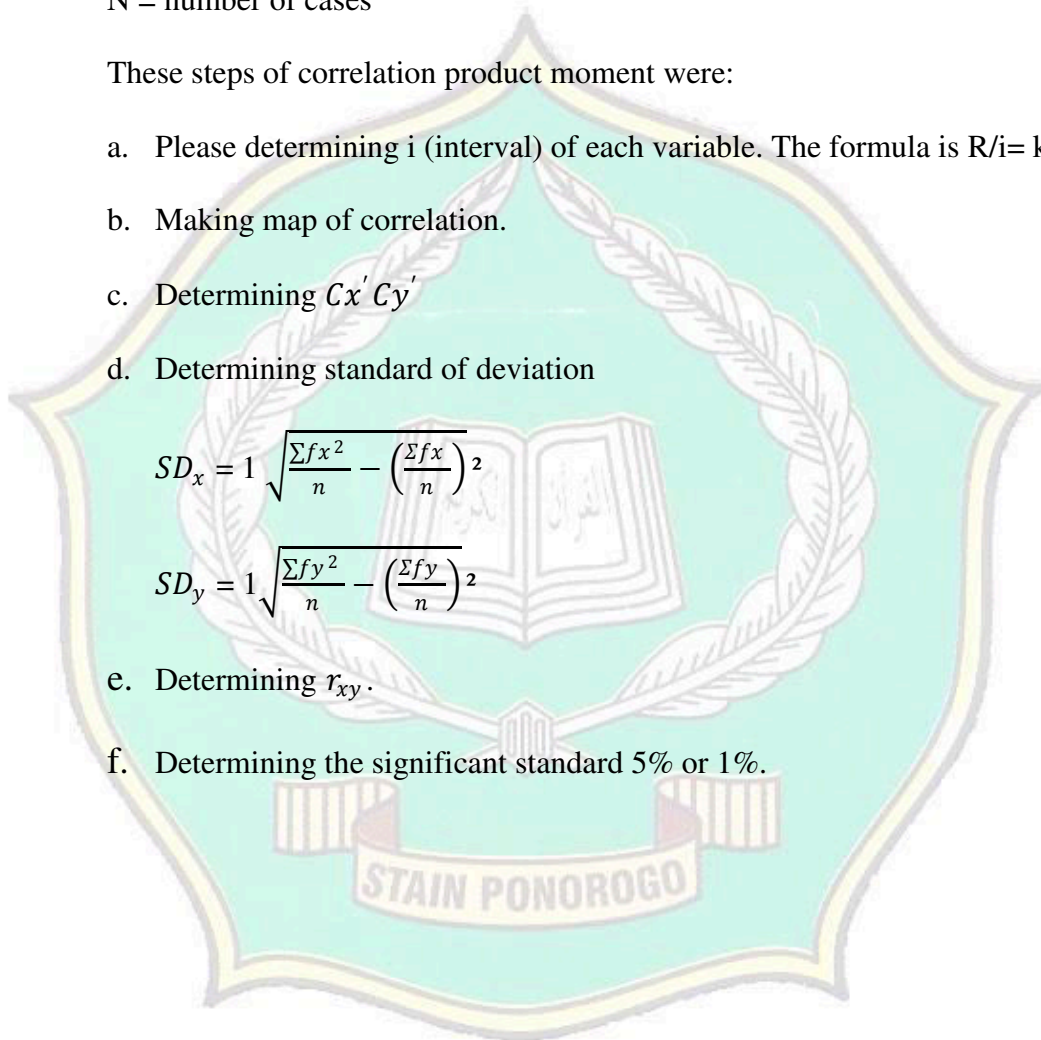
These steps of correlation product moment were:

- a. Please determining i (interval) of each variable. The formula is $R/i = k$
- b. Making map of correlation.
- c. Determining $Cx' Cy'$
- d. Determining standard of deviation

$$SD_x = 1 \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$SD_y = 1 \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

- e. Determining r_{xy} .
- f. Determining the significant standard 5% or 1%.



CHAPTER IV

RESEARCH RESULT

This part presents the research result due to the data that found in this study. The research result covers general description, data description, data analysis, and interpretation.

A. General Description

Classroom can be said conducive if teacher managed four components in managing a class, such space, time, participation and engagement. Those components should be attended in teaching learning process, in the classroom. Teacher classroom management of seventh grade students at SMP N 2 Balong was less appropriate because the teacher could not create the classroom condusively. Researcher found phenomenon related to classroom management that described as follow:

The first point is space. The students were seated in pairs, in rows. Teacher stood in front of class and then moved around class. Hence, teacher and students hold face to face interaction. They might already have occupied the space before their teacher arrived. The teacher changed the students' seat during the lesson. So, they could participate in different activities.

The second is time. The lesson started at 07:00 a.m but teacher came late fifteen minutes to the class. Before starting the lesson, they were pray together. Then teacher was greeting and checked attendant list. The teacher prepared the students with some questions that correlated with the material.

The teacher made background of knowledge of the material to rich up motivation to read the material. The teacher explained relates the material. When teacher explained the material, students listened and sat with their partners. Teacher gave the students a chance to ask questions about what he had been teaching. After answering the students' questions, the teacher gave students an assignment for reviewing the lesson. From one material that teacher had given, teacher has overbalance time.

The third is participation. Teacher gave questions to students for measure students understanding. Teacher asked students to raise their hand when answering the questions, but there was no answer. Thus, teacher called name directly and students answered those questions. In fact, the students were less responsibility with teacher feedback.

The last is engagement. Engagement is a precondition of learning and helps define the strength of motivation and individuals' approaches to learning.¹⁵⁶ It related how students feel during a learning experience and how is teacher creating and managing classroom climate. The phenomenon in the class were quite before the lesson begins. Teacher made background of knowledge of the material to rich up students' motivation to read the material. The teacher explained related material. But when teacher explained, students start to make a noise. They chat each others and do not care with teacher feedback. Teacher continued the lesson until finish.

¹⁵⁶Tony Wright, Classroom Management in Language Education, (New York: Palgrave, 2005), 17.

B. Data Description

The data descriptions were presented by using statistic, graphs, or tables. Those cover teacher's classroom management and students' achievement in reading comprehension, teacher's classroom management was symbolized by X variable while Y was students' achievement in reading comprehension.

1. Teacher's Classroom Management

The researcher have been using questionnaire to analyze the level scores of teacher's classroom management. The researcher took 145 students. There were seven classes, in every class took 21 students. The researcher has been gotten its score from students' questionnaire, as follow:

Table 4.1

Teacher's Classroom Management:

No	Name	Teacher's Classroom Management
1	Adin Pria A.	45
2	Alam Purbo P.	41
3	Almira Calista M.	29
4	Andreas	36
5	Ardhea Prahestu R. C	29
6	Afif Masrukin	46
7	Bagas H. C.	36
8	Bayu Putra P.	35
9	Chichu Yogi P.	46
10	Danang Arian S.	30
11	Dinda Zahrotun N.	44
12	Erdyn Dwi C.	38
13	Erviana E. A.	28
14	Fajar Ardiansyah R.	37

15	Farida Rindi A.	41
16	Fauzan Daniarsa	32
17	Feri Dwi S.	39
18	Hanafiatul Mohtasaroh	28
19	Hendri Kurniawan	42
20	Imam Hadi P.	44
21	Khoirul Hanif	29
22	Listiana Tri W.	42
23	Listyu Nur F.	34
24	Lutfiana Rohmatul M.	29
25	Putra W.	45
26	Revi Akbar Alan P.	36
27	Rian Nur Tri C.	36
28	Rizani Asma' Nur F.	36
29	Silva Damayanti	41
30	Theo Loise S. A. D. P.	36
31	Wahyu Ramadan	38
32	Wahyu Saputra	44
33	Wahyu Sofi M.	34
34	Aditiya Tri A.	41
35	Aldi Adestea S.	45
36	Alvan Arisandi	46
37	Anis Fitriana L.	40
38	Annisa Junia S.	34
39	Arip S. W.	35
40	Bagas Adi P.	41
41	Dina Sopiyan	41
42	Edwin Febry W.	33
43	Ekhsan Nur Q.	46
44	Eri Susanti	39
45	Fifid Syarifah A. M.	33
46	Fio Arya P. F.	30
47	Hendra P. A. S.	34
48	Heni Mustika S.	39
49	Julia Jihan P.	40
50	Melinda Intan	33
51	Mohamad Akbar F.	36
52	Nizam Anggara	38
53	Pajariant	43
54	Putri Anggraini	35
55	Reza Adi S.	32

56	Riska Trianti M.	39
57	Riska Vera S.	32
58	Robi Kurniawan	30
59	Ruswandi Yuda	42
60	Sherlina Selviana	40
61	Sunarmi	33
62	Viki Bayu P.	39
63	Wahyu Pestin N.	33
64	Wahyu Didik S.	38
65	Wahyu Nanda N.	32
66	Yulinawati	33
67	Adi Tya Ari A.	32
68	Anita Wahyu P.	40
69	Auda Almaududi F	47
70	Bagas Surya H.	34
71	Bayu Anggara P.	41
72	Budi agus R.	33
73	Candra A. S.	44
74	Dani Wahyu S.	40
75	Dimas Aditya P.	40
76	Elisa Panduwanti	47
77	Era Reviana S.	29
78	Erwin Andrianto	35
79	Evita Nurmalasari	43
80	Fika Dwi A.	38
81	Lanina Hesti K.	38
82	Lisa Dwi R.	43
83	Mahfud Nurikzan	30
84	Nadira Z. A.	39
85	M. Arnushah Sheila	41
86	Muhammad Syaifudin	42
87	Na'imatul Hasanah	38
88	Oky Saputra	42
89	Pipin Riska Wati	39
90	Rino Fredy P. P.	31
91	Salsabilla A.	44
92	Siti Nur Aisyah	45
93	Tegar Tri Mahardika	45
94	Wulan Nopitasari	40
95	Yesi Febriana	40
96	Yusuf Sobirin	41

97	Ade Novita	39
98	alvian Syamsudianto	42
99	Alvin Wedha P.	44
100	Arika Riyan S.	32
101	Aris Ardian	39
102	Asti Karisma R.	32
103	Bagus Nur Imam	32
104	Danis Alex P.	33
105	Dea Rizki F.	37
106	Dewi Saputri	39
107	Didik Riyanto	44
108	Dik Luckyto P.	35
109	Dimas Eka P.	41
110	Eka Sita N. E	35
111	Erra Lima S.	43
112	Eva Leskiana D.	43
113	Firdan Sekti W.	33
114	Fitri Sukowati	32
115	Gilang Ahmad R.	42
116	Juliavan Dafit F.	34
117	Muhamad Ahardian A.	34
118	Nur Hadi S.	36
119	Pujo Tri Handoko	37
120	Resti Pangestuti	37
121	Ririn Setyaningrum	37
122	Rudi Firmansyah	34
123	Sapto Utomo	47
124	Siti Marlina	47
125	Sunu Priambodo	41
126	Tata Sapitri	39
127	Umi Kulsum	39
128	Eric Restu P.	40
129	Fajar H.	41
130	Jheny Vina E.	38
131	Dyah Nawang Wulan	38
132	Febria Dwi P.	38
133	Danu Puspito	41
134	Lutfi Msrulloh	41
135	Khusnul Khotimah	44
136	Tri Nuryani	43
137	Siti Umayya Saroh	39

138	Arvida Kharis S. A. Y.	37
139	Monica Irnanda	37
140	Dina Yulianti	47
141	Siti Fatkhul J.	40
142	Prio S. T. W.	41
143	Yitno Widodo	40
144	Pajariadi	37
145	Adhiva R. P.	39

From that table above can be concluded that the highest score of teacher' classroom management was 47 and the lowest score was 28.

2. Students' Achievement in Reading Comprehension

The researcher used documentation to identify level scores of students' achievement in reading comprehension. The data was got from the result of the middle test of the seventh grade students at SMP N 2 Balong. The researcher took 145 students. There were seven classes, in every class took 21 students. The researcher has been gotten it from data documentation of English teacher, as follow:

Table 4.2

Students' Achievement in Reading Comprehension

No	Name	Students' Reading Achievement
1	Adin Pria A.	65
2	Alam Purbo P.	65
3	Almira Calista M.	80
4	Andreas	66
5	Ardhea Prahestu R. C	85
6	Afif Masrukin	78
7	Bagas H. C.	68
8	Bayu Putra P.	65
9	Chichu Yogi P.	69

10	Danang Arian S.	78
11	Dinda Zahrotun N.	78
12	Erdyn Dwi C.	64
13	Erviana E. A.	85
14	Fajar Ardiansyah R.	65
15	Farida Rindi A.	66
16	Fauzan Daniarsa	68
17	Feri Dwi S.	68
18	Hanafiatul Mohtasaroh	79
19	Hendri Kurniawan	62
20	Imam Hadi P.	82
21	Khoirul Hanif	65
22	Listiana Tri W.	66
23	Listyu Nur F.	78
24	Lutfiana Rohmatul M.	65
25	Putra W.	65
26	Revi Akbar Alan P.	66
27	Rian Nur Tri C.	65
28	Rizani Asma' Nur F.	68
29	Silva Damayanti	67
30	Theo Loise S. A. D. P.	67
31	Wahyu Ramadani	60
32	Wahyu Saputra	70
33	Wahyu Sofi M.	78
34	Aditiya Tri A.	65
35	Aldi Adestea S.	66
36	Alvan Arisandi	65
37	Anis Fitriana L.	80
38	Annisa Junia S.	77
39	Arip S. W.	82
40	Bagas Adi P.	62
41	Dina Sopiyantri	65
42	Edwin Febry W.	75
43	Ekhsan Nur Q.	66
44	Eri Susanti	62
45	Fifid Syarifah A. M.	83
46	Fio Arya P. F.	65
47	Hendra P. A. S.	76
48	Heni Mustika S.	70
49	Julia Jihan P.	78
50	Melinda Intan	78

51	Mohamad Akbar F.	63
52	Nizam Anggara	68
53	Pajarianto	77
54	Putri Anggraini	60
55	Reza Adi S.	66
56	Riska Trianti M.	66
57	Riska Vera S.	80
58	Robi Kurniawan	65
59	Ruswandi Yuda	75
60	Sherlina Selviana	67
61	Sunarmi	68
62	Viki Bayu P.	64
63	Wahyu Pestin N.	62
64	Wahyu Didik S.	63
65	Wahyu Nanda N.	70
66	Yulinawati	79
67	Adi Tya Ari A.	68
68	Anita Wahyu P.	85
69	Auda Almaududi F	78
70	Bagas Surya H.	79
71	Bayu Anggara P.	77
72	Budi agus R.	63
73	Candra A. S.	78
74	Dani Wahyu S.	77
75	Dimas Aditya P.	77
76	Elisa Panduwanti	80
77	Era Reviana S.	75
78	Erwin Andrianto	77
79	Evita Nurmalasari	79
80	Fika Dwi A.	65
81	Lanina Hesti K.	67
82	Lisa Dwi R.	77
83	Mahfud Nurikzan	78
84	Nadira Z. A.	77
85	M. Arnushah Sheila	82
86	Muhammad Syaifudin	76
87	Na'imatul Hasanah	67
88	Okky Saputra	77
89	Pipin Riska Wati	78
90	Rino Fredy P. P.	75
91	Salsabilla A.	82

92	Siti Nur Aisyah	77
93	Tegar Tri Mahardika	70
94	Wulan Nopitasari	78
95	Yesi Febriana	82
96	Yusuf Sobirin	65
97	Ade Novita	67
98	alvian Syamsudianto	79
99	Alvin Wedha P.	78
100	Arika Riyan S.	85
101	Aris Ardian	77
102	Asti Karisma R.	78
103	Bagus Nur Imam	78
104	Danis Alex P.	66
105	Dea Rizki F.	65
106	Dewi Saputri	80
107	Didik Riyanto	77
108	Dik Luckyto P.	64
109	Dimas Eka P.	75
110	Eka Sita N. E	75
111	Erra Lima S.	78
112	Eva Leskiana D.	70
113	Firdan Sekti W.	77
114	Fitri Sukowati	78
115	Gilang Ahmad R.	79
116	Juliavan Dafit F.	80
117	Muhamad Ahardian A.	79
118	Nur Hadi S.	79
119	Pujo Tri Handoko	78
120	Resti Pangestuti	67
121	Ririn Setyaningrum	65
122	Rudi Firmansyah	75
123	Sapto Utomo	77
124	Siti Marlina	68
125	Sunu Priambodo	65
126	Tata Sapitri	82
127	Umi Kulsum	78
128	Eric Restu P.	99
129	Fajar H.	67
130	Jheny Vina E.	63
131	Dyah Nawang Wulan	65
132	Febria Dwi P.	68

133	Danu Puspito	82
134	Lutfi Msrulloh	78
135	Khusnul Khotimah	82
136	Tri Nuryani	85
137	Siti Umayya Saroh	80
138	Arvida Kharis S. A. Y.	69
139	Monica Irnanda	65
140	Dina Yulianti	63
141	Siti Fatkhul J.	79
142	Prio S. T. W.	76
143	Yitno Widodo	65
144	Pajariadi	64
145	Adhiva R. P.	79

From the table above, it can be concluded that the highest score of student's achievement in reading comprehension was 85 and the lowest was 60.

C. Data Analysis

1. Analysis of Teacher's Classroom Management of the Seventh Grade Students at SMP N 2 Balong in Academic Years 2015/2016.

The researcher used questionnaire to collect data related to teacher's classroom management. The students who taken the data were seventh grade students of SMP N 2 Balong in academic years 2015/2016.

After knowing questionnaire score, the next step is identifying M_x and SD_x to determine teacher's classroom management category and that score are categorized into three levels: excellent, good and poor. The analysis standard deviation could be seen clearly as the table below:

Table 4.3

Analysis Data Standard Deviation of Teacher's Classroom Management

x	f	f.x	x'	f.x'	x' ²	f.x' ²
47	5	235	8	40	64	320
46	4	184	7	28	49	196
45	5	225	6	30	36	180
44	8	352	5	40	25	200
43	6	258	4	24	16	96
42	7	294	3	21	9	63
41	15	615	2	30	4	60
40	11	440	1	11	1	11
39	14	546	0	0	0	0
38	10	380	0	0	0	0
37	8	296	-1	-8	1	8
36	8	288	-2	-16	4	32
35	6	210	-3	-18	9	54
34	8	272	-4	-32	16	128
33	9	297	-5	-45	25	225
32	9	288	-6	-54	36	324
31	1	31	-7	-7	49	49
30	4	120	-8	-32	64	256
29	5	145	-9	-45	81	405
28	2	56	-10	-20	100	200
Total	145	5532	-19	-53	589	2807

From the calculation above, the researcher continued to count standard deviation of the teacher's classroom management and it can be analyzed by this formula:

- a. Look for M_x

$$\begin{aligned}
 M_x &= \frac{\sum fX}{n} \\
 &= \frac{5532}{145} \\
 &= 38,15
 \end{aligned}$$

b. Look for SD_x

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum fX^2}{n} - \left(\frac{\sum fX}{n}\right)^2} \\
 &= \sqrt{\frac{2807}{145} - \left(\frac{-53}{145}\right)^2} \\
 &= \sqrt{19,36 - (-0,36)^2} \\
 &= \sqrt{19,36 - 0,13} \\
 &= \sqrt{19,23} \\
 &= 4,39
 \end{aligned}$$

From the analysis above, it can be explained that $M_x = 38,15$ and $SD_x = 4,39$ and then to determine the category of teacher's classroom management could be explained clearly by using the following formula:

Excellent category:

$$\begin{aligned}
 M_x + 1 \cdot SD_x &= 38,15 + (1 \times 4,39) \\
 &= 42,34 \\
 &= 42 \text{ (Rounded)}
 \end{aligned}$$

Poor category:

$$\begin{aligned}
 M_x - 1 \cdot SD_x &= 38,15 - (1 \times 4,39) \\
 &= 33,76 \\
 &= 34 \text{ (Rounded)}
 \end{aligned}$$

From the calculation above, it can be identified that if the score was more than 42, the teacher was excellent. While the score was less than 34, it meant the teacher had poor category.

Table 4.4

Category of Teacher's Classroom Management

No	Score	Frequency	Percentage	Category
1	More than 42	28	19%	Excellent
2	34-42	87	60%	Good
3	Less than 34	30	21%	Poor
Total		145	100%	

From the percentage above, it can be concluded that teacher's classroom management of the seventh grade students at SMP N 2 Balong was good.

2. Analysis about Students' Achievement in Reading Comprehension of the Seventh Grade Students at SMP N 2 Balong in Academic Years 2015/2016.

The researcher used documentation method to get data of students' achievement in reading comprehension to seventh grade students at SMP N 2 Balong in academic years 2015/2016.

After getting the students' reading achievement, the researcher looked for M_y and SD_y to determine the levels of students reading skill. That those levels were classified into three categories: excellent, good and poor. The analysis of standard deviation could be seen clearly as the table below:

Table 4.5

Analysis Data of Standard Deviation to Students' Achievement in Reading
Comprehension

y	f	f.y	y'	f.y'	y ²	f.y ²
85	5	425	10	50	100	500
84	0	0	9	0	81	0
83	1	83	8	8	64	64
82	8	656	7	56	49	392
81	0	0	6	0	36	0
80	7	560	5	35	25	175
79	10	790	4	40	16	160
78	20	1560	3	60	9	180
77	14	1078	2	28	4	56
76	3	228	1	3	1	3
75	7	525	0	0	0	0
74	0	0	-1	0	1	0
73	0	0	-2	0	4	0
72	0	0	-3	0	9	0
71	0	0	-4	0	16	0
70	5	350	-5	-25	25	125
69	2	138	-6	-12	36	72
68	9	612	-7	-63	49	441
67	8	536	-8	-64	64	512
66	10	660	-9	-90	81	810
65	21	1365	-10	-210	100	2100
64	4	256	-11	-44	121	484
63	5	315	-12	-60	144	720
62	4	248	-13	-52	169	676
61	0	0	-14	0	196	0
60	2	120	-15	-30	225	450
total	145	10505	-65	-370	1625	7920

After determining data above, the next steps were to determine standard deviation. The formulas of students' achievement in reading comprehension were explained clearly such the following:

a. Look for M_y

$$\begin{aligned} M_y &= \frac{\sum fy}{n} \\ &= \frac{10505}{145} \\ &= 72,45 \end{aligned}$$

b. Look for SD_y

$$\begin{aligned} SD_y &= \sqrt{\frac{\sum fY^2}{n} - \left(\frac{\sum fY}{n}\right)^2} \\ &= \sqrt{\frac{7920}{145} - \left(\frac{-370}{145}\right)^2} \\ &= \sqrt{54,62 - (-2,55)^2} \\ &= \sqrt{54,62 - 6,50} \\ &= \sqrt{48,12} \\ &= 6,94 \end{aligned}$$

From the analysis above, it can be known that $M_y = 72,45$ and $SD_y = 6,49$. Then according to calculation of M_y and SD_y , the researcher determined the level of students' reading skill as follows:

Excellent category:

$$\begin{aligned} M_y + 1. SD_y &= 72,45 + (1 \times 6,94) \\ &= 79,39 \\ &= 79 \text{ (Rounded)} \end{aligned}$$

Poor category:

$$\begin{aligned} M_y - 1. SD_y &= 72,45 - (1 \times 6,94) \\ &= 65,51 \end{aligned}$$

= 66 (Rounded)

From the calculation above, it can be identified that if the score was more than 79, the students' achievement in reading comprehension was excellent. While the score was less than 66, it meant the students' achievement in reading comprehension was poor category.

Table 4.6

Category of Students' Achievement in Reading Comprehension

No	Score	Frequency	Percentage	Category
1	More than 79	21	14%	Excellent
2	66-79	88	61%	Good
3	Less than 66	36	25%	Poor
Total		145	100%	

From the percentage above, it can be concluded that the students' achievement in reading comprehension was good.

3. Correlation Analysis between Teacher's Classroom Management and Students' Achievement in Reading Comprehension of the Seventh Grade Students at SMP N 2 Balong in Academic Years 2015/2016.

According to M_x and SD_x of teacher's classroom management and M_y and SD_y of students' achievement in reading comprehension, the next step was analyzing the correlation between teacher's classroom management and students' achievement in reading comprehension. Then, the calculation were described clearly as follow:

- a. Determining i (interval) of each variable. The formula is $R/k = i$

$$\begin{aligned} k &= 1 + 3,322 \log n \\ &= 1 + 3,322 \log 145 \\ &= 1 + (3,322 \times 2,16) \\ &= 1 + 7,17 \\ &= 8,17 = 8 \text{ (Rounded)} \end{aligned}$$

For x variable:

$$H = 47$$

$$L = 28$$

$$R = H - L + 1 = 47 - 28 + 1 = 20$$

$$i = R/k = 20/8 = 2,5 = 3 \text{ (Rounded)}$$

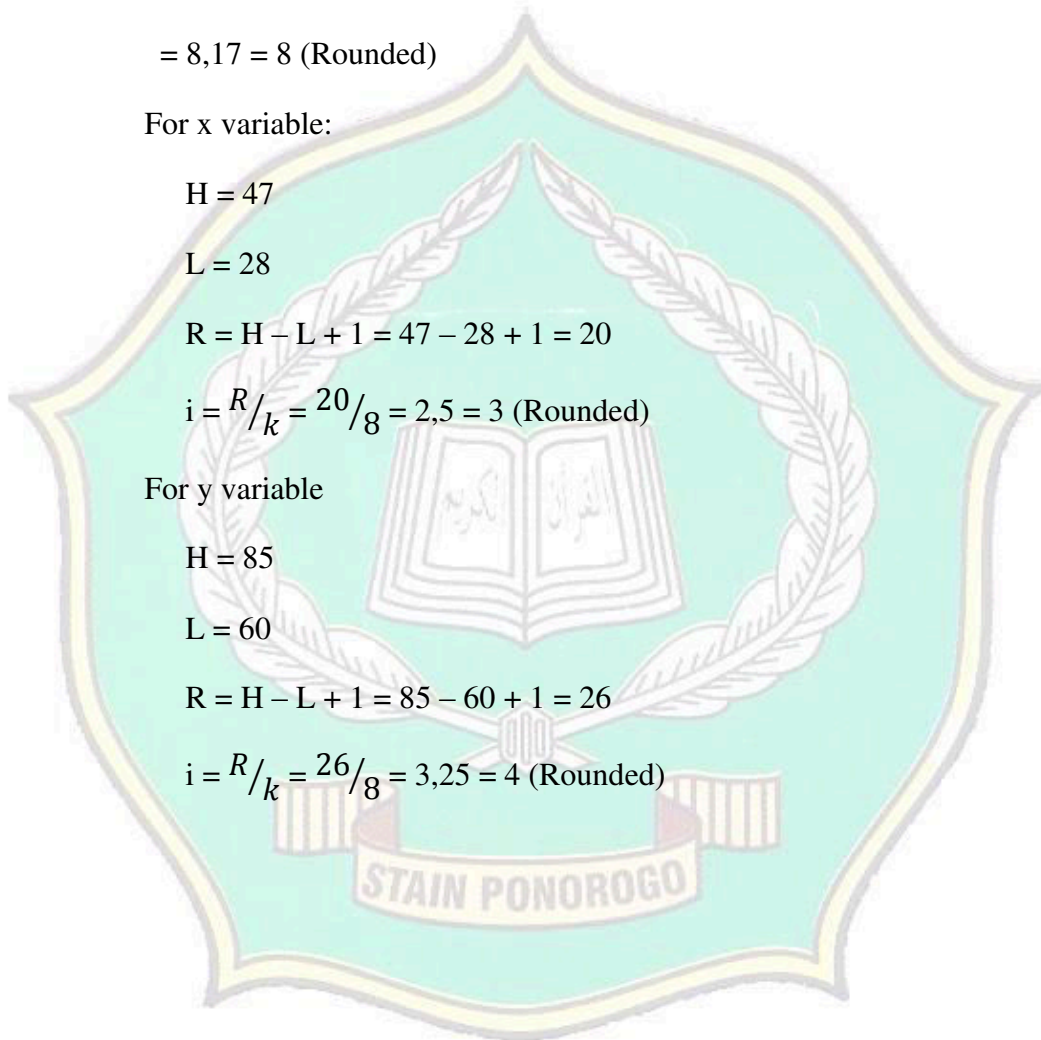
For y variable

$$H = 85$$

$$L = 60$$

$$R = H - L + 1 = 85 - 60 + 1 = 26$$

$$i = R/k = 26/8 = 3,25 = 4 \text{ (Rounded)}$$



b. Making map of correlation

Table 4.7

The Correlation between the Teacher's Classroom Management and Students' Achievement in Reading Comprehension

y/x	45-47	42-44	39-41	36-38	33-35	30-32	27-29	f(y)	y'	$f \cdot y'$	y'^2	$f \cdot y'^2$	$f \cdot x' \cdot y'$
82-85					9 ⁰	2 ⁺⁴⁴	3 ⁺⁴⁰	14	2	28	4	56	84
78-81				10 ⁰	14 ⁰	9 ⁺¹⁴	4 ⁺²	37	1	37	1	37	74
74-77			13 ⁰	8 ⁺³⁰		3 ⁻³⁰		24	0	0	0	0	0
70-73	3 ⁰		2 ⁰					5	-1	-5	1	5	0
66-69	4 ⁰	6 ⁺⁶⁰	11 ⁺²⁸	8 ⁻³⁰				29	-2	-58	4	116	58
62-65	5 ⁺¹⁴⁴	15 ⁺⁹⁶	14 ⁺⁵²					34	-3	-102	9	306	204
58-61	2 ⁺²⁴							2	-4	-8	16	32	24
f(x)	14	21	40	26	23	14	7	145		-108		552	444
x'	-3	-2	-1	0	1	2	3						
$f \cdot x'$	-42	-42	-40	0	23	28	21	-52					
x'^2	9	4	1	0	1	4	9						
$f \cdot x'^2$	126	84	40	0	23	56	63	392					
$f \cdot x' \cdot y'$	168	126	80	0	0	28	42	444	→				Same

b. Determining $Cx'Cy'$

$$Cx' = \frac{\sum fx'}{n} = \frac{-52}{145} = -0,36$$

$$Cy' = \frac{\sum fy'}{n} = \frac{-108}{145} = -0,74$$

c. Determining Standard Deviation

$$SD_x = 1 \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= 1 \sqrt{\frac{392}{145} - \left(\frac{-52}{145}\right)^2}$$

$$= 1 \sqrt{2,70 - (-0,36)^2}$$

$$= 1 \sqrt{2,70 - 0,1296}$$

$$= 1 \sqrt{2,5704}$$

$$= 1 \times 1,603$$

$$= 1,603$$

$$SD_y = 1 \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

$$= 1 \sqrt{\frac{552}{145} - \left(\frac{-108}{145}\right)^2}$$

$$= 1 \sqrt{3,81 - (-0,74)^2}$$

$$= 1 \sqrt{3,81 - 0,5476}$$

$$= 1 \sqrt{3,2624}$$

$$= 1 \times 1,81$$

$$= 1,806$$

d. Determining r_{xy}

$$\begin{aligned}
 r_{xy} &= \frac{\frac{\sum f x' y'}{n} - Cx' Cy'}{SD_{x'} SD_{y'}} \\
 &= \frac{\frac{444}{145} - (-0,36)(-0,74)}{1,603 \times 1,806} \\
 &= \frac{3,06 - 0,27}{2,895} \\
 &= \frac{2,79}{2,895} \\
 &= 0,964
 \end{aligned}$$

From the calculation above, it can be explained that the coefficient correlation product moment (r_{xy}) was 0,964. Then, researcher continued to determine the significant standard product moment with the value of r table (r_t) with degrees of freedom (df/db) = $n - nr = 145 - 2 = 143$. The significant product moment are explained such follow:

1. The significant standard product moment of 5% is 0,159
2. The significant standard of 1% is 0,208

After getting the significant standard product moment, the researcher continued to analyze with the coefficient correlation product moment and it can be shown in interpretation.

D. Interpretation

Based on analyzing of data above, it can be identified that the coefficient correlation product moment between the teacher's classroom management and students' achievement in reading comprehension was 0,964.

From the calculation of the data analysis above, the value of r_{xy} was =0,964, while the value of r table (r_t) with degrees of freedom (df/db) = n – nr =145 – 2=143. Furthermore, the significant of product moment 1% was 0,208. It meant that $r_{xy} > r_t$. Moreover the significant product moment 5% was 0,159. It meant that $r_{xy} > r_t$.

Based on the explanation above, the researcher concluded that there was a significant correlation between teacher's classroom management and students' achievement in reading comprehension of seventh grade students at SMP N 2 Balong in academic years 2015/2016. It is supported by Seyithan whose said that classroom management takes account of students and their environment and is intended to increase student achievement by the process of planning, assessment, and evaluation.⁸⁰ Furthermore, it can be explained that if a teacher is able to manage classroom well, automatically class is good condition and affect the students' achievement.

⁸⁰ Seyithan Demirdag, "Self – Assessment Of Middle School Teachers: Classroom Management And Discipline Referrals," International Journal on New Trends in Education and Their Implications (online), Vol: 6 Article: 04, 2015.

CHAPTER V

CLOSING

A. Conclusion

According to analyze data and calculation in previous chapter, it has been found that the coefficient correlation product moment (r_{xy}) between the teacher's classroom management and students' achievement in reading comprehension is 0,964. This is greater than "t" value in the table (r_t), which is 0,208 at 5% and 0,159 at 1% significant level, with db=143. The researcher concludes that, there is significant correlation between teacher's classroom management and students' achievement in reading comprehension of seventh grade students at SMP N 2 Balong in academic years 2015/2016.

B. Recommendation

Based on the research result, the researcher recommends some suggestions as follows:

1. For the Teacher

The teacher should increase their competence, especially for their classroom management. It can motivate students to study English.

2. For the Students

The students' should practice English every time, in order to get good score and increase their skill especially in reading.

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