

**TEACHERS' STRATEGY IN MANAGING THE
SOCIO EMOTIONAL CLASSROOM
ENVIRONMENT IN TEACHING ENGLISH AT SMPN
1 SIMAN PONOROGO**

THESIS



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AUGUST 2019

ABSTRACT

DEVI, ZUBAIDAH RUSMALIYA. 2019. *Teachers' Strategy in Managing the Socio Emotional Classroom Environment in Teaching English at SMPN 1 Siman Ponorogo*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo (IAIN Ponorogo). Advisor Dr. Harjali, M.Pd.

Key Words: Teachers' Strategy, Socio Emotional Classroom Environment Management, Teaching English

In teaching English there is classroom management, where the teacher do some process or the activity stages which begin with planning, performing, evaluating, until become a unity process and concerned. One of the important aspect in classroom management is students management (socio emotional condition). In managing this socio emotional classroom environment, teacher will do some strategies. The researcher was interesting to analyzed the strategies in managing the socio emotional classroom management in teaching English.

The purpose of this research was to know the teachers' strategy in managing the socio emotional classroom environment in teaching English, the problems faced by the English teachers' and its contribution to the students' English achievement at SMPN 1 Siman Ponorogo.

This research applied descriptive qualitative research. The techniques used for collecting data were observation, interview and documentation. The data were about the teachers' strategy in managing the socio emotional classroom environment. The subject in this research were

four English teachers and students from seventh grade, eighth grade and ninth grade at SMPN 1 Siman. The data was analyzed by three con-currents flows activities : data reduction, data display and data conclusion drawing or verification.

The result of this research showed that there are some strategies that used by the English teachers' on managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo such as using LCD projector as media, giving motivation, group discussion (Cooperative Learning), humor in the classroom, teacher's voice, direct strategy, playing music during teaching, punishment and praising the students. During applying these strategies, the teacher also find some problems as follow : the problem from the school's facilities and from the students themselves such as limited school's facilities like limited LCD Projector, students sleep in the class, students make noise and overtime because too much jokes in the class. The socio emotional classroom environment also give contribution to the students' English achievement at SMPN 1 Siman Ponorogo. Although it can't be seen directly but we can see it when the students feel comfortable during the learning process then the teaching and learning process will run well. Then it is important for the teacher occasionally English teacher for selecting the effective and interesting strategy for managing the socio classroom environment to create good environment in English classroom.

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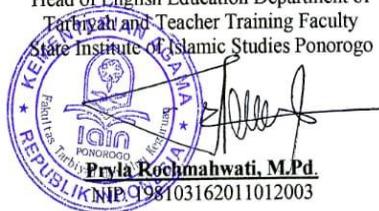
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CHAPTER I

INTRODUCTION

A. Background of The Study

These days English is viewed as a language which gives you access to the world.¹ Whether we choose to use English as second language or English as foreign language, there is no doubt that English is a world language, with more than 60 countries where ‘English is now the dominant or official language’. The importance of English throughout the world in education, business, government and social situations to grow, despite the understandable desire of people to preserve their own native language.

In Indonesia itself, English become the foreign language. English has been taught in

¹ Michelle Maxom, *Teaching English as a Foreign Language* (England: John Wiley & Sons, Ltd, Chichester, West Sussex, 2009), 9.

Indonesia since the era of Dutch colonial period. In August 1945, the government of Indonesia has chosen Bahasa Indonesia as the national language. Then, English was recognized as the first foreign language in Indonesia.² As foreign language, it is not an easy and simple way to teach English to the students. It is needed the certain strategy, approach and classroom management which appropriate to teach English as foreign language. Teacher need to think about what level the students are at and how well the lesson fits into what they already know and what they need to know.³

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom management. Effective teaching and

² Rahmat Yusni, "ELT in Indonesia Context: Issues and Challenges" (State Islamic University of Ar Raniry Banda Aceh, 2013). 89.

³ *Ibid.*, 49.

learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well managed classrooms provide an environment in which teaching and learning can flourish. But a well managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher.⁴

In the Indonesian educational context, classroom management has been regulated by the Minister of Education through Decree No. 65

⁴ Robert J. Marzano, et al., *Classroom Management That Works : Research Based Strategies for Every Teacher* (Virginia USA: ASCD Association for Supervision and Curriculum Development, 2003), 1.

(Kementerian Pendidikan, 2013).⁵The classroom management steps to be implemented include: teachers must adjust the volume and tone of their voices, teachers must speak politely, clearly and be easy to understand by their students, teachers must dress modestly, be clean, and tidy, they must organize the seating, they must encourage and reward students to ask and argue, create order, discipline, convenience, and safety for the teaching-learning processes, they must provide reinforcement and feedback in response to students questions and return students' assignments and give out results whilst the learning process takes place, they must

⁵ Kementerian Pendidikan. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65/2013 tentang Standar Proses Pendidikan Dasar dan Menengah [The Decree of the Minister of Education and Culture No 65/2013 About The Standards for Primary and Middle Education]*. Jakarta: Kementerian Pendidikan. (2013).

adjust the speed of the subject matter to the ability of their students to learn.⁶

The successful of classroom management in giving the support to the achieving of learning objective also will be effected by physical environment, socio emotional condition and organizational condition. One of them which will give a high impact to the successful teaching and learning process is the socio emotional condition of classroom,⁷ which concern in managing students' behavior, discipline, learning interest, group dynamics.⁸ Socio emotional environment is an activity that is carried out on creating a positive

⁶ Akhmad Habibi, at al., "Implementation of Classroom Management by English Teachers at High School in Jambi, Indonesia," *STUDIES IN ENGLISH LANGUAGE AND EDUCATION*, 4(2), 172-189, 2017. 175

⁷ Godwin S. Ashiabi, "Play in the Preschool Classroom: Its Socioemotional Significance and the Teacher's Role in Play," *Early Childhood Education Journal*, Vol. 35, No. 2 (October 2007), 200.

⁸ Euis Karwati and Donni Juni Priansa, *Manajemen Kelas (Classroom Management) Guru Profesional yang Inspiratif, Kreatif, Menyenangkan dan Berprestasi* (Bandung: Alfabeta, 2014), 23.

relationship in the classroom. Positive socio emotional environment means there is a good relationship between teachers-students and students with other students.⁹

Teacher and student communication play a central role in establishing a quality classroom learning environment. Teacher communication behavior in a classroom, therefore, is an important dimension of the classroom learning environment which is a result of interactions of students with peers, curriculum and teachers.¹⁰ Communication is also a dimension of culture, hence it is not context free. The communication behaviors of teachers and

⁹ Siti Jariyah, *The Correlation between Teacher's Socio Emotional Climate and Students' English Achievement of the Eight Grade Students at MTs Ma'arif Klego in Academic Year 2015/2016*. (Ponorogo: STAIN Ponorogo, 2016)

¹⁰ Mary B. Klein, *New Teaching and Teacher Issues* (New York: Nova Science Publishers, 2006), 116.

students in a classroom are therefore, influenced by their cultural background.

Joyce McLeod said that the teacher's responsibility to provide the instructional program and classroom environment that allows each child to develop his or her capacities to the fullest.¹¹ It means the successful of teacher in managing the classroom during the teaching process can be seen in increasing students' English achievement.

In Indonesia formal education, English has not been a strange language anymore, students at junior and senior high school learn English for more than two hours in a week. According to the researcher's observation when conducting teaching practice at SMPN 1 Siman, the students learn

¹¹ Joyce McLeod, et al., *The Key Elements of Classroom Management : Managing Time and Space, Students Behavior, and Instructional Strategies* (Virginia USA: ASCD Association for Supervision and Curriculum Development, 2003), V.

English as their course for two meetings and there are two hours in each meeting. In learning process, the students are hoped to be active in enriching their knowledge to get maximal result. But in fact, not all students here have a good ability and good English achievement because of many kinds of factors.¹²

Based on the researcher observation, the researcher saw that the students of SMPN 1 Siman have low interest and low motivation to learn English that make them difficult in understanding teacher's explanation. During teaching process, they didn't want to pay attention to the teacher's explanation, they make noise in the class, also disturb their friend during learning process. The researcher also saw the process of learning and teaching English conducted by English teachers in the classroom. The researcher saw how the English

¹² Observation at October 2018

teachers manage their classroom during teaching English. When the teacher teaches without applying the interesting strategy or just convey the material directly, the students will seem bored and they haven't spirit to learn English.¹³ Then, the teacher hard to get the good and effective implementation of teaching and learning English. Whereas we know that teaching English is not a simple ways as like as other subject.

Because of the limited time and the ability of the researcher, the researcher wants to investigate how the English teachers at SMPN 1 Siman manage their classroom during teaching English while the students behavior and the classroom climate of the classes are not eternally run well. Then, the researcher took for this research title as follow

¹³ Interview with Miss Purwaningsih S.Pd. as English teacher at Wednesday, 9 January 2019

“TEACHERS’ STRATEGY IN MANAGING THE
SOCIO EMOTIONAL CLASSROOM
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SMPN 1 SIMAN PONOROGO”

B. Research Focus and Limitation of the Study

Because of the limited time and the ability of the researcher, the research will be focused on knowing the teachers’ strategy in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo. The problems are limited as the following:

1. Teacher’s strategies from four English teachers at SMPN 1 Siman Ponorogo.
2. Students from seventh to ninth grade who taught by four English teachers.

C. Statements of the Problem

Based on the background given above, the researcher intended to focus on how to find out the answer of the following question :

1. How is the teachers' strategy in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo ?
2. What are the problems faced by English teachers in managing the socio emotional classroom environment at SMPN 1 Siman Ponorogo ?
3. What is the contribution of the socio emotional classroom environment to the students' English achievement ?

D. Objectives of the Study

The objectives of the study in this research can be stated as related with the problem statements. Therefore the objectives of this study is as follows :

1. To know the teachers' strategy on managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo.
2. To reveal the problems faced by the English teachers' in managing the socio emotional classroom environment at SMPN 1 Siman Ponorogo.
3. To describe the contribution of the socio emotional classroom environment to the students' English achievement at SMPN 1 Siman.

E. Significances of the Study

1. Theoretical Significance

This research will give some useful information about teacher's strategy in managing the socio emotional classroom environment in teaching English at Junior High School. This

research is expected to be used as a reference for other researchers to conduct the research in teaching and learning process. Hopefully, the result of this study will be useful for teachers, students, and all of the readers.

2. Practical Significances

a. For the teacher

From the result of the research, the English teachers can know which their management of the socio emotional classroom environment have ran well or not and the English teachers can know how effective of the socio emotional classroom environment management in teaching English. Hopefully they can improve their management if it not good enough, and they

can defend their management if it have good enough.

b. For the student

Not only for the teachers, this research is also hoped can give the benefit for the students. Hopefully, students can get more comfortable socio emotional classroom environment management so that they can enjoy and interest in English learning.

c. For the reader

This study is expected to give contribution to readers, especially for the students of IAIN Ponorogo in enriching references about the problem of the study and conducting the next related study.

F. Organization of Study

The organization of thesis is given to make the readers understands the contents of the thesis.

This research report will be organized in six chapters interact one each others. They are :

Chapter I : Introduction. This chapter contains of the background of the study, research focus, statement of the problem, objectives of the study, significances of the study, and organization of thesis.

Chapter II : Review of related literature. This chapter explains about review of related literature and theoretical framework.

Chapter III : Research method. It covers research approach and design,

researcher's role, research setting, source of data, data collection technique, data analysis technique, verification of data validities and research procedure.

Chapter IV : Research finding. This chapter tells about general data and specific data of the research.

Chapter V : Discussion. This chapter explains about the result of the research.

Chapter VI : Closing. It contains of the conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORITICAL FRAMEWORK

A. Review of Related Literature

Before conducting this research about teachers' strategy in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo, the researcher studied several previous research related with the title. The first previous research is conducted by Lestari Nurdiana by the title "Correlative Study Between Socio Emotional Classroom Climate and Students' Motivation in Learning English at Seventh Grade of SMPN 1 Sambit". The objectives of this research was to know the level of socio emotional classroom climate, the level of students' motivation and the correlation between both of them at seventh grade at

SMPN 1 Sambit in academic year 2014/2015. The result showed that there was a significant correlation between socio emotional classroom climate and students' motivation in learning English at seventh grade of SMPN 1 Sambit.¹⁴

The second previous research is conducted by Siti Jariyah by the title “The Correlation between Teacher’s Socio Emotional Climate and Students’ English Achievement of the Eight Grade Students at MTs Ma’arif Klego in Academic Year 2015/2016”. This research was conducted by correlation design with the purpose to find out whether there is a significant correlation between teacher’s socio emotional climate and students’ English achievement. The result showed that there is a

¹⁴ Lestari Nurdiana, *Correlative Study Between Socio Emotional Classroom Climate and Students’ Motivation in Learning English at Seventh Grade of SMPN 1 Sambit*, (Ponorogo: STAIN Ponorogo, 2015)

significant correlation between them, it implies that teacher's socio emotional climate have has high correlation on students' English achievement.¹⁵

The third previous research is conducted by Godwin S. Ashiabi with his journal entitled "Play in the Preschool Classroom: Its Socioemotional Significance and the Teacher's Role in Play". The goals of this paper were two-fold. The first goal was to examine the emotional and social developmental value of play in the early childhood classroom. This issue is important because of the recent impetus for a more academic focus in early childhood classrooms, and questions about the developmental benefits of play. The second goal was to examine and discuss the role teachers could play in making play a

¹⁵ Siti Jariyah, *The Correlation between Teacher's Socio Emotional Climate and Students' English Achievement of the Eight Grade Students at MTs Ma'arif Klego in Academic Year 2015/2016*. (Ponorogo: STAIN Ponorogo, 2016)

developmental and educational experience. This is because understanding the significance of play could make teachers less apprehensive about using play to promote learning and development, and enable them answer questions regarding the value of play.¹⁶

From those previous researches, it can be concluded that the management of socio emotional classroom environment also has contribution to the several aspects such as students' motivation and students English achievement. This research focused on investigating the English teachers strategy in managing the socio emotional classroom environment and its contribution the students' English achievement at SMPN 1 Siman Ponorogo.

¹⁶ Godwin S. Ashiabi, "Play in the Preschool Classroom: Its Socioemotional Significance and the Teacher's Role in Play," *Early Childhood Education Journal*, Vol. 35, No. 2 (October 2007), 199.

B. Theoretical Framework

1. Classroom Management

a. Definition of classroom management

Classroom management consist of two words, there are management and classroom. According to Euis Karwati and Donni Juni Priansa said that management is the series of the effort to achieve the objective which is set up before by utilizing the other person. In other hand, classroom is the group of people who doing the learning process together agree with the objective which had set up before.¹⁷

Tony Wright said that classroom management is the central element of every teacher's daily professional experience, but

¹⁷ Euis Karwati and Donni Juni Priansa, *Manajemen Kelas (Classroom Management) Guru Profesional yang Inspratif, Kreatif, Menyenangkan dan Berprestasi* (Bandung: Alfabeta, 2014), 5.

it is a neglected topic in debates on language education. Its relative unimportance in applied linguistics literature is far outweighed by its significance for teachers and students in classroom.¹⁸

According to Mulyasa, classroom management is teacher's skill to create the conducive learning climate and manage it when there are the disruption occur during the learning process.

According to Djamarah, classroom management is the teacher's ability to apply the class potential such as giving the opportunity to each individual to do creative and aimed activities.

¹⁸Tony Wright, *Classroom Management in Language Education* (New York: PALGRAVE MACMILLAN, 2005), 1.

Classroom management refers to the way of teachers organize what goes on in the classroom. As the most powerful person in the classroom, the teacher has the authority to influence the kind of interaction that goes on in the class, and this interaction is created from a combination of many related factors. It includes such factors as how much the teacher talks and what the teacher says, the teacher's questioning behaviors, and how the teacher gives instructions, keeps students on task, and makes language comprehensible to the students. The goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways. It is through

meaningful interaction that students can make progress in learning English.¹⁹

Based on some definition above, can be concluded that classroom management is the conscious effort to plan, organize, actualize and doing monitoring or supervise about the program and activity in the classroom until the learning and teaching process can going on systematic, effective, and efficient with the result that the all students potential can be optimized.²⁰. Here is the table of the basic principles of interactionism and its implications for classroom management.

¹⁹ Jerry G. Gebhard. *Teaching English as a Foreign Language or Second Language: A Teacher Self-development and Methodolgy Guide*, 69.

²⁰ Euis Karwati and Donni Juni Priansa, *Manajemen Kelas (Classroom Management) Guru Professional yang Inspratif, Kreatif, Menyenangkan dan Berprestasi* (Bandung: Alfabeta, 2014), 6.

Table 2.1

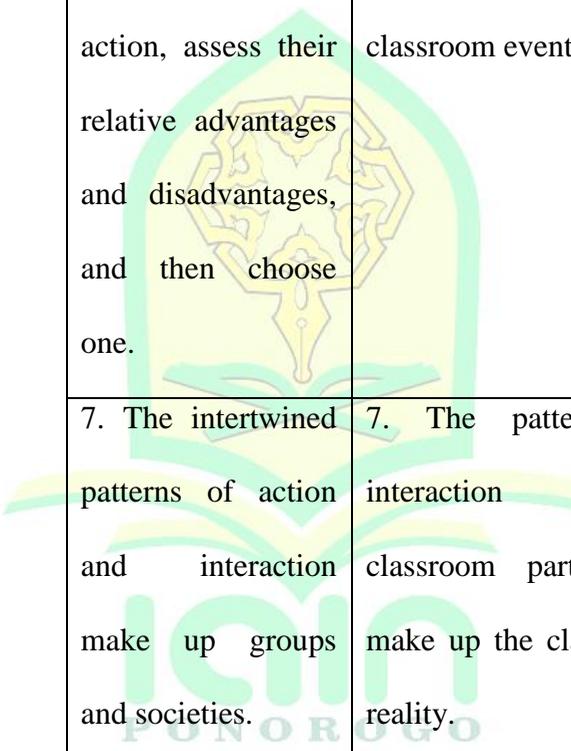
The basic principles of interactionism and its implications for classroom management²¹

Basic principles	Implications for classroom management
1. Human beings have the capacity for thought	1. Teachers and students have their own thoughts and motives when participating in the classroom.
2. The capacity for thought is shaped by social	2. Teachers' and students' understanding of the classroom keeps

²¹ Hue Ming-tak and Li Wai-shing. *Classroom Management : Creating a Positive Learning Environment*, Hong Kong: Hong Kong University Press, 2008), 7.

<p>interaction.</p>	<p>changing in the course of interaction. They act and react in relation to the actions of other participants.</p>
<p>3. In social interaction, people learn the meanings and symbols that allow them to exercise this capacity.</p>	<p>3. Teachers and students have been socialized into the cultures of the classroom, the school and the society so that they can make sense of symbols which they use in the course of interaction.</p>
<p>4. Meaning and</p>	<p>4. In the classroom, the</p>

<p>symbols allow people to carry out human actions and interactions.</p>	<p>participants have a set of commonly shared symbols, such as verbal and non-verbal signs, which allow them to interpret the meaning of others' behaviour.</p>
<p>5. People are able to modify or change the meaning and symbols that they use in action and interaction on the basis of their interpretation of the situation.</p>	<p>5. New meaning and symbols may arise in a particular class which can only be interpreted by the participants in this class.</p>



<p>6. When interacting with others, people are able to examine possible courses of action, assess their relative advantages and disadvantages, and then choose one.</p>	<p>6. All behaviours are purposeful. There is always a reason for the occurrence of any classroom event.</p>
<p>7. The intertwined patterns of action and interaction make up groups and societies.</p>	<p>7. The patterns of interaction among classroom participants make up the classroom reality.</p>

b. Elements of effective classroom management

Good classroom management not only can work with the students in decreasing their deviate behaviors and can handle effectively when it occur but also support useful academic activities. And classroom management as a whole class management system (including unlimited to teacher discipline interventions) designed to maximize students involvement in these activities, not just reduce deviant behavior.²²

In analyzing the work of teacher, these three key elements stand out as critical components of a well-managed classroom, there are efficient use of time and classroom

²² Vern Jones and Loius Jones, *Manajemen Kelas Komprehensif* (Jakarta: Kencana Prenada Media Group, 2012) 17.

space, implementation of strategies that influence students to make good choices, rather than ones that attempt to control student behavior and the last is wise choice and effective implementation of instructional strategies.²³

1) Time and classroom space

a) Managing Time

The efficient use of time is an important variable in helping students achieve learning goals and making the classroom a pleasant place for teachers and students. Unfortunately, how to spend the time is all too often determined by

²³ Joyce McLeod, et al., *The Key Elements of Classroom Management : Managing Time and Space, Students Behavior, and Instructional Strategies* (Virginia USA: ASCD Association for Supervision and Curriculum Development, 2003), VI.

state or district mandate, school policy, and rigid daily school schedules. Instructional strategies must be planned to fit into fixed time frames, where it is the clock and not the assessment of whether students need more time on a topic that dictates the beginning and end of a lesson.²⁴

Effective time management is one of the skills necessary for success in school as well as in everyday life and in the work world. Students need time to practice, rehearse, review, apply, and connect new learning and relate it to their everyday lives. Teachers who

²⁴ *Ibid.*, 3.

effectively manage time give their students the best opportunity to learn and to develop personal habits that lead to wise use of time.

b) Classroom space

The other aspect that can affect to the instructional program is classroom space. Teachers try to make every inch in classroom space count in order to have a rich and inviting classroom environment because they know that the richness of students' experiences are enhanced or diminished by their surroundings. The organizations of space also affects the way students behave and move around the

classroom, as well as how much attention they pay to instruction.

The way in setting up the classroom space largely determines the experiences of the teachers and the students share. Deciding what type of seating arrangement the teachers want depends upon the type of furniture, the space in classroom, and the teachers' style of teaching.²⁵

2) Student behavior

The teacher need to teach students' responsibility, self-management, problem solving, and decision-making. The goal of discipline for today's students should be self-control, external control and

²⁵ *Ibid.*, 5.

compliance are not congruent with 21st century values. The strategies are based on creating a positive classroom climate, establishing and teaching standard, rules, procedures, developing strategies that focus on preventing misbehavior and teaching self-control and finally, developing a planned hierarchy of interventions that emphasizes teaching self-discipline rather than exacting retribution.²⁶

3) Instructional strategies

Knowledge of the students' abilities and skill levels along with an understanding of students' prior knowledge helps determine the appropriate strategy. Implementation of

²⁶ *Ibid.*, 61.

strategy should include explicit instruction from the teacher. There are some strategies that requires behind-the-scene planning. A plan to assess the success of the strategy implemented is an essential element in effective teaching. Once a strategy has been implemented, it is essential that the teachers do on the spot monitoring in order to ensure that all students understand their role in its success.²⁷

2. Socio Emotional Classroom Environment Management

a. Definition of Socio Emotional Classroom Environment Management

In classroom management, teacher do some process or the activity stages which

²⁷ *Ibid.*, 126.

begin with planning, performing, evaluating, until become a unity process and concerned. The activity in classroom management include two activities : students management (socio emotional condition) which concern in managing students' behavior, discipline, learning interest, group dynamics and facilitate management (physical condition).²⁸

The successful of classroom management in giving the support to the achieving of learning objective also will be effected by physical environment, socio emotional condition and organizational condition.

One of them which will give a high impact to the successful teaching and learning process is the socio emotional

²⁸ *Ibid.*, 23.

condition of classroom. As the social world of a child expands, emotional expression comes to serve an important communicative role, providing peers with information about a child's intentions. This means that a child's ability to properly express his/her emotions is essential for peer interactions because the experience and expression of emotion not only affects a child's behavior, but also, provides information to peers about whether to engage the child or retreat from further interaction with the child²⁹

Emotional intelligent underscores skillful human relationships and the ability to mediate difference, respect diversity, resolve conflict and recognize

²⁹ Godwin S. Ashiabi, "Play in the Preschool Classroom: Its Socioemotional Significance and the Teacher's Role in Play," *Early Childhood Education Journal*, Vol. 35, No. 2 (October 2007), 200.

interconnectedness. The need for emotional literacy has never been higher as diverse human beings daily live more closely together on what is becoming the global village of planet Earth.³⁰

While social environment itself is the all person which can influence some one. The person can achieve this social environment directly or indirectly.³¹ social development refers to children's ability to get along with their peers and to form relationships. Children who are unable to form and maintain relationships with other children are at great risk.³²

³⁰ Dr. Patricia Sherwood, *Emotional Literacy: The Heart of Classroom Management* (Victoria Australia: ACER Press, 2008), 11.

³¹ M. Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Rosdakarya, 1990), 28.

³² Godwin S. Ashiabi, "Play in the Preschool Classroom: Its Socioemotional Significance and the Teacher's Role in Play," *Early Childhood Education Journal*, Vol. 35, No. 2 (October 2007), 201.

b. The Aspects of Socio Emotional Classroom Environment

There are several aspects that include in socio emotional condition of classroom as below :

1) Leadership type

In a management view, a teacher has leadership responsibilities in her classroom context – how she discharges these responsibilities shapes her classroom management practices.³³

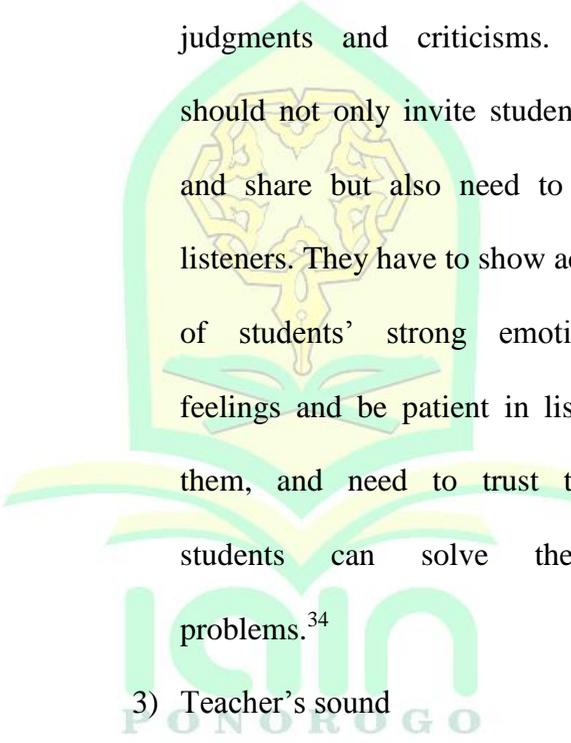
Teacher's role and teacher's leadership type will effect the emotional atmosphere in the classroom. Does the teacher will apply their leadership with democracy, authoritative, or adaptive.

³³ Tony Wright, *Classroom Management in Language Education* (New York: PALGRAVE MACMILLAN, 2005), 141.

These all will give impact to the students.

2) Teacher's attitude

When teachers find their students are being boisterous, destructive and even revengeful, they may become frustrated and annoyed. They tend to be judgmental and use warnings, orders or advice to change the students' behaviour; and even worse, they may use labels to stereotype them. These statements of blame are provocative, causing further disturbance or embarrassment, and may lead students to withdraw or, sometimes, respond aggressively they are roadblocks to communication, inhibiting it rather than



inviting dialogue from the students. The use of “I-messages” is effective in showing teachers’ feelings about students’ misbehaviour without making judgments and criticisms. Teachers should not only invite students to talk and share but also need to be good listeners. They have to show acceptance of students’ strong emotions and feelings and be patient in listening to them, and need to trust that their students can solve their own problems.³⁴

3) Teacher’s sound

Although teacher’s sound not a big factor, but it also can influence the

³⁴ Hue Ming-tak and Li Wai-shing. *Classroom Management : Creating a Positive Learning Environment*, Hong Kong: Hong Kong University Press, 2008), 110.

process of learning and teaching. Teacher's sound with high frequency, always high frequency or too soft until the students can't hear it will effected to the noisy class, it can be boring till the teaching and learning process disposed less attention. Teacher's sound should be low relative but clear enough with the full sound and relax, it will support the students to give attention to the material. Then the sound pressure should have variation in order that the students will not be bored.³⁵

Noise is a precursor to disruption, but a silent classroom is not necessarily

³⁵ Euis Karwati and Donni Juni Priansa, *Manajemen Kelas (Classroom Management) Guru Professional yang Inspiratif, Kreatif, Menyenangkan dan Berprestasi* (Bandung: Alfabeta, 2014), 30.

the best atmosphere for learning. In the case of noisy classes, this is more difficult because teacher need to be hear over the noise level to make the point in the first place. Teachers tend to revert to raising their voices and saying things such as ‘We can’t start with this noise’, or they stop a class to regain the focus of attention.³⁶

In another case, most teachers have their ways of making a transition from one phase of the lesson to another. An example is the transition from an attention-getting explanation to the on task phase of the lesson. A good ‘transition to task’ is an opportunity to

³⁶ Rob Barnes, *The Practical Guide to Primary Classroom Management* (London: Paul Chapman Publishing, 2006), 54.

change the teacher's voice tone, refocus attention, clarify what the task is and give a reminder.³⁷

Teacher talk also includes modeling politeness. A teacher needs to use a voice that does not sound aggressive, plaintive, bored or emotionally wrought. The tone of teacher's speech is meant to persuade students to respond in an adult way. If the teacher's sound like a nagging or angry parent, students may want to behave like the worst of petulant toddlers.³⁸

³⁷ *Ibid.*, 56-57.

³⁸ *Ibid.*, 61.

4) Building good relationship

The way teachers talk and communicate with students affects greatly the behaviour of students and interaction in the classroom. Good communication generates a climate conducive to quality learning as students are willing to cooperate and demonstrate positive discipline.³⁹

Building good relationship between teacher and student in classroom management is the important thing. By creating good relationship between teacher and student, the students are hoped will always happy, full of interest and spirit, optimistic, realistic

³⁹ Hue Ming-tak and Li Wai-shing. *Classroom Management : Creating a Positive Learning Environment*, Hong Kong: Hong Kong University Press, 2008), 110.

in learning process which they are doing and open minded to the all thing come to them.⁴⁰

The measurement of a good relationship between teacher and students is determined by the minimum problems and how close the relationship is.⁴¹

c. Problems in Managing the Socio Emotional Classroom Environment

Students' behavior in the class are highly varied. Students' behavior are became the teacher's problem in their effort of managing the class. According to Made Pidarta, several problems in classroom

⁴⁰ Euis Karwati and Donni Juni Priansa, *Manajemen Kelas (Classroom Management) Guru Profesional yang Inspiratif, Kreatif, Menyenangkan dan Berprestasi* (Bandung: Alfabeta, 2014), 31-32.

⁴¹ J.S.Yoon. "teacher characteristics as predictors of teacher-student relationship: stress, negative affect, and self efficacy", 489.

management which related to the students' behavior as follow :

- 1) Less unity, such as conflict of gender, and groups
- 2) There is no standard of behavior in group working, such as noisy move around, and coozing
- 3) Negative reaction to the member of a group, such as noisy, hostile, expel, humiliate.
- 4) Tolerate to the mistakes, such as achieve and encourage something the matter of students
- 5) Easy react to the negative things, such as climate change
- 6) Low of morality, such as low budget and equipment in some institution

7) Can not adapt to environment change, such as the new member of class, addition assignment, new situation etc.⁴²

3. Teaching English

a. Definition of teaching

Based on the Cambridge advanced learner's dictionary, teaching is made from "teach" it means to give someone knowledge or to train someone; to instruct. Teaching cannot be defined apart from learning.

According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Brown also said that teaching is defined as showing and helping someone to learn how to do something, giving instructions, guiding

⁴² Syaiful Bahri Djamarah, *Guru & Anak Didik dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2010), 173.

in the study of something, providing with knowledge, causing to know or understand.⁴³

b. Definition of teaching English

The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners.⁴⁴

⁴³ H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Longman, 2000), 7.

⁴⁴ Geoffrey Broughton, et al., *Teaching English as a Foreign Language*. (Canada : Routledge & Kegan Paul Ltd, 2003), 7.

In many countries where English is a foreign language, the primary goal for children studying in the educational system is to pass English entrance exams to enter good high schools and universities. As such, much of teaching is directed at making students able to analyze and comprehend English so they can pass entrance examinations, not necessarily at preparing them to communicate in English.⁴⁵ In EFL setting, teachers are consistently concerned with ways to get students to speak English in class, ways to use authentic language teaching materials, having to teach to test, having too little time with students, and

⁴⁵ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self-development and Methodology Guide* (USA: The University of Michigan Press), 3.

getting students to take on more responsibility for their learning.

A related concern is that in EFL settings there are fewer chances for students to apply what they study to communicative situations outside the classrooms. Quite often the only comprehensible English some EFL students hear and read is in the classroom.⁴⁶

c. Skills in Teaching English

In language courses there are four main skills which need to be included to make students truly proficient. These are listening, speaking, reading and writing.⁴⁷

1) Listening

⁴⁶ *Ibid.*, 3-4.

⁴⁷ Michelle Maxom, *Teaching English as a Foreign Language* (England: John Wiley & Sons, Ltd, Chichester, West Sussex, 2009), 5.

Listening is a receptive skills which has often played the second fiddle to its counterpart, speaking. We therefore need to pay attention to listening as a mode of performance for assessment in the classroom. There are four types of listening : intensive, responsive, selective and extensive.⁴⁸

2) Speaking

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and the effectiveness of a test-taker's listening skill, which necessarily compromise the reliability and validity of an oral production test.

⁴⁸H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (Longman), 119.

Basic types of speaking there are :
imitative, intensive, responsive,
interactive, extensive.⁴⁹

3) Reading

Reading is a receptive skills. In foreign language learning, reading is likewise a skill that teacher simply expect learners to acquire. Reading, arguably the most essential skill for success in all educational context, remains skill of paramount important as we create assesment of general language ability.⁵⁰

4) Writing

Today, the ability to write has become an indispensable skill in our

⁴⁹ *Ibid.*, 140.

⁵⁰ *Ibid.*, 185.

global literate community. Writing skills, at least at rudimentary levels, is necessary condition for achieving employment in many walks of life and is simple taken for granted in literate culture.⁵¹

d. Teacher's Role

In teaching process in the classroom, the teachers play the roles which the aims is to facilitate the students' progress in some way or other, and so it is useful to adopt more precise terms than facilitator as the sections below indicates :

1. Controller

When teachers acts as controller they are in charge of the class and of the activity taking place in a way that is

⁵¹ *Ibid.*, 218.

substantially different from a situation where students are working on their own in group. Controllers take the roll, tell student' things, organize drill, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.

2. Organizer

One of the most important roles that teacher have to perform is that of organizing students to do various activities. This often involve giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop

3. Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where teachers have to act as an assessor, offering feedback and correction, and grading students in various ways.

4. Prompter

When we prompt we need to do it sensitively and encouragingly but, above all with discretion. If we are too adamant we risk taking initiative away from the students. If on the other hand, we are too retiring, we may not supply the right amount of encouragement.

5. Participant

The traditional pictures of teachers during students discussion, role play, or group decision making activities is of people who stand back from the activity, letting the learners get on with it and only intervening later to offer feedback and /or correct mistakes. However, there are also time when we might want to join in an activity not as a teacher, but also as a participant in our own right.

6. Resource

During learning and teaching process, students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity or they might want information about

where to look for something a book or a website for example. This is where we can be one of the most important resource they have.

7. Tutor

When students are working on longer project, such as pieces of writing for preparations for a talk or debate, we can act as a tutor, working with individuals or small group, pointing them in directions they have not yet thought of taking.

8. Observer

We will want to observe what students do (especially in oral communicative activity) so we can give

them useful group or individual feedback.⁵²

4. Teacher's Strategy in Managing the Socio Emotional Classroom Environment

Strategy is an effort to achieve of success goal. In education context, J.R. David stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal. In managing the socio emotional classroom environment itself, at least there are 9 strategies that can done by teacher as follows:

a. Using LCD Projector as media

Well done Power Point presentations in LCD projector can greatly enrich interest and effectiveness of any subject. With practice,

⁵² Jeremy Harmer, *The practice of English language teaching* (Cambridge UK: Longman), 58-62.

teachers can create powerful, professional looking lessons with PowerPoint software.⁵³

b. Giving Motivation

Motivation according to Soemanto in Strategi Pembelajaran is defined as changing of the power marked by the effective encouragement and reactions of goal achievement. Motivation is the strength that encourage the people to do the activity for achieving the goal.⁵⁴

c. Group Discussion (Cooperative Learning)

Cooperative learning consist of a variety of techniques that require students to collaborate in mixed-ability groups, helping each other learn the material. Students are

⁵³ John Willey and Sons. *The Classroom Teacher's Survival Guide*. (San Fransisco: Jossey-Bass, 2009), 217.

⁵⁴ Abdul Majid. *Strategi Pembelajaran*. (Bandung: PT. Remaja Rosdakarya, 2014), 308-309.

taught to take greater responsibility for their own learning. The ultimate goal of cooperative learning is to enable each student to become more successful in school. By helping each other, all students can improve. Cooperative learning succeeds when students become convinced that their success is determined by how well they help each other. They must become interdependent in their use of the available learning resources.⁵⁵

d. Humor in the Classroom

A moderate touch of humor can nurture an inviting class climate. Bob Hope suggested that humor serves as a welcome mat between speakers and audiences. It is a powerful tool that can break the ice and get

⁵⁵ John Willey and Sons. *The Classroom Teacher's Survival Guide*. (San Francisco: Jossey-Bass, 2009), 231.

the listener on your side. Humor recaptures students' attention and anchors their memory, improving achievement. Humor can defuse tense situations, combat resistance, and reduce stress in the classroom. The cardinal rule for using humor in the classroom is that it must never be used to harm, humiliate, ridicule, or otherwise make fun of students.⁵⁶

e. Teacher's voice

Teacher's sound should be low relative but clear enough with the full sound and relax, it will support the students to give attention to the material. Then the sound pressure should have variation in order that the students will not be bored.⁵⁷

⁵⁶ Ibid, 171.

⁵⁷ Euis Karwati and Donni Juni Priansa, *Manajemen Kelas (Classroom Management) Guru Profesional yang Inspiratif, Kreatif, Menyenangkan dan Berprestasi* (Bandung: Alfabeta, 2014), 30.

f. Direct strategy

Direct strategy generally is designed specifically for developing students learning activity which related to the procedural knowledge aspect and declarative knowledge, well structured and can be learned steps by steps. There are 5 steps in direct learning strategy as follow :

- 1) First step is conveying learning purpose and drawing up the student
- 2) Second step is demonstrating the knowledge or material and skill
- 3) Third step is guiding the training
- 4) Fourth step is checking understanding and giving feedback
- 5) Fifth step is application the concept⁵⁸

⁵⁸ Abdul Majid. *Strategi Pembelajaran*. (Bandung: PT. Remaja Rosdakarya, 2014), 74.

g. Playing Music During Teaching

Music has many uses in the classroom. It can be used in the background to set the mood for a lesson; to energize, relax, inspire, cue transitions, focus attention, reinforce a theme, or for fun. Music affects our psychological systems, our emotions, and our spirit. Music can influence your students' mood and behavior.⁵⁹

h. Praising Students

A word of caution : there are few universal rewards. An incentive that may work with most students may not influence the behavior of others. For example, public praise from the teacher would serve many

⁵⁹ Ibid, 196-197.

students as a pleasant consequence and positively motivate their behavior.⁶⁰

i. Punishment

If positive efforts are not working, then it may be necessary to resort to punishment. This is an effective way for changing behavior, but teachers need to be well aware of its unfortunate side effects.⁶¹

5. Contribution of the Socio Emotional Classroom Environment to the Students' English Achievement

Students' achievement is important thing that approved the result of the students' learning process. Achievement refers to the result of an activity that has been done. It will never produced if someone does not do the learning

⁶⁰ Ibid, 37.

⁶¹ Colin J. Smith and Robert Lasleet. *Effective Classroom Management: a teacher's guide*. (London: Routledge, 2002), 107.

process.⁶² In the standard for test construction, achievement is viewed basically as the competence a person have in a area of content. This competence result of many intellectual and nonintellectual variables. Achievement also defined as the competence of a person in relation to a domain knowledge. It mean that's students' achievement measure their knowledge gained in formal or non formal education. The students' achievement usually indicated by test scores, grade, and degrees.⁶³

Euis Karwati stated that learning achievement is the students' ability which include in the all psychology domain (cognitive,

⁶² Joyce McLeod, et al., *The Key Elements of Classroom Management : Managing Time and Space, Students Behavior, and Instructional Strategies* (Virginia USA: ASCD Publication, 2003), 15.

⁶³ Salvador Algarabel and Carmen Dasi, "The Definition of achievement and construction of test for its measurement: A review of the main trends", Seccion De Metodologia, (Journal) Psicologica 22, 43-66 (2001), 44.

affective, and psychomotor) that change as the result of the experience and the process of learning.⁶⁴

Based on the opinions above, the writer can conclude that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experience that the individual indicate in relation with his/her educational learning. Students' English achievement itself is how the students accepting the English language as the foreign language which involve four skills; they are listening, speaking, reading and writing. To know the learner's achievement, teacher should do evaluation.

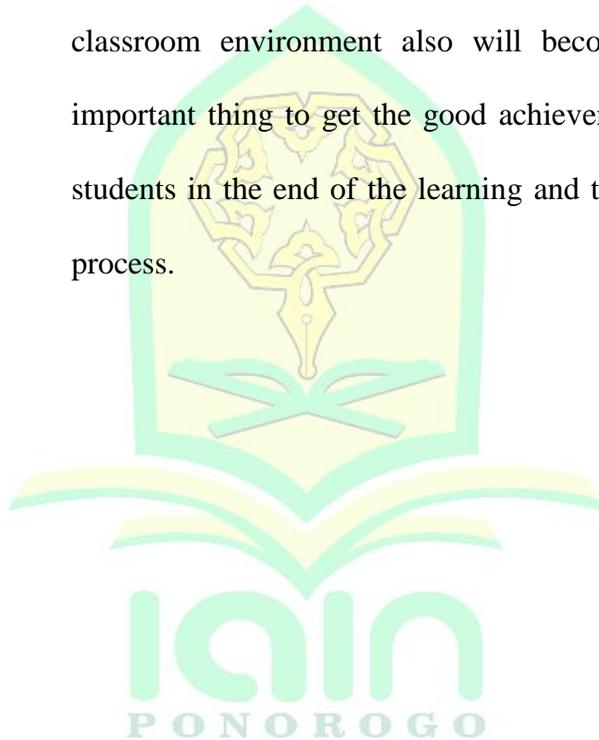
⁶⁴ Euis Karwati and Donni Juni Priansa, *Manajemen Kelas (Classroom Management) Guru Professional yang Inspratif, Kreatif, Menyenangkan dan Berprestasi* (Bandung: Alfabeta, 2014), 155.

The successful of students in learning process is caused by some factors that can influence the students' learning achievement. According to Euis Karwati, the factors that can influence the students achievement is internal factors (intelligence, behavior, interest, motivation), external factors (social environment, non social environment), students' learning approach.⁶⁵ Ngalim Purwanto said the factors that can influence the students' achievement are internal factors (environment and instrumental), and internal factors (physiology and psychology; interest, intelligence, motivation, cognitive ability).

From these opinions the writer can make the conclusion that internal factors such us emotional condition of the students and external

⁶⁵ *Ibid.*, 156.

factors such as social environment have a big effect and contribution to the students learning achievement included English achievement. Because of it, managing the socio emotional classroom environment also will become the important thing to get the good achievement of students in the end of the learning and teaching process.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the research methodology which is used in this study. The researcher also explains the research setting, data and source of data that support in this study. This chapter also includes technique of data collection and data analysis.

A. Research Approach and Design

The term “research” refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analysing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generalisations for some theoretical formulation.⁶⁶

⁶⁶ C. R. Kothari, *Research Methodology~Methods and Techniques* (New Delhi: New Age International Limited. 2004), 1-2.

Research method is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology.⁶⁷

Because this research studies behavior as it occurs naturally in teaching and learning of English classroom, then this research employed qualitative research. Qualitative research investigates the quality of relationships, activities, situations, and materials. It focuses on understanding the context and attempts to

⁶⁷ *Ibid.*, 8.

explain the intentionality of behaviors.⁶⁸ Qualitative research or qualitative studies, also called basic interpretative studies by some, provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved. The central purpose of these studies is to understand the world or the experience of another.⁶⁹

According to Donald Ary, qualitative inquiry begins from a different assumption, namely that the subject matter of the social or human sciences differs fundamentally from the subject matter of the physical or natural sciences and therefore requires a different goal for inquiry and a different set of methods for investigation. Qualitative inquirers argue that human behavior is always bound to the context in which it

⁶⁸ Donald Ary, et al., *Introduction to Research Education* (Canada : WADSWORTH, 2010), 419.

⁶⁹ *Ibid.*, 453.

occurs, that social reality cannot be reduced to variables in the same manner as physical reality, and that what is most important in the social disciplines is understanding and portraying the meaning that is constructed by the participants involved in particular social settings or events.⁷⁰

Qualitative research is frequently done in the form of descriptive research. The descriptive research is the research to describe the process, condition, and the characteristic of an event. Research design that applies in this research is descriptive qualitative research. The qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic

⁷⁰ *Ibid.*, 420.

communications are used to present the findings of the study.

B. Researcher's Role

Indirect observation is observation with limited interaction with the people one observes. Indirect observation tends to be more focused than participant observation because researcher is not a part of entire context.

In this socio emotional classroom environment management research, the researcher became the indirect observer. Indirect observer doesn't typically try to become a participant in the context. However, indirect observer does strive to be as unobtrusive as possible so as not to bias the observations. Thus, data indirect observations can be recorded in many of the

same ways as interviews and through pictures, photos, or drawings.⁷¹

C. Research Location

The research took place in SMPN 1 Siman Ponorogo which is located at Jalan Raya Siman Desa Demangan, Kec. Siman, Kab. Ponorogo.

The research aims was to observe the English teachers' strategy in managing the socio emotional classroom environment in teaching English in this school. There are several reasons in selecting SMPN 1 Siman Ponorogo as the research location for conducting this research, as follow :

1. SMPN 1 Siman is one of Junior High School in Ponorogo which there are some English teachers which do good enough classroom management.

⁷¹ Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta Selatan: Salemba Empat, 2012), 21.

2. SMPN 1 Siman is one of Junior High School in Ponorogo which have a good educational management.
3. The students at SMPN 1 Siman have a variety behavior especially during teaching process.
4. The researcher wants to know the socio emotional classroom management in teaching English which is conducted by the English teachers in SMPN 1 Siman.

D. Sources of Data

The data that used by the researcher in this research are from the following :

1. The primary data

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character.⁷² The source of

⁷² C. R. Kothari, *Research Methodology~Methods and Techniques* (New Delhi: New Age International Limited, 2004), 95

data in this research is the all information that the researcher got from the subjects. The information about socio emotional classroom management and the problems faced got from the field note of the observation during teaching English process and the transcript of interview the English teachers and some students in that class.

2. The secondary data

To support the primary data, the researcher used the secondary data. The secondary data means data that are already available i.e., they refer to the data which have already been collected and analysed by someone else.⁷³ In this research, the secondary data that used by the researcher is the documents about information of SMPN 1 Siman (historical of SMPN 1 Siman, vision, mission goal, geographical location,

⁷³ *Ibid.*, 111.

organization structure, conditions of teachers, staff, students, facilities and infrastructures), and some books related with the implementation of socio emotional classroom management which done by the teachers.

E. Techniques of Data Collection

Qualitative researchers also have a number of data-gathering tools available for their investigations. The most widely used tools in qualitative research are interviews, document analysis, and observation.⁷⁴

1. Observation

Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” The qualitative researcher’s goal is a complete description of behavior in a specific

⁷⁴ Donald Ary, et al., *Introduction to Research Education* (Canada : WADSWORTH, 2010), 220.

setting rather than a numeric summary of occurrence or duration of observed behaviors. Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in natural settings.⁷⁵

Observational data are attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations. The researcher is given the opportunity to look at what is taking place *in situ* rather than a second hand. This enables researchers to understand the context of programmes, to be opened and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (e.g. opinions

⁷⁵ *Ibid.*, 431.

in interviews), and to access personal knowledge.⁷⁶ In this research, the researcher did the observation to know how the English teachers manage the socio emotional environment of classroom during teaching English.

2. Interview

According to Donald Ary, the interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained

⁷⁶ Louis Cohen, et al., *Research Methods in Education* (London: Routledge Falmer, 2000), 305.

through observation, or they can be used to verify observations.⁷⁷

Interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.⁷⁸ To get some information for answering the research problems, the researcher conducted interview with some subjects there are: some English teachers at SMPN 1 Siman Ponorogo and some students who are taught by them, from seventh grade to ninth grade randomly.

The English teachers at SMPN I Siman Ponorogo consist of four persons, they are Miss Tricahyani who teaches seventh grade, Miss

⁷⁷ *Ibid.*, 438.

⁷⁸ Louis Cohen, et al., *Research Methods in Education* (London: Routledge Falmer, 2000), 267.

Purwaningsih who teaches seventh and eight grade then Miss Aning Hendariyah and Miss Eva Vaulia who teach ninth grade. Beside that, the researcher interview the students who are taught by them about 2 person from each grade.

3. Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study.

The term documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts.⁷⁹ Field workers often pick up a wide range of documents from their sites : meeting agendas, evaluation reports, newspaper article, budgets, etc.

Documents are lengthy and typically need

⁷⁹ Donald Ary, et al., *Introduction to Research Education* (Canada : WADSWORTH, 2010), 442.

clarifying and summarizing. The researcher need to know the document's significance : what it tells the researcher and others about the site that is important.⁸⁰

F. Techniques of Data Analysis

Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted. Analysis involves reducing and organizing the data, synthesizing,

⁸⁰ Mathew B. Miles and A.Michael Huberman *An Expanded Sourcebook Qualitative Data Analysis* (California: SAGE Publications, 1994), 54.

searching for significant patterns, and discovering what is important.⁸¹

According to Miles and Huberman, they define analysis as consisting of three concurrent flows activity : data reduction, data display and conclusion drawing or verification.

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. As we see it, data reduction occurs continuously throughout the life of any qualitatively oriented project.⁸² Data reduction is stage of

⁸¹ Donald Ary, et kal., *Introduction to Research Education* (Canada : WADSWORTH, 2010), 481.

⁸² Mathew B. Miles and A.Michael Huberman *An Expanded Sourcebook Qualitative Data Analysis* (California: SAGE Publications, 1994), 11.

summarizing, classifying and focusing on essential things.

a. Summarizing

In this stage, the researcher summarize the broads data into some specific data related with the implementation of teachers' strategy in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo.

b. Classifying

The researcher classifies the data into some point related with the implementation of teachers' strategy in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo.

c. Focusing

The researcher selects the data that only focus on the specific data related with the implementation of teachers' strategy in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo.

2. Data display

Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action based on that understanding.⁸³

⁸³ *Ibid.*, 11.

3. Conclusion drawing and verification

According to Miles and Huberman, conclusion drawing is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set.⁸⁴

G. Checking of Credibility

The integrity of qualitative research depends on attending to the issue of validity.

Validity concerns the accuracy or truthfulness of

⁸⁴ *Ibid.*, 11.

the findings. The term most frequently used by qualitative researchers to refer to this characteristic is credibility. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context.⁸⁵

For enhancing the credibility (internal validity) of qualitative studies there are methods may be categorized according to there are five types of evidence : structural corroboration, consensus, referential or interpretive adequacy, theoretical adequacy, and control of bias. In this research, the type evidence is structural corroboration which use the triangulation. Triangulation technique is the use of multiple sources of data, multiple observers, multiple

⁸⁵ Donald Ary, et al., *Introduction to Research Education* (Canada : WADSWORTH, 2010), 498.

theories and/or multiple methods. Structural corroboration uses different sources of data (data triangulation) and different methods (methods triangulation).

The researcher chooses to use triangulation or data triangulation in this research because there are many kinds of the source of data such as field notes of observation, transcript of interview and documents to investigate the teachers' strategy in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman. In data triangulation, the researcher investigates whether the data collected with one procedure or instrument confirm data collected using a different procedure or instrument. The researcher wants to

find support for the observations and conclusions in more than one data source.⁸⁶

H. Research Procedure

In this descriptive qualitative research, there are some procedures that must be done by the researcher to answer the research statement above. They are planning, application and reporting the research result.

1. Planning

In the beginning of conducting this research, the researcher have to make the research plan or research proposal included choosing the research setting, the participant, choosing the data collection techniques, preparing the instrument to collect the data, organizing permission, and others needed in planning the research.

⁸⁶ *Ibid.*, 499.

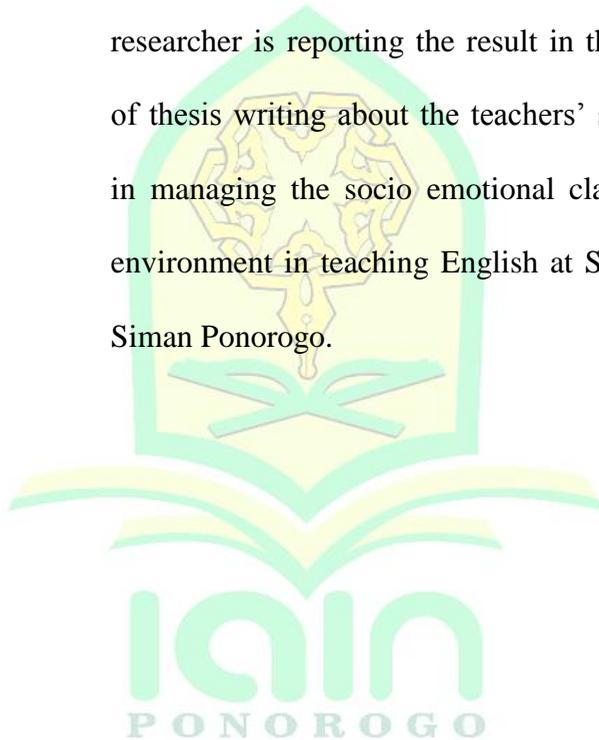
2. Application

After finishing in preparing the research plan, the next procedure is application. In this stage, the researcher begins with doing observation to the implementation of teachers' strategy in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo to gather the data. Beside doing observation, the researcher also does the interview to the English teachers and some of students and using the students' English achievement to support the observation result. These data will be analyzed by the researcher through data reduction, data display and data verification,

then the researcher will make the conclusion and the suggestion about the research finding

3. Reporting

The last activity done by the researcher is reporting the result in the form of thesis writing about the teachers' strategy in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo.



CHAPTER IV

RESEARCH FINDING

A. General Data

1. Historical Background of SMPN 1 Siman

SMP Negeri 1 Siman Ponorogo in academic year 1983/1984 was located at Demangan village Siman Ponorogo, from the ministerial republic of Indonesia degree number 0472/0/1983, November 07, 1983. In the beginning of opening this school there are 3 classes with 120 students, 12 teachers, 2 administrator purser and 2 office boys which led by Mr. Drs. Trisoeko, as the headmaster.

During academic year 1983/1984 – 1984/1985, the teaching and learning process of SMPN 1 Siman borrowed the building of SD Kepuhrubuh Siman Ponorogo which located about

1 km in the south ward of SMPN 1 Siman, because the building of SMPN 1 Siman was still built.

Later, in 1984 exactly in December 19, the building of SMP Negeri 1 Siman had finished and be legitimated by Mr. Wahono as the Governor of East on a landmass about 11.100 m.⁸⁷

2. School's Profile

SMP Negeri 1 Siman is supported with the professional teachers with the education qualification of S-1 and S-2. In 1983, this school had 3 classrooms and now have been developed to be 20 classrooms with the complete facilities. SMPN 1 has A accreditation since 2010 and located at Jl. Raya Siman beside UNIDA Gontor. SMPN 1 Siman consistence in evolving his quality and now has been same with the other Junior High School in Ponorogo. While, they also consistence

⁸⁷ Look at the documentation transcript : 01/D/P-1/13-III/2019

in achieving good achievement and performance in academic as well as non-academic.⁸⁸

3. Vision, Mission and Goals of SMPN 1 Siman

a. Vision

Achieving, Cultured Environment Based on Faith and God fearing

The indicator of vision :

- 1) The realization of the development of Education Unit Level Curriculum (KTSP) is applicable.
- 2) The realization of an effective learning process so that potential learners develop optimally.
- 3) The realization of competitive graduates in continuing education and intelligent in solving problems faced daily.

⁸⁸ Look at the documentation transcript : 02/D/P-2/13-III/2019

- 4) The realization of achievement in the field of non-academic (extracurricular activities).
- 5) The realization of graduates of faith and devotion to God YME, morality, character of academic competence of quality, has the personality of the Indonesian nation.
- 6) The realization of the awareness of the citizens of the school on environmental culture.
- 7) The realization of education infrastructure to be relevant and interactive.
- 8) The realization of interactive learning media
- 9) The realization of human resources that have the ability and willingness and consistence in carrying out the task.
- 10) The realization of participative school management and accountability.

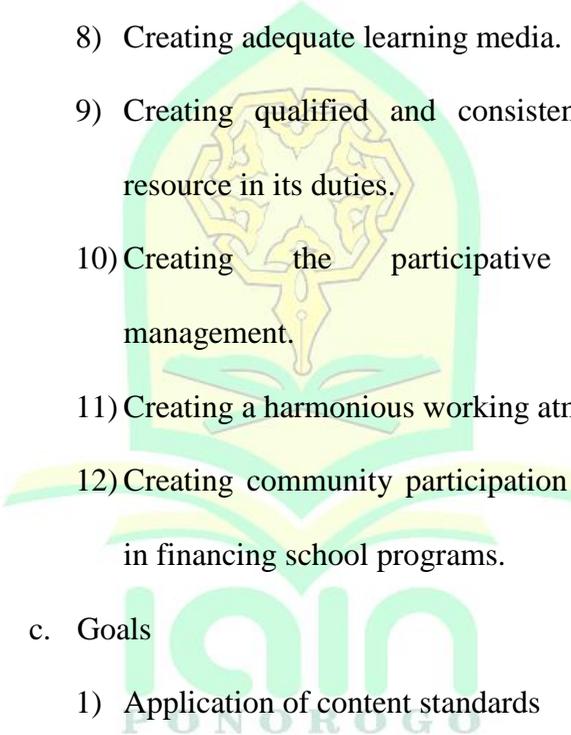
11) The realization of a harmonious working environment that allows all school managers to achieve success.

12) The realization of community participation (parents) in financing the school programs.

b. Mission

Missions of SMPN 1 Siman :

- 1) Creating a complete set of curriculum.
- 2) Creating Active, Creative, Effective, and Joyful Learning activities (PAKEM).
- 3) Creating competent and intelligent graduates.
- 4) Creating achievement in the field of extracurricular activities.
- 5) Creating graduates devoted to God almighty, character, academic competence of quality, has the personality of Indonesia.

- 
- 6) Creating a clean, healthy, and caring culture of environmental sustainability.
 - 7) Creating educational infrastructure that is relevant and adequate.
 - 8) Creating adequate learning media.
 - 9) Creating qualified and consistent human resource in its duties.
 - 10) Creating the participative school management.
 - 11) Creating a harmonious working atmosphere.
 - 12) Creating community participation (parents) in financing school programs.

c. Goals

- 1) Application of content standards
- 2) Application of the learning process standards
- 3) Achievement of a passing grade

- 4) Achievement extracurricular activities
- 5) Achievement standard of school facilities and infrastructure
- 6) Achievement standard of teacher
- 7) Achievement of school management standard
- 8) Achievement of harmonious relationship system of school community accordance with the guidelines that have been set.⁸⁹

4. The Facilities of SMPN 1 Siman

The facilities and basic activities are needed to be media of school activities and to support an education quality making up of the school. To create it, the school facilities are always completed and updated periodically. The detail of facilities

⁸⁹ Look at the documentation transcript : 03/D/P-3/13-III/2019

and basic facilities of SMPN 1 Siman Ponorogo can be seen in appendix sheet.⁹⁰

5. Organization's Structure of SMPN 1 Siman

In order to manage the school programs and achieve the vision and mission of SMPN 1 Siman Ponorogo, it is necessary to create the school organization which consist of people with particular positions and duties. The members of the organization can be from the teachers or some people elected to hold the school organization. The following are the organization's structure of SMP Negeri 1 Siman Ponorogo :

- a. Headmaster : Subesri, S.Pd. M.Pd.
- b. Vice of Curriculum : Elly Susiana, M. Pd
- c. Vice of Students : Drs. Muryad, M. Pd
- d. Vice of Public Relation : Drs. Anwar Buchori

⁹⁰ Look at the documentation transcript : 04/D/P-4/13-III/2019

e. Vice of Infrastructure : Agus Subiyakto, S.Pd

f. Administration staff : Dr. Eny Retnoyati⁹¹

6. The Number of Teachers of SMPN 1 Siman

The existence of teachers in education is undoubtedly very important. They are the first components of learning activities, so it is necessary to pay attention of the teachers in the institution. The number of teachers in SMPN 1 Siman Ponorogo is 38 teachers and 12 education staff. The teachers' education is mostly undergraduate degree and the others are postgraduate degree. Each teacher teaches the subject which is linear with his or her educational background. It is aimed to create an institution which has professional educator. The complete data about the teachers of SMPN 1 Siman Ponorogo can be found in the appendix.⁹²

⁹¹ Look at the documentation transcript : 05/D/P-5/13-III/2019

⁹² Look at the documentation transcript : 06/D/P-6/13-III/2019

7. The Number of Students of SMPN 1 Siman

The existence of students in an education in institution also has the significant role in learning activities. A school which has the high quantity of the students mean that is trusted school. The total number of students in SMPN 1 Siman Ponorogo in academic year 2018/2019 is 386. The detail calculation of the student's division can be seen in the appendix.⁹³

B. Specific Data

1. Teachers' Strategy in Managing the Socio Emotional Classroom Environment in Teaching English at SMPN 1 Siman Ponorogo

The successful of classroom management in giving the support to the achieving of learning objective will be effected by physical environment, socio emotional condition and organizational

⁹³ Look at the documentation transcript : 07/D/P-7/13-III/2019

condition. One of them which will give a high impact to the successful teaching and learning process is the socio emotional condition of classroom. Teacher's management in socio emotional classroom environment is important in supporting the teaching and learning process.

Here are some opinions from English teachers at SMPN 1 Siman Ponorogo. According to Mrs. Aning Hendariyah, she stated :

Yes, it is very important. Because for supporting the teaching and learning process in the class, it is needed controlling the class condition and environment in order that the teaching and learning process will run well.⁹⁴

According to Mrs. Purwaningsih, she stated :
“Yes, it is important for knowing the students character and students learning motivation.”⁹⁵

⁹⁴ Look at the interview transcript : 01/I/6-IV/2019

⁹⁵ Look at the interview transcript : 02/I/6-IV/2019

And according to Mrs. Eva Vaulia, she stated : “Yes, managing the socio emotional classroom environment is important. Because if we didn’t manage and plan it, we can’t achieve the teaching purpose.”⁹⁶

And according to Mrs. Tri Cahyani, she stated : “Yes, because by managing the socio emotional classroom environment the students are hoped having a good knowledge and good attitude which appropriate with their ages, and caring with others.”⁹⁷

Based on the these statements, the managing of socio emotional classroom environment is important in supporting the teaching and learning process because from this management we can make the teaching process run well in order to

⁹⁶ Look at the interview transcript : 04/I/6-IV/2019

⁹⁷ Look at the interview transcript : 03/I/6-IV/2019

achieve the teaching purpose. Beside that, we can also know the students' character and students' learning motivation that can help us for control their learning activities in the class.

For managing this socio emotional classroom environment, teachers did some strategies. Based on the result of the data collection that have done by the researcher at SMPN 1 Siman, the researcher found that there are some different strategy that are used by four English teachers at SMPN 1 Siman on managing the socio emotional classroom environment. To get this data, the researcher did several interviews to the four English teachers and some students who taught by them and also did the observation to know the real process of teaching and learning English.

The strategy between one teacher to another teacher are different, depend on the students condition and the teacher character. But there are also the same strategy between some teacher in managing the socio emotional classroom environment. In managing the socio emotional classroom environment, it include the management of students emotional like students' interest and motivation to learn English, students attitude, students-teachers relation etc. Based on the researcher's observation, the researcher found that in the beginning of the teaching and learning process, there is teacher who shown the motivation video for her students, she was Mrs. Purwaningsih. In this time, the learning process was done at Media Room because the teacher used LCD Projector in explaining the material.⁹⁸

⁹⁸ Look at the observation transcript : 04/O/20-III/2019

In order to make the students interested in learning English, one strategy that is used for example using LCD Projector. Mrs. Aning Hendariyah who teach the ninth grade and Mrs. Purwaningsih who teach eight grade sometimes choose this strategy to increase students interest. According to Mrs. Purwaningsih, she said :

I use several strategies in teaching English, such as making them in team work or group discussion (cooperative learning), using media like LCD & projector, giving them motivation video before starting the lessons and playing the music during they are doing their assignment in the class.⁹⁹

Whereas according to Mrs. Aning Hendariyah, she said :

We can give them the interesting directions or instructions that can make them interested for joining the teaching and learning process. For example the use of

⁹⁹ Look at the interview transcript : 02/I/6-IV/2019

LCD Projector as media in teaching English.¹⁰⁰

Using LCD projector as media in teaching and learning process can be trusted effective to increase students' interest and students' motivation and make them pay attention to the teachers' explanation. The students also seen more comfortable and enjoy when their teacher teaches using LCD projector. These are opinion from some students who taught by Mrs. Aning Hendariyah and Mrs. Purwaningsih.

According to Liana (The eighth grade student of SMPN 1 Siman taught by Mrs. Purwaningsih) :
“Yes. I am very comfortable during the teaching and learning process. It is very easy to be understood and Mrs. Purwaningsih can motivate

¹⁰⁰ Look at the interview transcript : 01/I/6-IV/2019

her students who didn't like English to be like English."¹⁰¹

Another strategy that used by English teacher in managing the socio emotional classroom environment is using humor during explaining the lesson like what done by Mrs. Eva Vaulia who teach the ninth grade, she said :

During the teaching process, I combine between lesson and humor. Then, I will explain the lesson or material through humor, because it can make the students enjoy my explanation but still pay attention to the lesson. Through humor also, can build the good relation between students and teacher, more intimate but they still regard me as their teacher.¹⁰²

In researcher's opinion, combine the lesson with humor is one of the effective strategies in managing the socio emotional classroom environment. From social aspect, it can build the

¹⁰¹ Look at the interview transcript : 18/I/20-IV/2019

¹⁰² Look at the interview transcript : 04/I/6-IV/2019

good relation between teacher and students. While in emotional aspects, it can make the students feel happy, enjoy, comfortable and interested to learn English. The researcher also did interview to the students who taught by Mrs. Eva Vaulia to know their opinion and their feeling about teaching and learning process with Mrs. Eva Vaulia.

According to Sefia Nur Dea Anjelina (The ninth grade student of SMPN 1 Siman taught by Mrs. Eva Vaulia), she said : “I feel comfortable when Mrs. Eva has good mood and teach with humor. But if Mrs. Eva has bad mood and angry because her students make mistake and don’t want to pay attention, I feel uncomfortable.”¹⁰³

The students who always make noise in the class, don’t want to listen and pay attention to the

¹⁰³ Look at the interview transcript : 16/I/18-IV/2019

teacher's explanation, disturb they friend, don't do the assignment, moreover students who can sleep in the class will influence to the teachers' emotional, then sometimes teachers will angry or have bad mood in teaching. But every teachers certainly have their own strategy to solve these students condition.

For example like what researcher saw when doing the observation in the Mrs. Eva Vaulia's class. When she found the students made noise, they talked to their friend and had low concentration in paying attention to the teacher's explanation, Miss Eva's sound was stable in high frequency that make the all students pay attention to her. When the students make noise in their place, the teacher came to their place to called up and keep the class in conducive. When there are some

students who move from their place, Mrs. Eva also admonished them to return to their place.¹⁰⁴

In the other class, it was Mrs. Aning Hendariyah's class the researcher saw the different case. When the strategy above was not success to make the students pay attention to the lesson, Mrs. Aning will give them physical punishment to make them be cured of this bad habit. During teaching process there are also some students who came late to the class, then Mrs. Aning gave punishment through push up.¹⁰⁵

The other strategy that used by the teacher in managing the socio emotional classroom environment is playing music during teaching and learning process. This strategy was done by Mrs.

¹⁰⁴ Look at the observation transcript : 01/O/02-III/2019

¹⁰⁵ Look at the observation transcript : 02/O/02-III/2019

Purwaningsih, she stated : “I am playing the music during they are doing their assignment in the class.”¹⁰⁶ Mrs. Purwaningsih believes that through playing the music when the students learning and doing their assignment, it can make them feel enjoy and relax and it is good for their emotional condition.

Beside that, Mrs. Purwaningsih also applied the cooperative learning in managing the socio emotional classroom environment. She said :“I use several strategies in teaching English, such as making them in team work or group discussion (cooperative learning)”¹⁰⁷. By making them in team work or group discussion for doing the assignment, it can help them to build their socialization ability and their good relation with their friend.

¹⁰⁶ Look at the interview transcript : 02/I/6-IV/2019

¹⁰⁷ Look at the interview transcript : 02/I/6-IV/2019

The strategies that used by Mrs. Tri Cahyani based on the result of the researcher's interview are bellow. She said : "There is one strategy that I use to manage the socio emotional classroom environment, namely direct strategy. Using these strategies, the students are expected to have self directed, independent, and interdependent."¹⁰⁸

The last strategy that used by English teacher in managing the socio emotional classroom environment is done by Mrs. Eva Vaulia, she said : "During the teaching process, I also will praise them when they can do or answer the assignment well, it will make them feel happy and appreciated."¹⁰⁹

¹⁰⁸ Look at the interview transcript : 03/I/6-IV/2019

¹⁰⁹ Look at the interview transcript : 04/I/6-IV/2019

From this result of interview, we can know that by giving the students praise when they can do or answer their assignment correctly it will give the positive feeling and positive emotional condition of students. It will make them feel happy and feel appreciated. Certainly it will make them more interested to learn English and pay attention to the teacher's explanation in the class.

Based on the researcher's observation, besides applying some strategies, there is important thing that done and noticed by the all teachers, namely the teacher's voice. During the teaching and learning process, the condition in the all classes are almost same. They always make noise in the class. Then, the all English teachers when teach always keep their sound in stable high frequency and clear enough. This done in order that the all

students will pay attention, and the teachers' sound will not lose by the students' sound.

2. Problems Faced by the English Teachers' in Managing the Socio Emotional Classroom Environment at SMPN 1 Siman Ponorogo

In managing the socio emotional classroom environment, the English teachers faced some problems that must different between one teacher to another. Based on the result of the researcher's data collection, these problems sometimes come from the students, the teachers themselves, the school facilities etc.

According to the observation result in the class which was done by the researcher, the students at SMPN 1 Siman appertain to the active students. They always make noise during the teachers explain the lesson, they move around the

class, they disturb their friend etc. Beside that, there are some opinions from English teachers about their problem in managing the socio emotional classroom environment.

According to Mrs. Aning Hendariyah, she said : “Limited LCD projector in our school that make me not every time can use this, then I have to teach in the class like usually and my students will make noise and less attention to the lesson.”¹¹⁰

From the fact before, using LCD projector is trusted can create the effective teaching and learning, but there are also some problems that we faced during using this media. For example like what Mrs. Aning said that the limited of LCD projector in SMPN 1 Siman also will be a problem. Then teachers have to teach in the class, that

¹¹⁰ Look at the interview transcript : 05/I/13-IV/2019

sometimes the students will have low concentration and low attention to the lesson. Teachers have to think about what unique and interesting strategy which they can use in teaching English next.

Another problems that teachers faced sometimes come from their students it self. Like what Mrs. Purwaningsih faced during her teaching. Based on the researcher's interview, Mrs. Purwaningsih said :

Most of students in my class are the children whom their parents work in foreign countries and they live with their grandfather/grandmother, therefore their behavior need the special treatment. Because of less control from their parents then most of them wasting the time for playing (games/hand phone) that make them not quite sleeping so in the class they feel sleepy.¹¹¹

¹¹¹ Look at the interview transcript : 07/I/13-IV/2019

Mrs. Eva Vaulia also said : “They make noise during teaching and learning process. Whereas, some students sleep in the class because they work in the night.”

In the all class that are observed by the researcher, the students always make noise during teaching and learning. But sometimes they also keep silent in the class because they sleep. Students sleep in the class still become the problems that heavy on hand without looking for what are the cause of it first. Students have to follow the process of teaching and learning well, but it also depend on their condition. When their condition is not good like sleepy and sick, it will make them have low attention and concentration to the lessons.

Some reasons why the students feel sleepy in the class because they didn't have enough time for

rest in their home. Mrs. Eva Vaulia said that some students in her class working in the night to help their parents, finally they often feel sleepy in the class. In Mrs. Purwaningsih's class, the reasons why the students feel sleepy in the class because they spending more time to play game on their smart phone in the night. Finally, they feel sleepy when entering the class and didn't pay attention to the teacher's explanation.

It is not only become teacher's duty to solve this problem, but parents' role also will give impact to the students. Then there must be any cooperation between parents and teachers to support the students. Parents also have to caring for their children during they stay at home. Parents have to ascertain that their children get enough time for rest

till they can follow the teaching and learning process in the class well in the next day.

When the researcher did the observation in Mrs. Tri Cahyani's class, the researcher also found there are some students who have bad habit in the class, moreover they like annoy and destroy. They play in the class, without paying attention to their teacher. When their teacher give them admonition, moreover give them a physical punishment it did not make them afraid and be cured of their habit.¹¹²

It will also become a big problem especially for the teacher, where the teacher have to be a patient person to face and solve this condition. Not only will disturb the teaching process of teacher, but also disturb the learning process of the other

¹¹² Look at the observation transcript : 03/O/14-III/2019

students that can make them feel uncomfortable. Like what students' said during the researcher did the interview to them.

According to Marcella Pratiwi (The seventh grade student of SMPN 1 Siman taught by Mrs. Tri Cahyani), she said : “I feel uncomfortable when my friend make noise during Mrs.Tri explained the lesson and they didn't want to do Mrs. Tri's directions.”¹¹³

And according to Dini Aprilia (The seventh grade student of SMPN 1 Siman taught by Mrs. Tri Cahyani), she said : “I feel uncomfortable when my friend always disturb me during doing the assignment”.¹¹⁴

¹¹³ Look at the interview transcript : 13/I/18-IV/2019

¹¹⁴ Look at the interview transcript : 14/I/18-IV/2019

From these statements, the researcher can know that the destroyer and annoyer students not only disturb the teaching process of the teacher but also disturb the learning process of the students that can make the teaching and learning process didn't run well.

The other problems that faced by Mrs. Tri Cahyani during managing the socio emotional classroom environment are stated as bellow when the researcher conducted the interview with her.

There are some problems that I faced during managing the socio emotional classroom environment. The problems come from the students itself such as the students' ability which different from one to another and the level of students' vocabularies are still low.¹¹⁵

In the previous sub chapter, we discussed about humor that assured can be applied in the

¹¹⁵ Look at the interview transcript : 08/I/13-IV/2019

teaching and learning process for managing the socio emotional classroom environment. But in fact, according to Mrs. Eva Vaulia statements, humor also give the problems. Mrs. Eva Vaulia said :

Sometimes my students overreach in joking with me and sometimes like they consider me as they friend. When they joke too much, sometimes they didn't pay attention to my explanation. Then we can't achieve the teaching purpose at that day, and the time was over.¹¹⁶

From the interview result above, we know that sometimes using humor during teaching English also will give some problems for teaching process. Like what experienced by Mrs. Eva Vaulia above. When Mrs. Eva explaining the lesson by combining it with humor, sometimes the students overreach in joking with their teacher. They

¹¹⁶ Look at the interview transcript : 06/I/13-IV/2019

consider their teacher like their friend, then they didn't pay attention to their teacher's explanation. Sometimes also when they joke too much, Mrs. Eva said that they can't achieve the teaching goal at that day. Finally the lesson at that day undelivered thoroughly.

3. The Contribution of the Socio Emotional Classroom Environment to the Students' English Achievement at SMPN 1 Siman Ponorogo

Based on the result of researcher's interview to the all English teachers at SMPN 1 Siman, they are agree that there is contribution of the socio emotional classroom to the students English achievement. But in fact at SMPN 1 Siman, the students achievement is not only influenced by the socio emotional classroom environment. The good

management of socio emotional classroom environment can create an effective teaching and learning process, but not always can affect to the students' English achievement. These are the opinions from the English teachers at SMPN 1 Siman about the contribution of socio emotional classroom environment to the students achievement

According to Mrs. Purwaningsih, she said :

Yes, there is any contribution of socio emotional classroom environment management to the students' achievement, but my students' achievement is still not good enough in academic achievement. They have low competence in academic achievement, but in non-academic achievement they are good.¹¹⁷

From Mrs. Purwaningsih's statement, she told that her students' academic achievement is still low, but in the other aspect or non academic achievement they are good. From example they

¹¹⁷ Look at the interview transcript : 12/I/16-IV/2019

won in the sport competition, art competition etc. Although their students shown their interest during learning in the class, but they not always get good score in their examination.

Then, Mrs. Eva Vaulia has same opinion with Mrs. Purwaningsih, she said :

Actually yes, but it also depend on their IQ. Managing the socio emotional classroom environment will create an effective teaching and learning process, but not all students will get a good achievement. The students who have high IQ they will get a good and high achievement, but the students who have low IQ they get low achievement too.¹¹⁸

Although the students and the teachers said that they feel enjoy and comfortable in the class, in fact it does not assure that the students' achievement will good. The score is still influenced by their understanding to the lesson, and their level

¹¹⁸ Look at the interview transcript : 10/I/16-IV/2019

of understanding the lesson also will be influenced by their IQ.

In other opinion according to Mrs. Aning Hendariyah, she said :

Yes, there is contribution. During teaching process, I usually train them how to be brave in answering the question. Then who are brave to answer, I will give the extra value for them. But my students' achievement are different one to another. There are some students who have high achievement, but also there are many students who have low achievement¹¹⁹

From this statement, when the teachers pushes the students to be active and be brave in answering and trying, the students will get the opportunity to achieve the score from their teachers. It means, there is any significance proof that socio emotional classroom environment have contribution to the students' English achievement, especially in students' daily assessment. Then,

¹¹⁹ Look at the interview transcript : 09/I/16-IV/2019

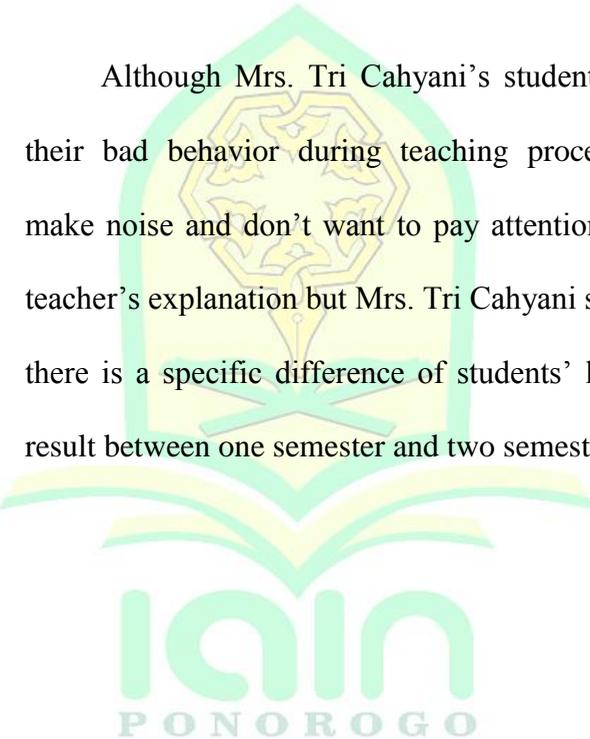
managing the socio emotional classroom environment not only will affect to the students' achievement but also to their mental. The students will push their self to try and answer the question because they want get the additional score from the teacher. From this, they also will be drilled to try without anxious in making the mistakes. But in the real case what happened in Mrs. Aning's class, not all students will brave to try in answering the question. Then the score or the achievement between one student to another students will be different. The students who braver to answer will get higher score, and the students who afraid to answer will get lower score.

The same opinion with Mrs. Aning's opinion is from Mrs. Tri Cahyani's opinion. She said :

Yes, there is any contribution of socio emotional classroom environment

management to the students' achievement. We can see from the students' achievement or learning result that almost better than the result from the semester before in each year. From this I think that the management of socio emotional in this class was giving a contribution.¹²⁰

Although Mrs. Tri Cahyani's students show their bad behavior during teaching process like make noise and don't want to pay attention to the teacher's explanation but Mrs. Tri Cahyani saw that there is a specific difference of students' learning result between one semester and two semester.



¹²⁰ Look at the interview transcript : 11/I/16-IV/2019

CHAPTER V

DATA ANALYSIS

In this chapter, the researcher discusses the result of the research based on the statement of problems. The result of the research taken from the result of the observation and interview that had been analyzed which was done at SMPN 1 Siman Ponorogo. The discussion gives explanation as follows:

A. Teachers' Strategy in Managing the Socio Emotional Classroom Environment in Teaching English at SMPN 1 Siman Ponorogo

In classroom management, teacher do some process or the activity stages which begin with planning, performing, evaluating, until become a unity process and concerned. One activity in classroom management is student management (socio emotional condition) which concern in managing students'

behavior, discipline, learning interest, groups dynamics.¹²¹

Before applying some strategies for managing the socio emotional classroom environment, teachers must understand the condition or the situation of the students, because the different students' condition will need the different strategy also. Here, every English teacher will have their own strategy for managing the socio emotional classroom environment in their own English class. They will apply the different strategies based on what their problems faced in their class.

The number of students at SMPN Siman Ponorogo from seventh grade, eight grade, and ninth grade are about 25 students until 32 students. It was a big number of students that must be controlled by each

¹²¹ Joyce McLeod, et al., *The Key Elements of Classroom Management : Managing Time and Space, Students Behavior, and Instructional Strategies* (Virginia USA: ASCD Association for Supervision and Curriculum Development, 2003), 23.

teacher. The condition of students at SMPN 1 Siman Ponorogo from a whole class almost same. They are an active students in the class, which always make noise during teaching and learning process till sometimes they didn't want to pay attention to the teacher's explanation.

Facing this situation, the English teachers must strive to find the effective strategy for managing the socio emotional classroom environment in order that the students can achieve the good achievement in English subject especially, remembering that English is not an easy thing for almost a whole of students.

Based on the result of the observation of the real teaching and learning process in the class and the result of interview with four English teachers and several students at SMPN 1 Siman, the researcher knows that there are many ways and strategies that used by the

English teachers in teaching English which is different between one to another. Then, the researcher has summarized it to be several numbers to make the reader easier in understanding it. Those are such as:

1. Using LCD Projector as Media

One of many strategies that trusted can be an effective way for getting students attention and they seen happy and interesting is teaching English using LCD Projector. Teaching using LCD Projector is showing the material in the LCD so the all students can look it clearly. It is not only can useful for the students but also very helpful for teacher duty. That's why many teachers and also students who like and interesting when learning using LCD Projector.

Like what researcher doing observation to the teaching and learning English process at SMPN 1 Siman, the researcher has an opportunity to observe

Mrs. Purwaningsih which teaches using LCD projector. When teaching using LCD projector, the class will move to the laboratory of media. In the beginning of the lesson, Mrs. Purwaningsih begin with play the motivation video. From here, the students have been seen very interesting to follow the next activity in the class.

Entering to the new material, Mrs. Purwaningsih shows the power point about the material and explains it. The students seen give full attention to the teacher's explanation and they don't make noise in this class, it seem very different with when the teaching and learning process done in the regular class, they will seen bored, sleepy and don't want to pay attention.

After finishing explanation, Mrs. Purwaningsih asks them to do the assignment in their book in

group discussion. When they have finished, they are asked to share their answer by writing it in the laptop then will be seen in LCD. The researcher can see that they are very interested and fun for this activity, although their answers are not right at all but at least they seen very enjoy, comfortable, fun and interesting to learn English at that day.

This strategy also supported by the theory said that well done Power Point presentations can greatly enrich interest and effectiveness of any subject. With practice, teachers can create powerful, professional looking lessons with PowerPoint software.¹²²

2. Giving Motivation

Motivation according to Soemanto in Strategi Pembelajaran is defined as changing of the power marked by the effective encouragement and

¹²² John Willey and Sons. *The Classroom Teacher's Survival Guide*. (San Fransisco: Jossey-Bass, 2009), 217.

reactions of goal achievement. Motivation is the strength that encourage the people to do the activity for achieving the goal.¹²³ It was same with the students when learning in the class. Of course every students will need the motivation, that can be come from themselves, their teachers, their parents, their friends, etc.

Like what the researcher see when doing observation in Mrs. Purwaningsih's class. Every begin the lesson, Mrs. Purwaningsih always gives motivation to their students. This motivation can be motivate them for being a good people or particularity in order they will learn English more spirit than before in the form a motivation video, or only what teachers express.

¹²³ Abdul Majid. *Strategi Pembelajaran*. (Bandung: PT. Remaja Rosdakarya, 2014), 308-309.

3. Group Discussion (Cooperative Learning)

The other strategy that used by the English teacher at SMPN 1 Siman is Cooperative Learning or group discussion which applied by Mrs. Purwaningsih and Mrs. Tri Cahyani. During teaching and learning process, Mrs. Purwaningsih often find many students who feel difficult for understanding the material almost in the all classes which taught by her. In each class, there is one several students who can easy for understanding the material. Then Mrs. Purwaningsih chooses this strategy hope that the smart students can help their friend who difficult in understanding the lesson, moreover by helping their friend it can make them mastering the material.

Commonly, after finishing in explaining the material Mrs. Purwaningsih divide the students into several group discussion to do the task appropriate

with the material that day, of course by selecting and dividing the smart students in each group. When they do it together, Mrs. Purwaningsih just do monitoring for make sure that they will do it well.

This strategy is supported by the theory that Cooperative learning consist of a variety of techniques that require students to collaborate in mixed-ability groups, helping each other learn the material. Students are taught to take greater responsibility for their own learning. The ultimate goal of cooperative learning is to enable each student to become more successful in school. By helping each other, all students can improve. Cooperative learning succeeds when students become convinced that their success is determined by how well they

help each other. They must become interdependent in their use of the available learning resources.¹²⁴

4. Humor in the Classroom

Based on the researcher's interview and observation to the some English teachers in SMPN 1 Siman, the researcher finds that there is one English teacher who always combine her teaching with humor, it is Mrs. Eva Vaulia, S.Pd. She chooses this strategy for teaching English, because she looks that their students will more active, feel comfortable and listen to the teacher's explanation during teaching English. Especially in the first time they think that English is boring and difficult.

When the students begin feeling sleepy, bored and make noise in the class, Mrs. Eva Vaulia directly invite them to make humor or joke till they show

¹²⁴ John Willey and Sons. *The Classroom Teacher's Survival Guide*. (San Fransisco: Jossey-Bass, 2009), 231.

their enthusiasm to continue to the lesson. And it also uttered by some students who taught by Mrs. Eva Vaulia that they feel fun, happy and comfortable when their teacher teach with humor in the class. Beside that, using this strategy also they can built good relation with their English teacher.

This strategy is supported by the theory that a moderate touch of humor can nurture an inviting class climate. Bob Hope suggested that humor servers as a welcome mat between speakers and audiences. It is a powerful tool that can break the ice and get the listener on your side. Humor recaptures students' attention and anchors their memory, improving achievement. Humor can defuse tense situations, combat resistance, and reduce stress in the classroom. The cardinal rule for using humor in the classroom is that it must never used to harm,

humiliate, ridicule, or otherwise make fun of students.¹²⁵

5. Teacher's voice

The other strategy that researcher find can influence in managing the socio emotional classroom environment is teacher's sound. Although teacher's sound is not a big factor, but it also can influence the process of learning and teaching. Teacher's sound with high frequency, always high frequency or too soft until the students can't hear it will effected to the noisy class, it can be boring till the teaching and learning process disposed less attention.

Based on the researcher observation to the all English classes, the all English teacher have been having a good skill in controlling their sound. They not only use high sound or soft sound during teaching, but combine between in order can create an

¹²⁵ Ibid, 171.

effective teaching process. For example they entering the class and greeting the students they will use high and spirit sound. Then when they explaining the lesson they will use low relative sound but clear until their students can hear their sounds clearly.

This strategy is supported by the theory that teacher's sound should be low relative but clear enough with the full sound and relax, it will support the students to give attention to the material. Then the sound pressure should have variation in order that the students will not be bored.¹²⁶

6. Direct strategy

Direct strategy generally is designed specifically for developing students learning activity which related to the procedural knowledge aspect

¹²⁶ Euis Karwati and Donni Juni Priansa, *Manajemen Kelas (Classroom Management) Guru Professional yang Inspiratif, Kreatif, Menyenangkan dan Berprestasi* (Bandung: Alfabeta, 2014), 30.

and declarative knowledge, well structured and can be learned steps by steps. There are 5 steps in direct learning strategy as follow :

- a. First step is conveying learning purpose and drawing up the student
- b. Second step is demonstrating the knowledge or material and skill
- c. Third step is guiding the training
- d. Fourth step is checking understanding and giving feedback
- e. Fifth step is application the concept¹²⁷

Based on the researcher observation, one of English teacher who often apply this strategy is Mrs. Tri. When entering the class and begin the teaching process, Mrs. Tri always make their students ready for receiving a new knowledge at that day then

¹²⁷ Abdul Majid. *Strategi Pembelajaran*. (Bandung: PT. Remaja Rosdakarya, 2014), 74.

conveying the learning purpose in order that the students will know what will they learn that day.

After that Mrs. Tri explains the material, here the teacher sound is more dominant but once in a while Mrs. Tri also asks her students to be active, minimal she asks her students to read the material loudly for checking their speaking too. When Mrs. Tri has finished in explaining, then she asks the students to do the assignment appropriate with the material in individual, pair or group discussion.

When they have finished their assignment, when Mrs. Tri will asks them to correct it together in order that they will know their wrong if there is a wrong then Mrs. Tri will give a feedback. The last activity they will be given an continuation assignment for their deep comprehension.

7. Playing Music During Teaching

One of English teachers in SMPN 1 Siman who use this strategy is Mrs. Purwaningsih. It is like what happened when the researcher doing the observation in Mrs. Purwaningsih's class. During teaching process, Mrs. Purwaningsih plays the music when the students do their assignment. On the researcher's observation, the students looks enjoy and comfortable. Once in a while they seen sing a song that has been playing. The genre of the music are various, it can be English song, Indonesian song and occasionally it can be Islamic song.

Nevertheless the students doing their assignment by listening and singing a song, but it doesn't disrupt their focus for doing the assignment. On the contrary, they seen very happy and enjoy their activity in learning English in the classroom.

This condition is supported by the theory that music has many uses in the classroom. It can be used in the background to set the mood for a lesson; to energize, relax, inspire, cue transitions, focus attention, reinforce a theme, or for fun. Music affects our psychological systems, our emotions, and our spirit. Music can influence your students' mood and behavior.¹²⁸

8. Praising Students

The next strategy that researcher finds for managing the socio emotional classroom environment at SMPN 1 Siman is praising students or giving rewards (positive reinforcement). English teacher who sometime apply this strategy is Mrs. Eva Vaulia. She uses this strategy when she finds her students can finish in doing their assignment in order that her students can do better from it. And it proven

¹²⁸ Ibid, 196-197.

can give the positive feeling for the students, especially the students who praised is the students who usually get the low score or who didn't want to pay attention the teacher's explanation.

The students who is praised by the teacher, commonly seem happy and satisfied on what they did and they will try to do better than before. This strategy is supported by the theory a word of caution : there are few universal rewards. An incentive that may work with most students may not influence the behavior of others. For example, public praise from the teacher would serve many students as a pleasant consequence and positively motivate their behavior.

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9. Punishment

In managing student's behavior in the class, the English teachers at SMPN 1 Siman once in a

¹²⁹ Ibid, 37.

while also use punishment to make the students be cured of their habit. For example is what happened when the researcher doing observation at Mrs. Aning Hendariyah's class. When there are several students who make noise in the class and disrupt their friend and when there are several students who come late to the class, Mrs. Aning asks them to do push up. It also happened when the researcher doing observation at Mrs. Tri's class.

When the researcher asks the teacher about the reason for using this strategy, they said that this is the last strategy that they can use for controlling students behavior because some positive efforts or positive strategies are not working for handle them, it's mean this strategy is the last strategy applied when the other positive strategy are not working. This strategy is supported by the theory said that if

positive efforts are not working, then it may be necessary to resort to punishment. This is an effective way for changing behavior, but teachers need to be well aware of its unfortunate side effects.¹³⁰

B. Problems Faced by the English Teachers' in Managing the Socio Emotional Classroom Environment at SMPN 1 Siman Ponorogo

According to the result of interview and observation, the researcher can divide the problem faced by English teachers during managing the socio emotional classroom environment at SMPN 1 Siman as following :

1. School Facilities

The facilities are needed to be media of school activities and to support an education quality making

¹³⁰ Colin J. Smith and Robert Laslett. *Effective Classroom Management: a teacher's guide*. (London: Routledge, 2002), 107.

up of the school. To create it, the school facilities are always must be completed and updated periodically. One of school facilities that can support to be media of teaching and learning English is LCD Projector. LCD projector can used to help the teachers easier in explaining and help the students easier in understanding the material, that's why almost the all teachers in this SMPN 1 Siman prefer to teach using LCD projector. But the number of LCD projector and the laboratory of media here is only 3 units. This condition can be a problem that will teachers face when they want teach especially for the English teachers.

It was like what Mrs. Aning Hendariyah said to the researcher when the researcher doing the interview. Mrs. Aning also prefer to teach using LCD projector especially for some material that need

real picture for example or video, but she can't used it whenever she wants. Because of the limited number of LCD projector that sometimes had been used by the other teacher, then she has to teach in the class like usually and their students will make noise and less attention to the lesson.

2. Students

a. Sleep in the class

When the researcher doing observation and interview to the all English teachers at SMPN 1 Siman, almost all of them said that students sleep in the class is still become their problems, although they had done do some interesting strategy for teaching English. Later, the researcher analyzes some factors that maybe cause to this habit by observing and asking to the English teachers.

Based on the result of interview and observation, the researcher can conclude several factors that cause the students feel sleepy in the class such as first, not quite sleeping in the night. Some of students are the children whom their parents work in foreign countries and they live with their grandfather/grandmother. Because of less control from their parents then most of them wasting the time for playing (games/hand phone) that make them not quite sleeping so in the class they feel sleepy.

Second, because of the schedule for English class is between 11 o'clock until 1 o'clock in the noon. When the researcher observed in the Mrs. Tri, Mrs. Eva and Mrs. Aning's classes, the researcher finds that there are several students who sleep in the class because the teaching and

learning process going on during 11 o'clock until 1 o'clock noon.

b. Noisy classrooms

The other problems that usually faced by the English teachers is classroom environment which very noisy. The students who make noisy classroom usually because they don't want pay attention to the teacher explanation or they bored because the strategy that teacher used is uninteresting moreover English is not a easy subject for many students in Indonesia.

Like what happened almost in the all English classes which researched by the researcher. During the teacher explaining the lesson, the students speak with their friend, move around from one desk to another desk, play in the class, etc. This condition certainly will disturb

the process of teaching and learning. The students who make noise in the class sometimes will make the teacher bad mood indeed angry. Like what Mrs. Eva's students said, they said that sometimes Mrs. Eva angry during teaching in the class because of their friend make noise in the class and disturb the other students who want to learn seriously.

When the researcher doing observation in Mrs. Tri's class, the researcher also finds 3 male students who never want to listen the teacher explanation and instruction. They always make noise and playing during teaching process. When Mrs. Tri tries to remind them moreover reprimands them, they still don't want to keep silent.

A series of research studies by University of Florida professors Gary Siebien and Carl Crandell revealed that noisy classroom seriously impair students' learning. Noisy classrooms further impede the learning of students with attention deficit disorder.¹³¹

c. Over time because too much jokes

In the previous chapter, we discuss about humor that trusted can be one of effective strategy to be applied in the English classroom because decreasing the students noisy and catching the students attention. But according to the researcher interview to Mrs. Eva Vaulia, the researcher finds that there is also problem that face by the English teacher when applying this strategy in the class such as the time over because too much joke in the class. Mrs. Eva also

¹³¹ Ibid, 10-11.

said that sometimes their students overreach in joking with her and they consider their teacher as they friend. When they joke too much, sometimes they did not want to pay attention to the teacher's explanation. Then they can't achieve the teaching purpose at that day, and the time was over.

If the condition like this, Mrs. Eva has to find the other strategy to carry back and catch the students focus then they will pay attention to the teacher's explanation. Sometimes Mrs. Eva will use the high sound to make them keeping silent and after that they can continue the lesson. Occasionally, Mrs. Eva also create the daily test suddenly. It is effective to make the students pay attention and spirit to learn English in the class.

C. The Contribution of the Socio Emotional Classroom Environment to the Students' English Achievement at SMPN 1 Siman Ponorogo

Based on the researcher's observation and interview, the researcher can conclude that there is any contribution between the socio emotional classroom environment to the students' English achievement. Although the result can't be seen directly but it can be seen from the students motivation to learn English in the class after the existence of some strategies that applied by the English teachers in managing the socio emotional classroom environment.

The students who treat with the some strategies that mentioned in the previous chapter, they seem more enthusiastic, more fun, more comfortable, more spirit and happier during teaching and learning English process. Hoped that later when they do their daily

assignment or final test they will get a higher score than before.



CHAPTER VI

CLOSING

This chapter presents conclusion and suggestion that are derived from the research findings.

A. Conclusion

Based on the data analysis and the discussion in the previous chapter, the researcher can propose the following conclusion :

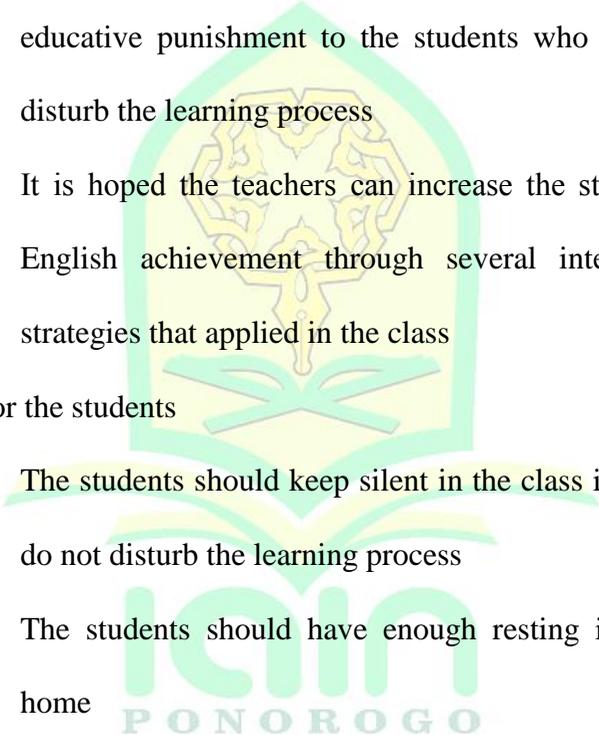
1. The strategies that are used by the English teachers' in managing the socio emotional classroom environment in teaching English at SMPN 1 Siman Ponorogo such as using LCD projector as media, giving motivation, group discussion (Cooperative Learning), humor in the classroom, teacher's voice, direct strategy, playing music during teaching, punishment, praising students
2. The problems that faced by the English Teachers' in managing the socio emotional classroom environment

at SMPN 1 Siman Ponorogo are from the school's facilities and from the students themselves such as limited school's facilities like limited LCD Projector, students sleep in the class, students make noisy classroom and the time which over because too much joke in the class.

3. The socio emotional classroom environment also give contribution to the students' English achievement at SMPN 1 Siman Ponorogo. Although it can't be seen directly but we can see it when the students feel comfortable during the learning process then the teaching and learning process will run well.

B. Recommendations

Based on the result of this research, the researcher feels necessary to give some recommendations as bellow :

1. For the English teachers
 - a. The teachers should have a various interesting strategies to teach English in noisy class
 - b. The teachers should pay attention and give educative punishment to the students who usually disturb the learning process
 - c. It is hoped the teachers can increase the students' English achievement through several interesting strategies that applied in the class
 2. For the students
 - a. The students should keep silent in the class in order do not disturb the learning process
 - b. The students should have enough resting in their home
 - c. The students should be active to learn English in the class
- 

3. For the reader

This research is expected can be a good reference which can help the readers, particularly the students of IAIN Ponorogo to add more knowledge or conduct the next research.



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