

**AN ANALYSIS OF ENGLISH TEACHER'S PERFORMANCE IN
MANAGING CLASSROOM TOWARD STUDENTS' CREATIVITY
(A CASE STUDY AT THE SEVENTH GRADE
STUDENTS OF MTSN LANGSA)**

THESIS

By

**AMAI YATI
1042013040**

**Degree (S1)
Study Program : English Department
Tarbiyah and Teachers
Training Faculty**



**THE MINISTRY OF RELIGIOUS AFFAIR
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA
2018 M / 1439 H**

STATEMENT OF APPROVAL

**AN ANALYSIS OF ENGLISH TEACHER'S PERFORMANCE IN
MANAGING CLASSROOM TOWARD STUDENTS' CREATIVITY
(A CASE STUDY AT THE SEVENTH GRADE
STUDENTS OF MTSN LANGSA)**

Submitted to the Tarbiyah and Teachers Training
State Institute for Islamic Studies Langsa as a Fulfillment of the Requirements
For the degree of *Sarjana Pendidikan* (S.Pd) of English Education

By:

AMAI YATI

1042013040

English Education Department

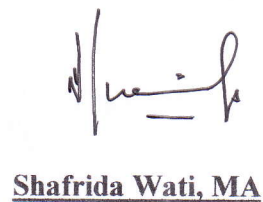
Approved by

Supervisor I



Zulfitri, MA
Nip. 19720712 199905 1 001

Supervisor II



Shafrida Wati, MA

STATEMENT OF CERTIFICATION

**AN ANALYSIS OF ENGLISH TEACHER'S PERFORMANCE IN
MANAGING CLASSROOM TOWARD STUDENTS' CREATIVITY
(A CASE STUDY AT THE SEVENTH GRADE
STUDENTS OF MTSN LANGSA)**

By

AMAI YATI

1042013040

Has been defended in *Sidang Munaqasah* by the board of Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department of Tarbiyah and Teachers Training Faculty on:

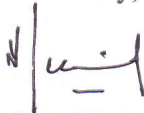
Wednesday, February 14th 2018 M
28 Jumadil Awal 1439 H

Board of Examiners

Chairman,


Zulfitri, MA
NIP. 19720712 199905 1 001


Secretary,


Shafrida Wati, MA

Examiner I,

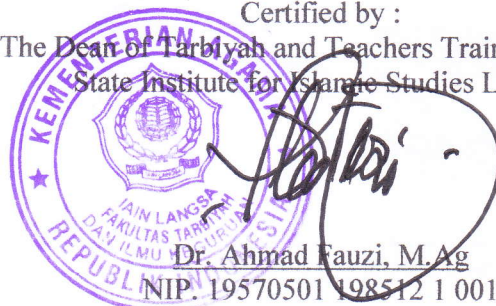

Zakia Izzati, M.Pd
NIP. 19731128 200504 2 001

Examiner II,


Muslem, S.Pd., M.Pd., M. TESOL
NIP. 19760527 200904 1 002

Certified by :

The Dean of Tarbiyah and Teachers Training Faculty
State Institute for Islamic Studies Langsa


Dr. Ahmad Fauzi, M.Ag
NIP. 19570501 198512 1 001

SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan dibawah ini:

Nama : Amai Yati

Tempat / Tanggal Lahir : Bandar Baru, 27 April 1995

NIM : 1042013040

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa Inggris

Alamat : Desa Bandar Baru, Kec. Bendahara, Kab. Aceh Tamiang

Dengan ini menyatakan bahwa skripsi saya yang berjudul "*An Analysis of English Teacher's Performance in Managing Classroom toward Students' Creativity (A Case Study at the Seventh Grade Students of MTsN Langsa)*" merupakan hasil karya sendiri. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan atau dibuatkan orang, maka saya bersedia menerima segala sanksi akademik sesuai dengan ketentuan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, Februari, 2018

Yang membuat pernyataan



Amai Yati
042013040

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

All praises be to Allah SWT, the Lord of the world, who has given the writer His mercies, bless and help to complete this thesis on time. Peace and salutation be upon the last prophet Muhammad SAW.

This research paper is presented to English Department of Tarbiyah and Teachers Training Faculty State Institute for Islamic Studies (IAIN) Langsa as a partial fulfillment of the requirements for degree of Strata 1 (S.Pd) in English Department.

I would like to express my great honorable and deepest gratitude to my beloved parents (Udin Sofyan and Salamah) and my brothers (Abdul Rajab and M. Riki) for their love, help, support, and moral encouragement to finish my study.

Next, I would like to express my great gratitude to Mr. Zulfitri, MA and Mrs. Shafrida Wati, MA as my advisors. Thanks a lot for their valuable guidance, motivation, attention, correction, and suggestion for completing this thesis.

I would like to express my gratitude to:

1. Dr. H. Zulkarnaini, MA as the Rector of IAIN Langsa
2. Dr. Ahmad Fauzi, M.Ag as the Dean of Tarbiyah and Teachers Training Faculty
3. Zulfitri, MA as the Head of English Department of Tarbiyah and Teachers Training Faculty
4. All lecturers in English Department who have taught me knowledge and skills
5. Drs. Husaini as the Headmaster of MTsN 1 Langsa
6. Azizah, S.Pd as the English teacher of MTsN 1 Langsa and her students

I realized that this paper is far from being perfect. Therefore, the writer would highly welcome any suggestions or critics to make this paper better.

Langsa, , 2018

The writer

LIST OF APPENDICES

Appendix I	Observation sheet for Observing the English Teacher's Performance in Managing Classroom	47
Appendix II	Observation Sheet for Observing Students' Creativity	48
Appendix III	Observation Sheet for Observing the Classroom Situation ...	49
Appendix IV	List of Teacher Interview	50
Appendix V	List of Students Interview	51
Appendix VI	Pictures of Students Interview	52
Appendix VII	Pictures of Teacher Interview	53
Appendix VIII	Pictures of Observation	54

LIST OF TABLES

Table 3.1 The Schedule of Research	26
Table 3.2 The Number of the Seventh Grade Students	29

TABLE OF CONTENTS

Approval	i
Original Literacy Work Declaration	ii
Statement of Certification	iii
Abstract	iv
Acknowledgement	v
Table of Contents	vi
List of Tables	viii
List of Appendices	ix

CHAPTER I INTRODUCTION

A. Background of Study	1
B. Research Questions	4
C. Purpose of Study	4
D. Significance of Study	4
E. Terminology	5

CHAPTER II LITERATURE REVIEW

A. Teacher's Performance	7
1. Teacher	7
2. Definition of Teacher's Performance	10
B. Classroom Management	11
1. Definition of Classroom Management	11
2. The Approach of Classroom Management	12
3. The Category of Classroom Management	19
4. The Strategy of Classroom Management	21
C. Students' Creativity	22
1. Definition of Creativity	22
2. Indicator of Students' creativity	23
3. Characteristics of Creativity	24
4. Developing Students' Creativity in Learning	24

CHAPTER III RESEARCH METHOD

A. Place and Time of the Research	26
1. Place of the Research	26
2. Time of the Research	26
B. Kind of the Research	27
C. Population and Sample	28
1. Population	28
2. Sample	29
D. Technique of Data Collection	30
1. Observation	30
2. Interview	31
E. Technique of Data Analysis	31
1. Data Reduction	32
2. Data Display	32
3. Conclusion Drawing/verifying	32

CHAPTER IV FINDING AND DISCUSSION

A. Result of the Observation	33
B. Result of the Interview	36
1. Result of Teacher Interview	36
2. Result of Students Interview	38

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	41
B. Suggestion	42

BIBLIOGRAPHY	43
---------------------------	-----------

APPENDICES	46
-------------------------	-----------

AUTOBIOGRAPHY	54
----------------------------	-----------

ABSTRACT

Yati, Amai. 2017. An Analysis of English Teacher's Performance in Managing Classroom toward Students' Creativity (A Case Study at the Seventh Grade Students of MTsN Langsa). *Skripsi* English Department, Tarbiyah and Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

Advisor (1) Zulfitri, **(2)** Shafrida Wati

This research focussed on investigating the English teacher's performance in managing classroom toward students' creativity at the seventh grade students of MTsN Langsa. The purposes of the study were to investigate how the English teacher managed the classroom and to find out the influence of English teacher's performance in managing classroom toward students' creativity. The research design was conducted by using qualitative approach. The technique of collecting data used observation and interview. In analyzing the data used data reduction, data display and conclusion drawing. Based on the result of observation and interview, the English teacher managed the classroom by recognizing the students' character and learning style, coming to the class on time, explaining the lesson clearly, having high volume, appreciating the students' task or assignment with giving praise, reminding the students to be quite when they made noise, moving around the class to monitor students' activity, and giving educated punishment for students who broke the rules. Meanwhile, the English teacher's performance in managing classroom was able to influence the students' creativity such as being more active in the classroom, initiative, brave to practice the conversation in front of class, self-confidence, and higher spirit and enthusiastic in learning.

Keywords: *Teacher's Performance, Classroom Management, and Students' Creativity*

CHAPTER I INTRODUCTION

A. Background of Study

In this globalization era, there is a growing trend for using English as an international language in every aspect of life. This leads the teaching English to many students all over the world. For instance, in Indonesia, English is taught from Elementary School up to University. It is included into local content subjects which curriculum is determined by the school or regency education office instead of central government.

However, the success of teaching English to students has some challenges. It requires a lot of resources and facilities. It needs professional teachers, - whose background is English education - appropriate textbooks, proper school management, supporting school facilities and so on. Among the resources, teacher factor has a big deal to earn the success.

Teacher is the most important person in the classroom. He has responsibility to transfer knowledge, give motivation, and teach the values of life to his students. He also organizes the classroom as well as possible to bring about intended learning outcomes. In other words, as a teacher, he does not only give the instruction to his students but also he has to manage the classroom.

Classroom management is a set of activities to establish and maintain the classroom conditions that facilitates effective and efficient instruction.¹ Specifically, classroom management in language teaching refers to the ways in

¹James M Cooper, *Classroom Teaching Skill*, (Massachusetts : D. C Heath and Company, 1990), 232

which students' behavior, movement, interaction during a class is organized and controlled by the teacher (or sometimes by the learners themselves) to enable teaching to take place most effectively.² In other words, classroom management refers to the act of managing classroom and students to ensure that stressful and non-educational situations are avoided and students learn topics and subjects effectively.

In managing a classroom, a teacher usually situates the physical environment, psycho-social environment, manage and monitor class activities. In managing the physical environment, the teacher might arrange the seating arrangement or grouping students. In psycho-social environment, the teacher establishes the classroom rules to manage students behavior and activity, gives feedback either reward or punishment. In managing and monitoring activities, the teacher might lecture the students, give and control various exercises, etc. It deals with the teacher's movement around the class, the voice, and his/her rough-tune language, the implication of language, checking students' understanding, use of first language and body language to emphasize his/her intention.³

Besides the teacher, the writer also concerns about the students' creativity. Creativity can be defined as thinking ability in managing a problem referring to his experiences or knowledge. Creativity will make the students sensitive to the problem they have, looking for the solutions and giving the ideas to solve the

²Jack C Richards, *Longman Dictionary of language Teaching*, (Edinburgh : Pearson Education Limited, 1985), 81

³ Asep Suarman, *Teacher's Ways of Managing Classroom and Students' Response in EYL Classroom (A Case Study on an EYL Classroom in Grade 2 of an Elementary School in Serang Regency)*, 3

problems in learning. For example, in English learning, the students sometimes find difficulties although the teacher has explained the subject and has given information completely. But the students who were having high creativity tend to be able to solve difficulties in learning.⁴

In fact, managing classroom is not easy for the teacher especially for new teacher, whereas he is obligated to manage and maintain the classroom condition during teaching and learning process. In managing classroom, the teacher sometimes faces a problem such as noisy students.

Based on the writer's observation during conducting teaching practice as a student teacher at one of Junior High Schools in Langsa, the writer found the problem that was interesting to be studied. There was a teacher who did not have enough ability to manage the classroom. It caused the classroom condition to be uncontrolled and uncomfortable for students to learn in the classroom. For instance, there was an active student who liked asking to his teacher changed to be a passive student because he felt uncomfortable in the classroom. He also moved his seat from in front to behind seat. Based on the problem, the writer assumed that classroom management may influence students' creativity.

Considering the issues stated above, this research is intended to investigate **“An Analysis of English Teacher's Performance in Managing Classroom toward Students' Creativity (A Case Study at the Seventh Grade Students of MTsN Langsa)”**.

⁴ Sutrisno, *Students' Creativity and Its Relation to English Learning Achievement*, (Semarang, 2007), 1

B. Research Questions

Based on the explanation above, what the writer tries to find in this research can be interpreted into several questions as follow:

1. How does the English teacher manage the classroom?
2. What is the influence of English teacher's performance in managing classroom toward students' creativity?

C. Purpose of Study

1. To investigate how the English teacher manages classroom.
2. To find out the influence of English teacher's performance in managing classroom toward the students' creativity.

D. Significance of Study

The significance of study can be seen from theoretically and practically, as following below:

1. Theoretically

It could provide information about teacher's performance, classroom management, and students' creativity.

2. Practically

- a. For the teachers

The significance of this research for the teachers, it will help the teachers to manage the classroom in language learning.

- b. For the students

For the students, the writer hopes that they can be more creative students in language learning.

c. For the other writers

The writer expects that this research result can be useful for the other writers and can be a reference for the next writers who will conduct similar research.

E. Terminology

To avoid misunderstanding, the writer explains some terms briefly as follow:

1. Teacher's Performance

Teacher is a person who helps others to acquire knowledge, competences and values.⁵ While, performance means how well a person, machine, etc does a piece of work or an activity.⁶ Therefore, teacher's performance is a competence of a teacher to teach and manage the students in the classroom as well as possible.

2. Classroom Management

According to Amatembun, classroom management is the effort made by teachers in creating and maintaining the students' motivation of learning to achieve goals that have been set.⁷ Besides that, Ahmad stated:

Classroom management objectives are as following: (a) Realize the situation and condition of the classroom as a learning environment and as a group learning that allows students to develop their skills, (b) Removes obstacles that may disturb the realization of teaching-learning interactions, (c) Provide and manage facilities that support students learning according to their social environment, emotional, and intellectual in the classroom, and (d) to faster and guide according to social background, economic, cultural and individual properties.⁸

⁵ Wikipedia, "Teacher", <https://en.wikipedia.org/wiki/Teacher>, (Accessed August 15th, 2017).

⁶ Cambridge Advanced Learner's Dictionary, (Cambridge University Press: 2003).

⁷ Amatembun, *Manajemen Kelas, Penuntun Bagi Guru dan Calon Guru*, (FIP FKIP Bandung: Bandung, 2011), 8

⁸ Ahmad, R, *Pengelolaan Pengajaran*, (Rineka Cipta: Jakarta, 2004), 2

Therefore, classroom management is an effort which is done by the teacher to maintain the students' motivation in learning so that the students are able to develop their skills and to remove obstacles that may disturb teaching-learning interaction.

3. Students' Creativity

Creative is producing or using original and unusual ideas.⁹ Creativity is also the ability to produce or create something new. In other words, creativity is someone's ability in producing new ideas that is useful to help learning achievement.

⁹ Cambridge Advanced Learner's Dictionary, (Cambridge University Press: 2003).

CHAPTER II

LITERATURE REVIEW

A. Teacher's Performance

1. Teacher

Teacher is someone who has ability to organize the classroom and to manage his/her students' behaviors is prerequisites to effective classroom management.¹⁰ According to *UU No.14 Tahun 2004 tentang Guru dan Dosen*, teacher is a professional educator who has role to educate, teach, lead, direct and evaluate students at every educational level such as Kindergarten, Elementary School, Junior High School and Senior High School.¹¹ Therefore, a teacher needs competence and skill to play his role as an educator as well as possible. Besides, there are four competences that must be had by an educator namely pedagogic competence, personality competence, social competence, and professional competence.

Undang-undang guru dan dosen (Teacher and Lecturer Law) of Republic of Indonesia No. 14 (2005) and Brown mentioned that besides having technical knowledge and interpersonal skills SL/FL teachers are obliged to pedagogically competent. They have to be excellent in deciding the most suitable teaching techniques for their students and managing classroom discipline. With their knowledge of teaching techniques, teachers have to effectively perform using a wide variety of techniques (grouping discussion, lecture, and individual task), various teaching sources, and teaching aids.

¹⁰Siti Rafiah Abdul Hamid, dkk, *Teaching Quality and Performance among Experienced Teachers in Malaysia*, (Malaysia, 2012), 89.

¹¹ A Tabrani Rusyan, et al, *Upaya Meningkatkan Budaya Kinerja Guru*, ... , 20.

Additionally, they must have knowledge of classroom management like stimulating interaction and cooperation in the classroom as well as implementing appropriate classroom organization such as designing seating arrangement and making students work in group. It also includes maintaining classroom discipline such as addressing misbehavior and giving rewards and punishment.¹²

In the classroom, a teacher is not only as a transferor of knowledge but also he/she is as a leader for his/her students. He/she has role to manage all students' activities in the classroom. In other that, we often see some kinds of leadership style which are applied by the teacher in the classroom.

Therefore, there are some types of leadership style of teacher applied in the classroom management, as follow:

a. The Authoritarian Style

The authoritarian style of leadership is characterized by power, domination, pressure, and criticism. The authoritarian assumes the sole responsibility for making all decision for the class and use pressure, a sharp voice, and fear in forcing compliance. Accordingly, the authoritarian teacher uses criticism and “put-downs” for motivating students, which often results in an atmosphere of hostility and, for students, feelings of powerlessness, competitiveness, high dependency, and alienation from the subject matter. Students in this type of atmosphere often develop a fear of failure, low self-esteem, and a

¹² Akhyar Rido, et al, *Teaching and Classroom Management strategies of Indonesian Master Teacher: Investigating a Vocational English Classroom*, (The Southeast Asian Journal of English Language Studies Vol. 22, (3)), 94-95.

defeatist attitude. Consequently, students tend to give up when they encounter a new or difficult task. The example of authoritarian teacher is like a cruel teacher who has sharp voice and seldom smile.

b. Democratic Style

The democratic teacher is kind, caring, and warm, but also firm. The democratic leader tries to provide stimulation from within through a sharing of responsibility and encouragement, rather than demands. Self-esteem is developed by a sharing of responsibility, and students are encouraged when they make mistakes. The democratic classroom atmosphere is one of openness, friendly communication, and independence, with a resultant high level of productivity and performance. The example of democratic teacher is a friendly and caring teacher who tries to motivate his students to be a good student.

c. Laizzes-faire Style

The laissez-faire leader is completely permissive. Anything goes, which generally leads to chaos. The classroom is often disorganized, which causes students frustration, a high level of stress, and feeling of being totally overwhelmed and lost.¹³ The example of laizzes-faire teacher is a teacher who does not care about school, students, and his responsibility as a teacher.

¹³ Moore, *Managing the Classroom Management*, (2005), 400-401.

2. Definition of Teacher's Performance

Performance is an ability which is done to implement and complete a task and responsibility based on hope and purpose that have been set.¹⁴ While, Wibowo stated that performance is a process about how an activity takes place to reach job performance.¹⁵ In other words, performance is someone's ability to implement a task and responsibility in which aims to reach job performance.

Teacher's performance is defined as to what extent a teacher works maximally based on his competence in achieving institutional goal.¹⁶ Besides, teacher's performance is to implement a learning process either doing inside or outside the classroom beside doing other activities such as doing school administration and learning administration, doing guidance, and doing evaluation to students.¹⁷ Furthermore, Mulyasa stated that teacher's performance is defined as an effort to obtain description about knowledge, attitude, skill, value, and job performance.¹⁸

Based on the definitions above, teacher's performance is to what extent a teacher does his work and responsibility based on procedure that has been set to achieve institutional goals.

¹⁴ Supardi, *Kinerja Guru*, (Jakarta: Grafindo, 2014), 129.

¹⁵ Wibowo, *Manajemen Kerja*, (Jakarta: Rajawali Pers, 2012), 81.

¹⁶ Alain Mitrani, *Manajemen Sumber Daya Manusia Berdasarkan Kompetensi*, (Jakarta: Pustaka Utama Graffiti, 1995). 131.

¹⁷ A Tabrani Rusyan, et al, *Upaya Meningkatkan Budaya Kinerja Guru*, (Cianjur: CV Dinamika Karya Cipta, 2000), 17.

¹⁸ Mulyasa, *Uji Kompetensi dan Penilaian Kinerja Guru*, (Bandung: PT Remaja Rosdakarya, 2013), 88.

In addition, there are indicators of teacher's performance such as mastering material of teaching, managing teaching-learning program well, applying appropriate method, managing classroom well, using media of learning, coming on time, explaining lesson clearly, and giving opportunity for students to ask.¹⁹ Therefore, based on the indicators above, classroom management is including of teacher's performance.

B. Classroom Management

1. Definition of Classroom Management

According to While Weber, classroom management is a complex set of teacher to establish and maintain classroom condition that will enable students to learn and achieve their instructional objective efficiently.²⁰ It includes organization of students, space, time, and materials so that the teacher can allow the students to learn intended content.²¹ It means the teacher has an important role in the classroom to control the class activity and situation.

In addition, classroom management is complex exercise in the process of education. It demands talent, skill, energy and ability from teachers to manage classrooms because it directly deals with the behavior of learners. The term of classroom management refers to all those decisions that teachers take to facilitate the learning process and to provide maximum opportunity

¹⁹ Erna Maulidiyah, *Hubungan Kinerja Guru dengan Minat Belajar Siswa Kelas VIII di MTs NU Salatiga*, (IAIN Salatiga, 2014), 12

²⁰ Mudasair, *Manajemen Kelas*, (Yogyakarta: Nusa Media, 2011), 129.

²¹ Jim Walters and Shelly Frei, *Managing Classroom Behavior and Discipline*, (USA: Shell Education), 13-14.

for learning. According Berliner, classroom management includes all those essential activities which are important to maintain an environment which generates necessary and positive condition for learning. To achieve this purpose, teachers may plan rationally for their lessons, prepare teaching and learning materials more judiciously, organize the content, decorate the classroom and establish daily routines.²²

Based on definitions above, the writer takes conclusion that classroom management is a teacher's ability to establish and maintain the classroom condition in order that the instruction's objectives can be achieved by the students.

2. The Approach of Classroom Management

In the classroom management is known some approaches such as self-discipline approach, instructional approach, and desist approach. Therefore, the writer will give explanation clearly about the approaches as following below:

a. The Self-discipline Approach

The self-discipline approach is built on the premise that students can be trusted to evaluate and change their actions, so their behaviors are beneficial appropriate to self and to the class as a whole. The approach views classroom management as a function of the teacher's ability to build and establish working teacher-student relationship. In a word, advocates argue that teachers need to recognize the dignity of students

²²Zuhair H. Al-Zu'bi, *Classroom Management Problems among Teacher Student Training*, (European Journal of Business and Social Sciences, Vol 2, No 3, 2013), 141.

and that they must exhibit to the attitudinal qualities of realness, trust, acceptance, and empathy.²³ Besides that, according to Matthew Lynch, the self-discipline approach is the belief that students are responsible individuals who can assess and correct their own misbehavior, and that teachers and students have trusting relationships built on respect.²⁴ This approach represents the most democratic view of classroom management. With these attitudinal qualities in mind, let's look at four of the more democratic classroom management models as following below:

1). Reality Therapy

Reality therapy is a strategy that helps students takes the responsibility for examining and solving their own problems. According to Glasser, reality therapy is used to guide students in becoming responsible individuals who are able to satisfy their own needs for the benefit of themselves and others. This approach was developed with the idea that students know their own needs and wants, and will make changes accordingly to get closer to where they want to be. Teachers are supposed to help students with making the right choices, while avoiding the wrong choices and rational students should make the final decision themselves. If students

²³ Kenneth D Moore, *Effective Instructional Strategies: From Theory to Practice*, (USA: Sage Publications, Third Edition, 2012), 119.

²⁴ Matthew Lynch , "Establishing Order in Your Classroom: Five Common Approaches to Classroom Management", (The Tech Edvocate, 2016), <http://www.theedadvocate.org/establishing-order-classroom-five-common-approaches-classroom-management/> (Accessed October 2nd, 2017).

happen to opt for the wrong choice and misbehave, teachers and students work together to first evaluate the misconducts.

2). Teacher Effectiveness Training (TET)

Teacher effectiveness training (TET), conceived by Dr. Thomas Gordon, stress establishment of positive working relationship between teachers and students. Gordon believes that teachers can reduce disruptive students' behavior by using clearer, less provocative communication. Furthermore, he recommends that nonverbal language and listening should be stressed teacher interacts with students in an atmosphere of openness and trust.²⁵

3). Inner Discipline

In this discipline, when students misbehave, teachers should ask what students and teachers could do together to change it. Students and teachers cooperate to build a community where they share the power.²⁶ Coloroso suggests that teachers treat kid with respect and help them develop inner discipline that will enable them to handle their own problems and to interact successfully with others. She believes that children can develop their ability to handle their own problems and can learn from their successes and mistakes. Coloso suggests the teacher's role is to help students develop this ability by allowing them to make their own decisions and to grow from the

²⁵ Kenneth D Moore, *Effective Instructional Strategies: From Theory to Practice*, ... , 119-120.

²⁶ Matthew Lynch, "The First Year Teaching: The Self-Discipline Approaches to Classroom Mngement", (The Tech Edvocate, 2016), <http://www.theedadvocate.org/the-first-year-teaching-the-self-discipline-approach-to-classroom> (Accessed 2nd October 2017).

result of those decisions, whatever they may be. It means giving students a sense of power in their own lives and offering them opportunities to make decisions, take responsibility for their actions, and learn from their successes and mistakes.

4). Beyond Discipline

Most teachers work to control children's behavior either by punishment or reward, which is often ineffective. Instead of acknowledging the possible problems of a dull curriculum or poor teaching, teachers place complete blame on students for their negative behavior.

Khon suggests that our present approaches that are based on reward and punishment are only short-term solutions to classroom problems. He contends that punishment only teaches students that they will suffer dire consequences when they are caught misbehaving and reward teaches them how to respond positively only in order to win prize or praise. Therefore, both punishments and rewards do not cultivate long-lasting moral values in students.

b. The Instructional Approach

Instructional approach to classroom management is that well-planned and well-implemented instruction will prevent most classroom problems. Basically, assumption is that students will not engage in disruptive behavior when lessons are geared to meet their interests, needs, and abilities. In other words, the instructional approach is

predicated on the assumption that well-planned and well-implemented lessons that engage the students in their own learning and afford them opportunity to be success learners will prevent and solve most management problems. There are two models of classroom management that focus on the principles of the instructional approach such as:

1). The Kounin model

In a comprehensive comparison of effective and ineffective classroom managers, Jacob Kounin found that the teachers differed very little in the way they handled classroom problems once they arose. The primary difference was in the things the successful managers did that tended to prevent classroom problems. First, these teachers were environmentally aware. Second, the effective managers were skilled as group leaders and at keeping activities moving. Kounin concluded that some teachers are better classroom managers because of skill in four areas: “*withitness*”, overlapping activities, group focusing, and movement management.

Withitness is the skill to know what is going on in all parts of the classroom at all times, nothing is missed. “*withit*” teachers note and act quickly and accurately in curbing class disturbances. They prevent minor disruptions from becoming major, and know who instigator is in a problem situation.²⁷

²⁷ Kenneth D Moore, *Effective Instructional Strategies: From Theory to Practice, ...*, 121-123.

Effective classroom managers also have skill at overlapping. Kounin stated that overlapping is the ability to attend to two issues at the same time.²⁸ Essentially, it is ability to monitor the whole class at all times. It involves keeping a small group on task, for example, while also helping other students with their seatwork.

Finally, Kounin notes that successful classroom management also depends on movement management and group focus, that is, the ability to make smooth lesson transitions, keep an appropriate pace, and involve all students in a lesson. Moreover, effective managers do not leave a lesson hanging while tending to something else or change back and forth from one subject or activity to another. They keep students alert by holding their attention, by holding them accountable, and by involving all students in the lesson.

2). The Jones model

Frederic Jones found that most management problems result from massive time wasting by students. In other words, most classroom problems are a result of students being off task. Jones contends that this wasted instructional time can be reclaimed when teachers correctly implement four strategies: limit setting, good body language, incentive systems, and giving help efficiently.

²⁸ Vaseline, "Models of Discipline", (2013), <http://olameegdccequared.blogspot.co.id/2013/01/group-management-kounin.html>, (Accessed October 2nd, 2017).

c. Desist Approach

The desist approach the classroom management gives the teacher full responsibility for regulating the classroom. The teacher enforces a set of specific rules to control student behavior in the classroom. Because desist approach models of classroom management gives teachers power to deal forcefully and quickly with misbehavior, they can be viewed as power systems. Two common desist models of classroom management are assertive discipline and behavior modification. Furthermore, the writer will explain the two desist models clearly as following:

1). Assertive Discipline

Assertive teacher (assertive discipline) clearly and firmly communicate needs and requirements to students, follow up their words with appropriate actions, and respond to students in ways that maximize compliance but in no way violate the best interest of the students. Assertive teacher takes charge in the classroom in a calm yet forceful way.

Assertive teachers do not tolerate improper behavior that interrupts learning. The assertive teacher establishes rules and limits for behavior, along with consequences for proper behavior and improper behavior. Students who follow the established rules receive positive consequences, such as a material reward, free time, or special privileges, whereas students who break the rules receive negative consequences, such as detention, giving up part of their

lunch period, staying after school, or going to the principal's office.

The rules, limits, and consequences are communicated to students and parents in clear terms at the beginning of the year.

2). Behavior Modification

Behavior modification is an approach that evolves from the assumption that students will change their behavior to receive definite rewards.²⁹

3. The Category of Classroom Management

Classroom management refers to action taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining student's attention to lessons and engagement in activities).³⁰ Therefore, in managing a classroom, a teacher usually situates the physical environment, psycho-social environment, and monitoring class activities. The writer will give more explanation as following below:

a. Physical Environment

In managing the physical environment, the teacher might arrange the seating arrangement or grouping students. In arranging students' seat the teacher can put in orderly row (mostly in the world) where all students face the teacher in the front; circle and horse-shoes where students' seat is in the form of circle or horse-shoes, and the teacher position is in line

²⁹ Kenneth D Moore, *Effective Instructional Strategies: From Theory to Practice, ...*, 124-125.

³⁰ Hanke Korpershoek, Dkk, *Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice*, (GION Ondewijs/Onderzoek, 2014), 11

with the students' seat; or in the form of separate tables where students' seat are grouped in a classroom is student can be organized in different ways as they work as whole class, in groups, in pairs and individually.³¹

b. Psycho-social Environment

According to Haertel and Walbeg, psycho-social environment is a type of environment that has to do with interaction in the classroom. This interaction involves teacher and student interaction, student and student interaction, teacher student instructional material interaction. In the opinion of Anderson, psycho-social environment is the interpersonal relationship among students, between students and their teacher, between students and subject matters studied and method of learning in the classroom. Therefore, psycho-social environment is a type of environment that promotes desirable pattern of social interaction and communication as well as psychological comfort and their teacher.³²

In managing psycho-social environment, a teacher needs to provide a classroom atmosphere which students' confidence and self-esteem so that they can learn more effective and enjoyable.

c. Monitoring Class Activities

Monitoring is defined as activities pursued by teachers to keep track of student learning for purposes of making instructional decisions and providing feedback to students on their progress. When educators speak

³¹Jeremy Harmer. *How to Teach English*. (Harlow – England: Pearson Education Limited, 2007a), 40-44.

³²Theresa C Ogbuanya, *The Influence Psycho-social Environment on Students' Achievement in Basic Electricity in Government Technical Colleges in Niger State, Nigeria*, (Global Journal of Pure and Applied Mathematics, Vol. 13, Number 8, 2017), 4200.

of classroom monitoring, they generally refer to following teacher behavior: (1) Questioning students during classroom discussions to check their understanding of the material being taught. (2) Circulating around the classroom during seatwork and engaging in one to-one contacts with students about their work. (3) Assigning, collecting, and correcting homework; recording completion and grades. (4) Conducting periodic reviews with students to confirm their grasp of learning material and identify in their knowledge and understanding. (5) Administering and correcting tests; recording scores (6) Reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction.³³

4. The Strategy of Classroom Management

The strategy of classroom management, as follow: (a) Hold and communicate high behavioral expectations, (b) Establish clear rules and procedures, and instruct students in how to follow them; give primary-level children and those with low socio economic status, in particular, a great deal of instruction, practice, and reminding, (c) Make clear to students the consequences of misbehavior, (d) Enforce classroom rules promptly, consistently, and equitably from the very first day of school, (e) Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills, (f) Maintain a brisk instructional pace and make smooth transitions between activities, (g) Monitor classroom activities; give students

³³ Kathleen Cotton, *Monitoring Student Learning in the Classroom*, (School Improvement Research series), 1-2.

feedback and reinforcement regarding their behavior, (h) Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior, (i) Identify students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control, (j) Make use of cooperative learning groups, as appropriate, (k) Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions, and (l) Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.³⁴

According to another source, there are eight strategies for classroom management, as following below: (a) Create an effective learning environment, (b) Establish classroom procedures, (c) Create motivational environment, (d) Make every minute count, (e) Keep everyone engaged, (f) Teach life skills and good learning habit, (g) Be creative, and (h) Use project design and management technique.³⁵

C. Students' Creativity

1. Definition of Creativity

According to Guilford, creativity refers to the abilities that are characteristics of creative people.³⁶ Creativity also can be defined as a series of mental abilities in which is a compound purposeful mental activity directed by the strong desire to generate or recognize ideas, alternatives, or

³⁴Christopher Dunbar, *Best Practices In Classroom Management*, (College of Education Michigan State University, 2004), 5

³⁵Peace Corps, *Classroom management*, (Washington DC: Information Collection and Exchange), 42-61.

³⁶Supriyadi, *Kreativitas, kebudayaan dan Perkembangan IPTEK*,(Bandung: Alfabeta, 1994), 7.

possibilities that may be useful in solving problems, communicating with others, and entertaining our self and others.³⁷ Furthermore, Campbell defines that creativity is the activity which produced the result whose natures are following:

- a. Novel: innovative, interesting, fresh and surprising.
- b. Useful: practice, solving the problem and producing the good result
- c. Understandable: the same result can be understandable and can be produced at the other time.³⁸

Based on definitions of creativity above, the writer takes conclusion that creativity is someone's ability to produce new ideas and be able to solve the problems. Therefore, students' creativity is a student who has high curiosity in knowing something, high initiative and brave in expressing idea.

2. Indicator of students' Creativity

According to Munandar, indicators of students' creativity, as follow: (a) Having preference and to do difficult and hard work, (b) Having rich knowledge, (c) Having high desire to study things, (d) Being imaginative, (e) Being open to new experiences, (f) Being brave in expressing ideas, (g) Having ability to analyze and synthesize, (h) Being self-confident, (i) Having high initiative, and (j) Being active.³⁹

3. Characteristics of Creativity

³⁷ Alia Al-Oweidi, *Creative Characteristics and Its Relation to Achievement and School Type among Jordanian Students*, (Scientific Research Journal: Creative Education, Vol. 4, No.1, 2013), 31.

³⁸ A. M. Mangunhardjana, *Mengembangkan Kreativitas*, (Yogyakarta: Kanisius, 1986), 11.

³⁹ Sutrisno, *Students' Creativity and Its Relation to English Learning Achievement*, ... , 14

A creative person can be seen from the characteristic that is showed by someone in daily life. Therefore, the characteristics of creative person as follow: (a) having strong imagination, (b) having high initiative, (c) having large interest, (d) having high curiosity in knowing something, (e) being flexible in thinking, (f) being self-confident, (g) being open to new experience, (h) being energetic, (i) being brave in taking risks, (j) being brave in expressing ideas.⁴⁰

According to Utami Munandar, the characteristics of creativity are liking to find new experiences, having fun to do difficult tasks, having initiative, having high perseverance, tending to be critical of others, having brave to express his opinion, always curious, having self-confidence, having sense of humor, and having imagination.⁴¹

4. Developing Students' Creativity in Learning

In learning process, the teacher has to do something which is able to encourage the students' creativity in the classroom such as the teacher appreciates students' creative ideas, the teacher respects toward students' questions and opinions, and the teacher gives students a chance to express their own ideas in front of the class.

To develop students' creativity, the teacher must have competences as following below:

⁴⁰Semiawan, *Memupuk Kreativitas Anak Sekolah Menengah* (Jakarta: Gramedia, 1984), 10

⁴¹Utami Munandar, *Mengembangkan Bakat dan Kreativitas Anak sekolah*, (Jakarta: Gramedia Widiasarana Indonesia, 1992), 58.

- a. Teacher knows about students' need and character.
- b. Teacher is able to encourage students' ability in problem solving.
- c. Teacher is able to develop material to stimulate students' creativity.
- d. Teacher is able to develop a good learning strategy.⁴²

According to Supriadi, there are some teacher's ways to stimulate students' creativity, they are:

- a. Create comfortable climate for students to express their creativity.
- b. Respect to students ideas.
- c. To be stimulator for students to demonstrate their ideas.
- d. Help the students to understand the right and wrong habit.
- e. Give opportunity to express their opinions.⁴³

⁴²Fathul Minan, "Cara Meningkatkan Kreativitas Siswa", (F.M Speed, 2015) <https://minanspeed.blogspot.co.id/2015/08/cara-meningkatkan-kreativitas-siswa.html>, (Accessed September 28th, 2017).

⁴³Vha Sande, "Kreativitas dalam Proses Belajar", (2014), <http://vhasande.blogspot.co.id/2014/03/kreativitas-dalam-proses-belajar.html> (Accessed September 28th, 2017).

CHAPTER III RESEARCH METHOD

A. Place and Time of the Research

1. Place of the Research

This research was done at MTsN Langsa. The writer chose MTsN langsa because that school has good quality that is proven by having accreditation A. Moreover, that school is the place where the writer conducted teaching practice as a student teacher.

MTsN Langsa was built in 1980. This school is located on Jl. Jendral Ahmad Yani KM 25 at Kp. Baroh, Langsa Lama. In this school, the classroom was set based on gender in which separated male and female students.

2. Time of the Research

The writer conducted this research at the seventh grade students of MTsN Langsa on October 2017. It can be seen on the table as following below:

Table 3.1
The Schedule of Research

No	Time of Research	Activity
1.	October 20 th , 2017	✓ Asked permission from the school principles
2.	October 23 rd , 2017	✓ Met the English teacher of the seventh grade to discuss about the class to be researched
3.	October 24 th , 2017	✓ Observed students' creativity at class VII-4 ✓ Interviewed some students of class VII-4

4.	October 28 th , 2017	✓ Observed the classroom situation and the English teacher's performance in managing classroom ✓ Interviewed the English teacher of the seventh grade
5.	November 2017	✓ Analyzed the data

B. Kind of the Research

In this research, the writer designed the research by using qualitative approach which has descriptive characteristic. Qualitative research is a type of scientific research consists of an investigation that seeks answer to question, systematically uses a predefined set of procedures to answer the question, collects evidence, produces findings that are not determined in advance, produces finding that are applicable beyond the immediate boundaries of the study.⁴⁴

The qualitative research that used in this study was a case study. According to Creswell, "A case study is an exploration of a "bounded system" or a case (or multiple cases) over time through detailed, in depth data collection involving multiple sources of information rich in context."⁴⁵

Case study is the study of an 'instance in action'. It selects an instance from the class of objects and phenomena and investigates the way this instance functions in context.⁴⁶ Characteristics of a case study as follow: (1) Placing the object of study as a case, (2) Looking at the case as a contemporary phenomenon,

⁴⁴ Fatimah Dewi, *An Analysis of the Students' Difficulties in Mastering Phrasal verb at SMAN 2 Kejuruan Muda Kabupaten Aceh Tamiang*, (Langsa, 2015), 24.

⁴⁵ Imam Gunawan, *Metodologi Penelitian Kualitatif: Teori dan Praktik*, (Jakarta: Bumi Aksara, 2014), 114.

⁴⁶ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), 75.

(3) Conducting on the real living conditions, (4) Using a variety of data sources, and (5) Using the theory as a research reference.⁴⁷

The case study aims to improve the knowledge of the real contemporary communication events in its context.⁴⁸

C. Population and Sample

1. population

According to Sugiyono, population is the area of generals that consists of object, subject who has certain quality and characteristic which is decided by the researcher to be studied then makes a conclusion about it.⁴⁹ Arikunto said that population is all the subjects who are connected to the research.⁵⁰ In other words, population is all the subjects in the research who have same characteristics. The population of this study was the English teacher and the seventh grade students of MTsN Langsa. In this school, the seventh grade students are divided into nine classes. They are VII-1, VII-2, VII-3, VII-4, VII-5, VII-6, VII-7, VII-8, and VII-9. It can be seen on the table of the number of students at the seventh grade as following below:

⁴⁷Imam Gunawan, *Metodologi Penelitian Kualitatif ...*, 125-130.

⁴⁸Tohirin, *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling*, (Jakarta: PT Raja grafindo Persada, 2012), 21.

⁴⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R n D*, (Bandung: Alfabeta), 117.

⁵⁰ Suharsimi Arikunto, *Prosedur penelitian (Suatu Pendekatan Praktik)*, (Jakarta: Rineka Cipta, 2006), 130.

Table 3.2
The Number of the Seventh Grade Students

No	Class	Number of students		Total
		Male	Female	
1	VII-1	-	32	32
2.	VII-2	34	-	34
3.	VII-3	-	32	32
4.	VII-4	32	-	32
5.	VII-5	-	30	30
6.	VII-6	34	-	34
7.	VII-7	-	31	31
8.	VII-8	32	-	32
9.	VII-9	15	16	31
Total		147	141	288

(Source: Administration of MTsN Langsa, September 2017)

2. Sample

Sugiyono defined sample as part of the number and characteristics possessed by the population.⁵¹ According to Arikunto, sample is a small part of the total population that is taken for representative of the entire total population that becomes the objects of the research.⁵² Based on explanation above, sample is a part of population that is represented the whole population. In this study, the writer did purposive sampling, because this sample is more suitable to be used in qualitative research. Purposive sampling is the technique that determined the sample by the thought.⁵³ Therefore, sample of this research is an English teacher because there is only one English teacher at

⁵¹ Sugiyono, *Metode Penelitian*, ... , 118.

⁵² Suharsimi Arikunto, *Prosedur penelitian*, ... , 131.

⁵³ Sugiyono, *Metode Penelitian pendidikan*, (Bandung: Alfabeta, 2010), 124.

the seventh grade. Meanwhile, the sample of the students, the writer takes the class VII-4.

D. Technique of Data Collection

Data collection technique is the most strategic step in the research because the main goal of the research is to obtain the data.⁵⁴ This activity requires a research instrument to obtain the data. In qualitative research, the researcher is the instrument of research. Qualitative researcher as a human instrument serves to fix the focus of research, selecting informants as a source of data, doing data collection, assessing the quality of data, doing data analysis, interpreting the data and making conclusions on the findings.⁵⁵ Here is the data collection techniques along with the research instruments used in this research:

1. Observation

In this research, the data were collected by doing an observation in the classroom. According to Arikunto, observation is a technique of data collection which is done by conducting through research, as well as systematically recording.⁵⁶ In observation activities, the researcher did not involve in teaching learning process which is done by the English teacher and his students. The researcher only observed and monitored. But the researcher made a recording as well. Recording is useful to help the researcher in re-observing before taking the conclusion.

⁵⁴Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2013), 62.

⁵⁵Sugiyono, *Memahami Penelitian Kualitatif ...*, 72

⁵⁶Imam Gunawan, *Metodologi Penelitian Kualitatif ...*, 143.

In this research, the writer would observe the teacher and the students during teaching and learning process in the classroom to look at the English teacher performance in managing classroom and students' creativity.

2. Interview

To dig information deeply about the data, the writer also took an interview. Interview is involving asking questions and receiving answer from respondent.⁵⁷ According to Esterberg, interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.⁵⁸ Based on the explanation above, interview is a process of exchanging information between two persons. By doing interview with the English teacher and some students, the writer would obtain the more explicit information. Research instrument used in the interview is an interview guideline and a tape recorder to record the interview.

E. Technique of Data Analysis

In this research, the processes of analyzing the data were begun when the writer collected the data. Analyses of the data were done to sort out between important and not important data. The measure of whether the data were important or not referred to the contribution in answering the research focus.⁵⁹

⁵⁷ Amir B. Marvasti, *Qualitative Research in Sociology: An Introduction*, (London: Sage Publication, 2004), 14.

⁵⁸ Sugiyono, *Memahami Penelitian Kualitatif ...*, 72.

⁵⁹ Imam Gunawan, *Metodologi Penelitian Kualitatif ...*, 209.

The steps which are conducted by writer to analyze the data are as what expressed by Miles & Huberman, as follow:⁶⁰

1. Data Reduction

Data reduction is an activity of summarizing, choosing subject matter, focusing on things that are important, and looking for themes and patterns.

2. Data Display

Data display is seen by Miles & Huberman as a set of structured information, and gives the possibility of drawing conclusions and taking action. They also saw that the most frequent form of display data for qualitative research data is narrative text. Looking at displays help the researcher to understand what is happening and to do something-further analysis or caution on the understanding.

3. Conclusion Drawing/ Verifying

Conclusion drawing/ verifying is an activity of formulating research result that answer the focus of research based on data analysis result. Conclusion is presented in the descriptive form of the research object based on the research study.⁶¹

⁶⁰Sugiyono, *Memahami Penelitian Kualitatif ...*, 91-95.

⁶¹Imam Gunawan, *Metodologi Penelitian Kualitatif ...*, 212.

CHAPTER IV

FINDING AND DISCUSSION

A. Result of the Observation

In the observation, the writer entered to the classroom to see the real facts that occurred in the classroom. The writer sat among the students to ease the observation. The writer also brought the observation sheet which was prepared before conducting the research. The observation sheet consisted of some statements to be observed. In this study, the writer divided the observation sheet into three parts which were observing the English teacher's performance in managing classroom, the students' creativity, and the classroom situation.

The first was observing the English teacher's performance in managing classroom. Based on the observation at the class VII-4, the writer saw that the students' seat was arranged orderly row (mostly in the world) where all the students face to the teacher. Orderly row seating arrangement was considered more effective to reduce the students speak when the teacher explained the lesson. However, the students' seating arrangement can put on circle or horse-shoes arrangement when learning in group.

Next, the teacher came to the class on time so that the teaching and learning process can run well based on the schedule. Moreover, come to the class on time, it shows that the teacher has a good discipline. Moreover, the teacher is a model for the students. He should perform a good habit in front of the students.

During teaching, the teacher not only explained about the material but also she motivated the students to learn energetically. In motivating, the teacher usual

tells about his journey until to be a success teacher or about the important of learning English. It is useful to build the relationship with the students. However, the teacher may not repeat the same story that makes the students feel bored.

The teacher explained the lesson clearly until the students understand about it. Besides, the teacher also has a high voice so that all the students can listen what she said. As a teacher, the high voice is very important where the teacher's power can be seen on her voice. Even, the students will hear the teacher's command for them.

The teacher asked the students about the material and also asked for them to make a question. It was done to check the students' understanding about the material has explained. However, just there were some students who wanted to ask to the teacher. Even, there were students who chose to be quite than asked the teacher. But, when the teacher gave exercises for them, they started to ask the teacher either about the meaning or how to do the exercises.

The teacher gave the assignment at the ending of teaching to evaluate the students' learning achievement. Evaluation is done to measure whether the students are able to master the material or not. Usually, the students are asked to do the exercise at the text book or present the conversation in front of the class. Furthermore, the teacher also appreciated to the students' assignment by giving score or saying praise words such as "good", "very good", and "excellent". The praise is able to make the students to be enthusiastic and spirit in doing exercises. Besides, the teacher not only stood or sat on her chair but also she moved around the class to monitor the students' activity. When the students made noise, she

directly reminded them to be quiet. She also stood beside them to make sure that they will not do it again.

The second was observing the students' creativity. On the next day, the writer entered to the class VII-4 to continue the observation again. During observation, the writer looked at the students one by one. Therefore, the writer found that there were some students who were having high self-confidence and having brave. For instance, they wanted to come to in front of the class to practice the dialog of asking apologize although they were not able to do it as well as possible. However, the teacher did not underestimate them even praised their effort by saying "good". Then, the teacher also gave motivation to learn more energetically.

During teaching and learning process, the students also showed their spirit and enthusiastic in learning by following all the teacher's commands. For example, they were spirit and enthusiastic in doing the exercises such as reading the text or practicing the conversation. It occurred because the teacher taught them with the fun learning. Fun learning is very needed by the students to overcome their boredom.

Besides, they also were having a curiosity in learning. For instance, they asked about the meaning of some words and how to pronounce the words correctly. It showed their interest to learn English. Moreover, English is the international language.

The third was observing the classroom situation during teaching and learning process. The writer looked that the classroom was clean and tidy even though they are the male students. It made the students felt comfortable for learning in the

classroom. Besides, in the classroom, there were the students who made noise and disturbed the other friends. However, the teacher could handle this problem. The teacher reminded them to be quite and also stood beside the student who made noise. When there was a student who was still making noise, the teacher gave the punishment such as memorizing vocabulary or mentioning parts of body.

The teaching and learning process run well so that the material could be conveyed totally. Moreover, there was interaction between the teacher and the students in the classroom. Interaction was needed to build good relationship emotionally between the teacher and the students.

B. Result of the Interview

In this research, the writer also interviewed the English teacher and the some students of class VII-4 to obtain more information deeply. These are the result of interview as following below:

1. Result of Teacher Interview

In managing the classroom, the first point that was usually done by the teacher was to recognize the students' character and learning style. By recognizing, the teacher was able to determine appropriate treatment for the students. English teacher stated that⁶²:

To manage the classroom as well as possible, I usually recognized my students' behavior to know their character and learning style. I did it at the first day of school to give appropriate treatment for the next meetings.

Moreover, the teacher also taught the students how to be discipline before asking for them to be discipline whereas the teacher is a model. For

⁶² Azizah, Interviewed on October 28th, 2017.

instance, instructing to attend the class on time. What is more, coming on time is strongly suggested to overcome the students' leaving the classroom.

Furthermore, what the English teacher did in the classroom was alike with the other teachers did. When the teacher arrived in the classroom, the teacher started the lesson with greeting the students and asked about the material from last meeting to reinforce their understanding. Next, she checked the students' attendance list to know who absence was. Then, she explained the material clearly and gave the assignment for the students. At last, she monitored the students' activity during doing the assignment. However, there was difference between the English teacher with the others where she made the students enjoyed the teaching and learning process. Moreover, the English teacher is the friendly and care person. It makes the students happy to study in the classroom. English teacher stated: "As long as teaching and learning process, I tried to make the enjoyable learning so that my students were happy to learn English with me."

Besides, to make the classroom running well, the teacher maintained the students' activity in the classroom. The teacher tried to point the students' attention just for the lesson. However, when the students made noise in the classroom, the teacher reminded them loudly so that they did not do it again. Furthermore, the teacher also did not give permission to leave the classroom during learning. English teacher stated: "When I was teaching in the classroom, I did not allow my students to make noise and to go to toilet as

long as teaching and learning process. I did it because I wanted to establish the effective learning.”

In managing the classroom, the teacher also gave the punishment for students who broke the rules. Usually, the punishment is given when the students come late, do not do homework, or make noise in the classroom. However, the punishment is the educated punishment such as memorizing vocabulary, asking them to mention nouns in the classroom and to mention the parts of body. English teacher stated: “I gave the punishment for the students who broke my rules, but the punishment is educated punishment such as memorizing, mentioning noun around the class and mentioning the parts of body.”

2. The Result of Students Interview

As long as the teaching and learning process, the students were enthusiastic in learning English because the English teacher was very cheerful. Student 1 stated⁶³: “I was enthusiastic in learning because my English teacher was very cheerful so that I liked to see her.” Moreover, the other student said that the English teacher’s way of teaching was very fun. Student 4 stated⁶⁴: “I was enthusiastic to learn with my English teacher because my teacher’s way of teaching was very fun.”

Furthermore, the English teacher made the students motivated in learning English. There are some reasons why they were motivated. The first reason was the English teacher appreciated the students’ assignment by saying

⁶³ M. Irwansyah, Interviewed on 24th October, 2017.

⁶⁴ Safrizal, Interviewed on 24th October, 2017.

“good”, “very good”, and “excellent”. Student 1 stated: “I was always motivated in learning, it was caused by my English teacher always appreciated my assignment”. The second reason, the English teacher showed her respect so that made the students more interested in learning. Student 3 stated⁶⁵: “... Because my English teacher showed her respect so that made me more interested in learning English.”

In the other case, there were just a few students who wanted to ask the teacher about the lesson. Meanwhile the other students sometimes asked the teacher about the material which they did not understand. However, they preferred to ask the teacher when they could not do the assignment. Usually, they asked about how to do the exercise or about the difficult meaning of the words.

They were confident in answering and giving opinion in the classroom. It is happened because the teacher always gave applause and praise for the students’ answer and opinion. Student 2 stated⁶⁶: “My teacher always praised my opinion and answer so that I felt more confidence.” However, the students sometimes also did not really sure feel confidence when they were not able to answer the teacher’ question. It was normal because everyone had nervous feeling.

The students also were brave when the teacher asked them to do the task or to demonstrate the dialog in front of class. Student 5 stated⁶⁷: “I was brave because my teacher did not underestimate me when I could not even she

⁶⁵ M. Asyraqul Annam, Interviewed on 24th October, 2017.

⁶⁶ M. Rava Ardiansyah, Interviewed on 24th October, 2017.

⁶⁷ Arif Akbari, Interviewed on 24th October, 2017.

taught me until I could.” Meanwhile, the other reason was the teacher would show by example when the students could not. Student 4 stated that: “I was being brave because when I made mistake my teacher would give the example.”

Next, the students wanted to practice dialog and to answer the question before their teacher pointed them. It showed their initiative in learning. Besides, they also like to compete each other to obtain teacher’s attention and high score. Student 3 stated: “I usually practice the dialog in front of class before my teacher pointed me to get more score and to compete with my friends.” It described that the students did it to be the best in the classroom so that they had own initiative to do the task before any demended.

The influence of English teacher’s performance in managing classroom could be seen from the result of observation and interview which have been described above. In which, the student are to be enthusiastic in learning, motivated in learning, active in the classroom, confident, initiative, and brave are including to the characteristic of students’ creativity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of observation and interview, the writer concludes that the teacher's performance in managing classroom toward students' creativity at the seventh grade students of MTsN Langsa as following below:

1. The English teacher manages the classroom

In managing classroom, the teacher recognizes the students' character and learning style at the first day of school, the teacher comes to the class on time, the teacher greets the students and asks about the material at the last meeting to reinforce students' understanding, the teacher checks the students' attendance list, the teacher explains the material clearly and give the questions to the students to check the their understanding, the teacher appreciates the result of the students' assignments, the teacher moves around the class to monitor the students' activity; the teacher reminds the students to be quite loudly when he students make noise, and the teacher also gives educated punishment for the students who broke the rules.

2. The influence of English teacher's performance in managing classroom toward students' creativity

The English teacher's performance is able to influence the students' creativity such as the students are be more active in the classroom, brave to practice the task in front of the class, self-confident, higher spirit enthusiastic

in learning, initiative, willing to ask the teacher when they did not understand about the lesson, and motivated in learning.

B. Suggestion

1. For the teacher

The writer suggests that the teacher should more develop his/her performance in managing the classroom to be better.

2. For the students

The writer recommends that the students should be a good student who obeys the rules as long as teaching and learning process. The students also should focus on learning to increase their creativity and learning achievement in the classroom.

BIBLIOGRAPHY

- Ahmad, R. *Pengelolaan Pengajaran*. Jakarta: Rineka Cipta, 2004.
- Al-Oweidi, Alia. "Creative Characteristics and Its Relation to Achievement and School Type among Jordanian Students." *Scientific Research Journal: Creative Education*, Vol. 4, No.1 (2013): 31.
- Al-Zu'bi, Zuhair H. "Classroom Management Problems among Teacher Student Training." *European Journal of Business and Social Sciences*, Vol 2, No 3 (2013): 141.
- Amatembun. *Manajemen Kelas, Penuntun Bagi Guru dan Calon Guru*. Bandung: FIP FKIP Bandung, 2011.
- Arikunto, Suharsimi. *Prosedur penelitian (Suatu Pendekatan Praktik)*. Jakarta: Rineka Cipta, 2006.
- Cambridge. *Cambridge Advanced Learner's Dictionary*. Cambridge University Press, 2003.
- Cooper, James M. *Classroom Teaching Skill*. Massachusetts: D. C Heath and Company, 1990.
- Corps, Peace. *Classroom management*. Washington DC: Information Collection and Exchange, 2006.
- Cotton, Kathleen. "Monitoring Student Learning in the Classroom." *School Improvement Research series*. (2008).
- Dewi, Fatimah. *An Analysis of the Students' Difficulties in Mastering Phrasal verb at SMAN 2 Kejuruan Muda Kabupaten Aceh Tamiang*. Langsa, 2015.
- Dunbar, Christopher. *Best Practices in Classroom Management*. College of Education Michigan State University, 2004.
- Gunawan, Imam. *Metodologi Penelitian Kualitatif: Teori dan Praktik*. Jakarta: Bumi Aksara, 2014.
- Hamid, Siti Rafiah Abdul. *Teaching Quality and Performance among Experienced Teachers in Malaysia*. Malaysia, 2012.
- Harmer, Jeremy. *How to Teach English*. Harlow–England: Pearson Education Limited, 2007.
- Jim Walters and Shelly Frei. *Managing Classroom Behavior and Discipline*. USA: Shell Education, 2007.

- Korpershoek, Hanke. *Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice*. GION Ondewijs/Onderzoek, 2014.
- Lynch, Matthew. "Establishing Order in Your Classroom: Five Common Approaches to Classroom Management", The Tech Edvocate, 2016, <http://www.theedadvocate.org/establishing-order-classroom-five-common-approaches-classroom-management/> (Accessed October 2nd, 2017).
- Lynch, Matthew. "The First Year Teaching: The Self-Discipline Approaches to Classroom Management", The Tech Edvocate, 2016, <http://www.theedadvocate.org/the-first-year-teaching-the-self-discipline-approach-to-classroom> (Accessed 2nd October 2017).
- Mangunhardjana, A. M. *Mengembangkan Kreativitas*. Yogyakarta: Kanisius, 1986.
- Marvasti, Amir B. *Qualitative Research in Sociology: An Introduction*. London: Sage Publication, 2004.
- Maulidiyah, Erna. *Hubungan Kinerja Guru dengan Minat Belajar Siswa Kelas VIII di MTs NU Salatiga*. IAIN Salatiga, 2014.
- Minan, Fathul. "Cara Meningkatkan Kreativitas Siswa", F.M Speed, 2015, <https://minanspeed.blogspot.co.id/2015/08/cara-meningkatkan-kreativitas-siswa.html>, (Accessed September 28th, 2017).
- Mitrani, Alain. *Manajemen Sumber Daya Manusia Berdasarkan Kompetensi*. Jakarta: Pustaka Utama Graffiti, 1995.
- Moore. *Managing the Classroom Management*. USA: Sage Publications, 2005.
- Moore, Kenneth D. *Effective Instructional Strategies: From Theory to Practice*. USA: Sage Publications, Third Edition, 2012.
- Mudasair. *Manajemen Kelas*. Yogyakarta: Nusa Media, 2011.
- Mulyasa. *Uji Kompetensi dan Penilaian Kinerja Guru*. Bandung: PT Remaja Rosdakarya, 2013.
- Munandar, Utami. *Mengembangkan Bakat dan Kreativitas Anak sekolah*. Jakarta: Gramedia Widiasarana Indonesia, 1992.
- Nunan, David. *Research Methods in Language Learning*. New York: Cambridge University Press, 1992.

- Ogbuanya, Theresa C. "The Influence Psycho-social Environment on Students' Achievement in Basic Electricity in Government Technical Colleges in Niger State, Nigeria." *Global Journal of Pure and Applied Mathematics* (2017): 4200.
- Richards, Jack C. *Longman Dictionary of language Teaching*. (Edinburgh: Pearson Education Limited, 1985).
- Rido, Akhyar. "Teaching and Classroom Management strategies of Indonesian Master Teacher: Investigating a Vocational English Classroom." *The Southeast Asian Journal of English Language Studies* Vol. 22, (3): 94-95
- Rusyan, A Tabrani, and others, eds. *Upaya Meningkatkan Budaya Kinerja Guru*. Cianjur: CV Dinamika Karya Cipta, 2000.
- Sande, Vha. "Kreativitas dalam Proses Belajar", 2014, <http://vhasande.blogspot.co.id/2014/03/kreativitas-dalam-proses-belajar.html> (Accessed September 28th, 2017).
- Semiawan. *Memupuk Kreativitas Anak Sekolah Menengah*. Jakarta: Gramedia, 1984.
- Suarman, Asep. *Teacher's Ways of Managing Classroom and Students' Response in EYL Classroom (A Case Study on an EYL Classroom in Grade 2 of an Elementary School in Serang Regency)*.
- Sugiyono. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta, 2013.
- Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R n D*. Bandung: Alfabeta, 2008.
- Sugiyono. *Metode Penelitian pendidikan*. Bandung: Alfabeta, 2010.
- Supardi. *Kinerja Guru*. Jakarta: Grafindo, 2014.
- Supriyadi. *Kreativitas, kebudayaan dan Perkembangan IPTEK*. Bandung: Alfabeta, 1994.
- Sutrisno. *Students' Creativity and Its Relation to English Learning Achievement*. Semarang, 2007.
- Tohirin. *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling*. Jakarta: PT Raja grafindo Persada, 2012.
- Vaseline, "Models of Discipline", 2013, <http://olameegdcquared.blogspot.co.id/2013/01/group-management-kounin.html>, (Accessed October 2nd, 2017).

Wibowo. *Manajemen Kerja*. Jakarta: Rajawali Pers, 2012.

Wikipedia, "Teacher",
<https://en.wikipedia.org/wiki/Teacher>, (Accessed August 15th, 2017).

Appendix 1

Observation Sheet for observing the English teacher's performance in managing classroom

No	Statements	Yes	No
1.	Teacher comes to the class on time (Guru masuk kelas tepat waktu)	✓	
2.	Teacher motivates the students (Guru memotivasi siswa)	✓	
3.	Teacher explains the material clearly (Guru menerangkan pelajaran dengan jelas)	✓	
4.	Teacher asks questions to students about the material which has been explained (Guru bertanya tentang materi yang telah dijelaskan)	✓	
5.	Teacher asks the students to ask questions (Guru meminta siswa untuk bertanya)	✓	
6.	Teacher arranges the students' seat (Guru menyusun tempat duduk murid)	✓	
7.	Teacher gives task to students in the end of teaching process (Guru memberikan tugas diakhir pembelajaran)	✓	
8.	Teacher shows respect to students (Guru menunjukkan kepedulian terhadap siswa)	✓	
9.	Teacher moves around the classroom (Guru berkeliling di dalam kelas)	✓	
10.	Teacher makes a deal with students who broke the rules (Guru membuat kesepakatan dengan siswa yang melanggar peraturan).	✓	

Appendix II

Observation Sheet for observing students' creativi

No	Statements	Yes	No
1.	Students have high self-confidence (Siswa memiliki kepercayaan diri yang tinggi)	✓	
2.	Students are active in the classroom during English teaching and learning process (Siswa aktif di dalam kelas selama proses belajar mengajar)	✓	
3.	Students foccus on learning (Siswa fokus dalam belajar)	✓	
4.	Students are encouraged to learn (Siswa terdorong untuk belajar)	✓	
5.	Students have curiosity in learning (Siswa memiliki rasa ingin tahu dalam belajar)	✓	
6.	Students brave to do the task in front of the class (Siswa berani mengerjakan tugas di depan kelas)	✓	
7.	Students have a spirit to learn (siswa memiliki semangat belajar)	✓	
8.	Students ask to the teacher when they did not understand the lesson (Siswa bertanya pada guru saat mereka tidak memahami pelajaran)	✓	

Appendix III

Observation Sheet for Observing the Classroom Situation

No	Statements	Yes	No
1.	There is interaction between the teacher and the students (Ada interaksi antara guru dan siswa)	✓	
2.	The classroom is comfortable for learning (Ruang kelas nyaman untuk belajar)	✓	
3.	The classroom is clean and tidy (Ruang kelas bersih dan rapi)	✓	
4.	There are not noisy students (Tidak ada siswa yang ribut)	✓	
5.	The teaching and learning process run well (Proses belajar mengajar berjalan lancar)	✓	
6.	The students enjoy the learning process in the classroom (Siswa menikmati proses pembelajaran di dalam kelas)	✓	

Appendix IV

The List of Teacher Interview

- 1. How do you manage the classroom?** (Bagaimana kamu mengelola kelas?)
- 2. What do you do to make the teaching and learning process running well?** (Apa yang kamu lakukan untuk membuat proses belajar dan mengajar berjalan dengan baik?)
- 3. Do you provide the rules in teaching and learning process? What are they?** (Apakah kamu memberikan ketentuan-ketentuan dalam proses belajar mengajar? Apa-apa aja ketentuan-ketentuannya?)
- 4. Do you give punishment for the students who break the rules? Mention!** (Apakah kamu memberikan hukuman untuk siswa yang melanggar peraturan? Sebutkan hukumannya!)

Appendix V

The Lists of Students Interview

1. **Are you enthusiastic in learning English?** (Apakah kamu antusias dalam belajar Bahasa Inggris?)
2. **Does your English teacher make you motivated in learning English? Why?** (Apakah guru Bahasa Inggris kamu membuat kamu termotivasi dalam belajar Bahasa Inggris? Kenapa?)
3. **Do you ask your teacher when you did not understand about the lesson?** (Apakah kamu bertanya pada gurumu ketika kamu tidak mengerti tentang pelajaran?)
4. **Are you confidence to express your opinion in the classroom?** (Apakah kamu percaya diri untuk mengungkapkan pendapat kamu di dalam kelas?)
5. **Do you brave when your English teacher asked for you to practice the conversation or dialog in front of the class?** (Apakah kamu berani ketika guru Bahasa Inggris kamu memintamu untuk mengerjakan tugas di depan kelas?)
6. **Do you want to practice the dialog and answer the question before your teacher pointed you?** (Apakah kamu mau mempraktikkan percakapan dan menjawab pertanyaan sebelum ditunjuk oleh guru?)

Appendix VI
Pictures of Students Interview



Appendix VII

Pictures of Teacher Interview



Appendix VIII
Pictures of Observation



CURICULUM VITAE

A. Personal Identity

Name : Amai Yati
Student's Number : 1042013040
Place / Date of Birth : Bandar Baru, April 27th, 1995
Occupation : Student
Marital Status : Single
Hobby : Listening music
Address : Desa Bandar Baru, Kec. Bendahara, Kab. Aceh
Tamiang

B. Background of Education

Elementary School : SDN Sungai Iyu (2001-2007)
Junior High School : MTsS YASPENDI Sungai Iyu (2007-2010)
Senior High School : MAS YASPENDI Sungai Iyu (2010-2013)
University : IAIN LANGSA
Tarbiyah Faculty/ English Education Department (2013
up to now)

C. Family

Father's Name : Udin Sofyan
Mother's Name : Salamah
Brother's Name : Abdul Rajab
Young Brother's Name: M. Riki