

## **APPENDICES**

### **Attachment 1**

#### **Research Instrument**

#### ***“AN ANALYSIS OF TEACHER’S CLASSROOM MANAGEMENT SKILLS IN ENGLISH CLASS OF UPB UIN ANTASARI BANJARMASIN”***

#### **Observation Note**

The first observation was held on Monday, April 25th 2022 at 06:40. The teacher came into the classroom 06:40 a.m. followed by the researcher and the teacher opened the class and greeted the students by saying “Assalamualaikum warahmatullahi wabarakatuh” Students answered “Walaikumsalam warahmatullahi wabarakatuh”. The teacher asked various kinds of questions such as “Are you okay today?”, “Have you had breakfast?”, “Have you taken a bath?”. The students responded it by answer the questions. The researcher was sitting on the corner while making field note from the entire teaching learning process. In seating arrangement, teacher used horseshoe when teaching material. This arrangement is characterized by the equal status of all students and teacher, just as in the circular/square arrangement. Students can see each other’s faces, and they can interpret others’ body language as they speak to get a better understanding of what is being said.

After opening the class and greeting the students, teacher checked the students’ attendance. In check attendance, teacher check name one by one. Based on the attendance list, most of students in group forty three always attended the

meeting diligently. After checking the students' attendance, teacher warmed up the class by playing a guessing game for the English song title.

After warming up the class, teacher asked students to open an English book on certain pages, asked students to pay attention to the teacher's explanation. While explaining the material about family members and present continuous tense, teacher first used oral, the voice sound clear and loud, the pronunciation was understandable enough, second teacher explained by using writing in the whiteboard, when explained the material teacher used mix language English and Indonesia. Next, the teacher gave assignment to students individually. Teacher gave the task to each students and gave 15 minutes time to finish the task. The teacher asked every students to give the answer of their task and then check it together. The teacher always said "thank you" after the students answered the questions given by the teacher, sometimes the teacher also played music while studying so that the class atmosphere was fresher and not boring. There was also a little problem, that was sometimes students talked when the teacher was explaining the material, then the teacher asked them to be quiet.

After explaining all the material, not long after that the teacher closed the class, but before that the teacher first asked the students about the material that has been studied previously. Besides that, the teacher also asked various kinds of questions. The teacher also ensured that all students understand the material that has been taught by asking them "Do you understand the material, is it clear?", "Do you have any question?", then the students asked about the material that has not been understood, and the teacher answered the students' questions by explaining

the material again. After answering all the students' questions and no one else asked, the teacher and the students summarized all the material that has been learned in the class, then the teacher closed the class by saying "assalamualaikum warahmatullahi wabarakatuh".

The second observation was held on May 24th 2022 at 07:00 a.m. In the second observation I came late to the class, but it was not a big deal. When I came to the class, the teacher was explaining the material about vacation, holiday, and travelling. Then the teacher asked the students to tell their experience about vacation, holiday, and travelling. After explaining the material the teacher and the students translated the vocabularies on the book together, and then shared stories, jokes, and fun things. After that the teacher explained the material again about simple past tense and gave them task. And the fact that the teacher always said "thank you" after the students answered the questions given by the teacher, it made me so touching and warm. It was just a small thing, but it was so precious.

In the second observation, teacher used orderly rows when the teacher explained material about vacation, holiday, and travelling. It also made the teaching activity easier, the teacher enables to maintain eye contact with all the students in the classroom. The orderly rows had clear view all students and students also can see the teacher.

Before closing the class, the teacher reviewed the material by summarizing and concluding the material together with the students. It is done by the teacher to make the students remember and understand the material. Then the teacher closed the class by saying "assalamualaikum warahmatullahi wabarakatuh".

The third observation was held on May 30th 2022 at 07:00 a.m. As the previous meeting, the teacher came into the classroom 07:00 a.m. followed by the researcher and the teacher opened the class and greeted the students by saying “Assalamualaikum warahmatullahi wabarakatuh” Students answered “Walaikumsalam warahmatullahi wabarakatuh”. After opening the class, the teacher always asked various kinds of questions such as “Are you okay today?”, “Have you had breakfast?”, “Have you taken a bath?”. The students responded it by answer the questions. The researcher was sitting on the corner while making field note from the entire teaching learning process.

After opening the class and greeting the students, teacher checked the students' attendance. In check attendance, teacher check name one by one. And then, the teacher started to explain the material, the material was still about simple past tense. After explaining the material, the teacher gave the students task and then discussing about the answer together.

In the third observation, teacher also used orderly rows as the second observation. When the students sit in rows in the classroom, there are obvious advantages. It means that the teacher has a clear view of all the students and the students can all see the teacher and teacher can also walk up and down if there is an aisle and can have personal interaction with the students. Orderly rows imply teachers working with the whole class. Some activities are especially suited to this kind of organization: explaining a grammar point using a board, etc.

Before closing the class, the teacher and the students discussed about pre test and final test that will be held on the next meeting. And then as usual the teacher closed the class by saying “assalamualaikum warahmatullahi wabarakatuh”.

## **Attachment 2**

### **Interview Questions for Teacher**

1. How do you manage the class while teaching English in the classroom?  
(Bagaimana anda mengelola kelas saat proses belajar mengajar Bahasa Inggris di kelas?)
2. What rules do you use in teaching English in the classroom? (Aturan-aturan apa yang anda gunakan dalam proses belajar mengajar Bahasa Inggris di dalam kelas?)
3. What difficulties or problems faced in managing the class during teaching English in the classroom? (Kesulitan atau masalah apa saja yang anda hadapi dalam mengelola kelas pada saat proses belajar mengajar Bahasa Inggris di kelas?)
4. How do you deal with these difficulties and problems ? (Bagaimana cara anda mengatasi kesulitan dan masalah tersebut?)
5. How do you build communication between teachers and students in the classroom while teaching process in the classroom? (Bagaimana cara anda membangun komunikasi antara guru dengan siswa didalam kelas saat proses belajar mengajar seang berlangsung?)

### **Attachment 3**

#### **Interview Result**

**Interviewer :** Hallo Miss, assalamualaikum. How are you? So long time not to see you.

**Miss :** Hai, waalaikumsalam. I am good, thank you. And how about you?

**Interviewer :** I am very well, thank you. Oh ya Miss sesuai dengan apa yang kemaren aku bilang bahwa aku ingin melakukan interview, jadi boleh kita mulai sekarang interviewnya?

**Miss :** Sure, boleh silahkan.

**Interviewer :** Okay pertanyaan pertama, bagaimana Miss mengelola kelas saat proses belajar mengajar Bahasa Inggris di kelas?

**Miss :** Jadi di sini pertama yang lebih aku perhatikan itu adalah kedisiplinan di dalam kelas, kalau bisa murid harus datang tepat pada waktunya, dan ketika guru sedang menjelaskan materi diharapkan semua murid mendengarkan dan memperhatikan dengan seksama. Jadi kita harus bisa menguasai kelas terlebih dahulu, mengetahui bagaimana kondisi kelas tersebut, penguasaan kelas itu wajib. Penguasaan kelas itu dalam arti menguasai anak didik terlebih dahulu. Kemudian yang kedua adalah penguasaan materi, metode dan komunikasi. Kita harus memilih metode serta strategi yang tepat dalam mengajar agar kelas tidak membosankan dan monoton. Kita bisa menggunakan berbagai macam metode dan strategi di dalam kelas sesuai dengan kondisi kelas saat itu agar murid tidak merasa bosan dan jenuh. Dan juga selalu menjaga komunikasi dengan murid, lebih sering mengajak murid berbicara menggunakan bahasa Inggris.

(So here, the first thing that I pay more attention to is discipline in the classroom, if possible students must come on time, and when the teacher is explaining the material, it is expected that all students listen and pay close attention. So we must be able to master the class first, knowing how the condition of the class is, mastery of the class is mandatory. Mastery of the class is in the sense of mastering the students first. Then the second is mastery of materials, methods and communication. We must choose the right methods and strategies in teaching so that the class is not boring and monotonous. We can use various methods and strategies in the classroom according to the class conditions at that time so that students do not feel bored and bored. And also always maintain communication with students, more often invite students to speak in English.)

**Interviewer :** Okay Miss, I agree with you that discipline is a very important, dan kita bisa mengubah metode atau strategi mengajar kita di setiap pertemuan sehingga tidak monoton dan membosankan. Baiklah Miss kita lanjut ke pertanyaan kedua, aturan-aturan apa yang Miss gunakan dalam proses belajar mengajar Bahasa Inggris di dalam kelas?

**Miss :** Sebenarnya aku dan semua murid belum ada menyepakati aturan-aturan seperti itu sieh Wah. Kalau dari segi pakaian, mereka semua berpakaian yang rapi dan sopan. Hanya saja terkadang ada yang memakai sweater dan aku tegur, tetapi tidak menegur dengan keras yang bisa membuat mereka malu di hadapan temannya seperti “kenapa kamu memakai sweater?”. Aku menegurnya sambil mengajak mereka berbicara seperti “wah pakai sweater nih hari ini”, nah seperti itu sambil bercanda juga, jadi mereka tidak merasa malu. Ada yang mau aku tambahkan, untuk



kedisiplinan masalah waktu seperti datang terlambat aku sedikit tegas. Jadi apabila ada yang datang terlambat sampai 15 menit maka dianggap tidak hadir. Nah mungkin itu saja sieh Wah.

(Actually me and all the students have not agreed on such rules. In terms of clothing, they were all dressed neatly and politely. It is just that sometimes someone wears a sweater and I reprimand, but I do not rebuke them loudly that can make them embarrassed in front of their friends like "why are you wearing a sweater?". I reprimanded him/her while talking to them like "Wow, you are wearing a sweater today", well like that while joking too, so they don't feel embarrassed. There is something I want to add, for time discipline issues such as arriving late, I am a little firm. So if someone arrives 15 minutes late, they are considered absent. Well maybe that is it.)

**Interviewer :** Hmm.... Okay Miss I got it. And now we are moving to the next question. Kesulitan atau masalah apa saja yang Miss hadapi dalam mengelola kelas pada saat proses belajar mengajar Bahasa Inggris di kelas?

**Miss :** Ada empat aspek yang mempengaruhi di dalam kelas yaitu siswa, materi, lingkungan, dan waktu, namun masalah yang paling umum dalam pengelolaan kelas yang digunakan adalah dari siswa. Masalahnya adalah disiplin dan kurangnya kosa kata bahasa Inggris. Jadi ada siswa yang benar-benar kurang kosa kata, mereka bahkan tidak tahu kosakata bahasa Inggris yang umum, dan mereka biasanya menggunakan google translate. Namun ada juga murid yang memiliki perbendaharaan kata yang cukup banyak karena mereka lulus dari pesantren, namun faktanya di kelas lebih dominan yang kekurangan perbendaharaan kata. Sebenarnya

mereka memiliki kepercayaan diri dalam berbicara tetapi kurang dalam kosakata dan karena itu mereka malu untuk berbicara bahasa Inggris dan secara tidak langsung mempengaruhi kemampuan berbicara mereka, mereka menjadi ragu-ragu untuk berbicara. Kesulitan berikutnya yang saya hadapi adalah disiplin kelas. Ketika saya menjelaskan materi terkadang ada siswa yang berbicara dengan teman sekelasnya atau sibuk sendiri dan tidak mendengarkan atau memperhatikan dengan seksama apa yang saya jelaskan. Meski tidak sering terjadi, hal itu juga mempengaruhi proses belajar mengajar.

(There are four aspects that affect in the classroom, namely, students, material, environment, and time, but the most common problem in used classroom management was from the students. The problems were discipline and lack of vocabulary. So there are students who are really lacking in vocabulary, they do not even know common English vocabularies, and they usually use google translate. But there are also students who have quite a lot of vocabulary because they graduated from a boarding school, but the fact is that in the class it is more dominant which is lacking in vocabulary. Actually they have confidence in speaking but lack in vocabulary and because of that they are embarrassed to speak English and it indirectly affects their speaking ability, they become hesitant to speak. The next difficulty I face is class discipline. When I explained the material sometimes there were students who talked to their classmates or were busy alone and did not listen or pay close attention to what I explained. Even though it did not happen often, it also affected the teaching and learning process.)

**Interviewer :** Iya ya Miss, kalau kita tidak punya banyak kosa kata maka kita sulit untuk berbicara dan secara tidak langsung itu mempengaruhi speaking skill mereka. Nah lalu bagaimana cara Miss mengatasi kesulitan dan masalah tersebut?

**Miss :** Oleh karena itu, kita harus sering mengajak siswa untuk berbicara bahasa Inggris agar perbendaharaan kata mereka bertambah dan memberi mereka kosakata baru setiap hari dan kemampuan berbicara mereka juga meningkat. Untuk mengatasi hal tersebut guru harus kreatif dalam mengajar di kelas, mencari cara atau strategi yang menyenangkan agar siswa tidak bosan seperti belajar melalui lagu, disana kita bisa menemukan berbagai macam kosakata. Dan umumnya guru menggunakan pembelajaran kooperatif yang sangat membantu karena siswa dapat berbagi ilmu dan siswa juga akan bertanya kepada teman tanpa malu. Dan untuk kedisiplinan kelas, biasanya kalau sudah sangat ribut, saya terlebih dahulu meminta mereka untuk diam dan menarik perhatian mereka dengan menyapa, saya biasanya menanyakan sesuatu atau kegiatan tentang materi yang saya ajarkan untuk mengecek pemahaman mereka. Saya juga memberikan motivasi dan arahan agar siswa aktif dalam berbagai kegiatan di kelas, atau saya langsung mendatangi siswa dan memintanya untuk diam kemudian mengajaknya berbicara.

(Therefore, we must often invite students to speak English so that their vocabulary increases and gives them new vocabulary everyday and their speaking ability also improved. To overcome this, teacher must be creative in teaching in the classroom, find fun ways or strategies so students do not get bored like learning through songs, there we can find various kinds of vocabulary. And generally teacher uses cooperative learning which is very helpful because students can share knowledge

and students will also ask friends without shame. And for class discipline, usually when it's very noisy, I first ask them to be quiet and get their attention by saying hello, I usually ask something or activity about the material I teach to check their understanding. I also provide motivation and direction so that students are active in various activities in class, or I go directly to students and ask them to be quiet and then ask them to talk.)

**Interviewer :** Okay Miss this is the last question, bagaimana cara Miss membangun komunikasi antara guru dengan siswa di dalam kelas saat proses belajar mengajar seang berlangsung?

**Miss :** Karena ini adalah kelas bahasa Inggris, jadi aku sering mengajak mereka berbicara bahasa Inggris Wah, seperti “can you tell me about something, please?”, “can you guess this picture?”, “who wants to tell story?”, kalimat-kalimat sederhana yang mudah dipahami dan ringan, pertanyaa yang membuat mereka agar berbicara bahasa Inggris dengan bebas, nyaman, dan percaya diri.

(Because this is an English class, so I often ask them to speak English. Wah, like “can you tell me about something, please?”, “can you guess this picture?”, “who wants to tell story?”, sentences- simple sentences that are easy to understand and light, questions that make them speak English freely, comfortably, and confidently.)

**Interviewer :** Okay Miss thank you so much for your time, I am so happy to see you and talk to you like this. Maybe we can hang out together next time.

**Miss :** Okay Wah... Did all my answers help you?

**Interviewer :** Yes, it was very helpful, thank you Miss.

**Miss :** You are welcome Wah. Glad to hear that.

## **Attachment 4**

### **Translation Literary Lists**

Meaning:

(O Prophet), call to the way of your Lord with wisdom and goodly exhortation, and reason with them in the best manner possible. Surely your Lord knows best who has strayed away from His path, and He also knows well those who are guided to the Right Way. [16:125]

Meaning: Indeed, Allah really loves people who, if they do a job, are enforced by itqan (right, directed, clear, complete). (HR. Thabrani).



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
Telepon (0511) 3253939 Faksimile (0511) 3274492  
Email: tbi@uin-antasari.ac.id Web: www.ftk.iain-antasari.ac.id

---

**SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : WAHIDAH  
N I M : 1501240542  
Jurusan/Prodi : Tadris Bahasa Inggris  
Alamat : Aspol Bina Brata Jl. Manunggal II Gang VI  
akan melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

An Analysis of Teacher's Classroom Management Skills in Online English  
Class of UPB UIN Antasari Banjarmasin

Pada : Bulan Maret 2022  
Tempat : Google Meet (Online)

Demikian surat pernyataan ini dibuat, untuk dipergunakan sebagaimana  
mestinya.

Banjarmasin, 03 Maret 2022

Nama Pemohon  
WAHIDAH  
NIM 1501240542



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
Telepon (0511) 3253939 Faksimile (0511) 3274492  
Email: tbi@uin-antasari.ac.id Web: www.ftk.iain-antasari.ac.id

13 Juni 2022

Nomor : B – 636/Un.14/III.1.f/PP.00.9/06/2022

Lamp : -

H a l : Perubahan Judul Skripsi

Kepada Yth.  
Sdr (i) Wahidah  
NIM. 1501240542  
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**“AN ANALYSIS OF TEACHER’S CLASSROOM MANAGEMENT  
SKILLS IN ONLINE LEARNING ENGLISH CLASS OF UPB UIN  
ANTASARI BANJARMASIN”**

Berubah menjadi:

**“AN ANALYSIS OF TEACHER’S CLASSROOM MANAGEMENT  
SKILLS IN ENGLISH CLASS OF UPB UIN ANTASARI  
BANJARMASIN”**

Menunjuk :

1. Afifah Linda Sari, M.Pd sebagai Dosen Pembimbing Konten dan Metodologi.
2. Hidayah Nor, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Ketua,

Afifah Linda Sari, M.Pd  
NIP 198711102015032004

## SURAT PERSETUJUAN RISET

Skripsi yang berjudul : An Analysis of Teacher's Classroom Management Skills in English Class of UPB UIN Antasari  
Banjarmasin  
Ditulis oleh : Wahidah  
NIM : 1501240542  
Jurusan : Tadris Bahasa Inggris  
Semester : XIV (Empat Belas)  
Alamat : Komplek Aspol Bina Brata Jalan Manunggal II Gang VI

Setelah diteliti dan diadakan perbaikan seperlunya, kami dapat memberikan persetujuan kepada mahasiswa yang bersangkutan untuk melakukan riset, dengan arahan dan bimbingan dosen pembimbing, riset akan dilaksanakan pada :

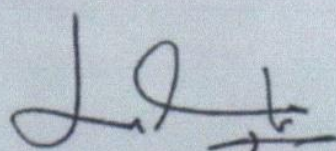
**Tempat Riset** : **Unit Pengembangan Bahasa UIN Antasari  
Banjarmasin**

**Daerah Tempat Riset** : **Banjarmasin**

Banjarmasin, 04 April 2022

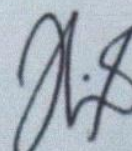
Mengetahui,

Pembimbing  
Bidang Konten dan Metodologi



**Afifah Linda Sari, M.Pd**  
NIP. 198711102015032004



Pembimbing  
Bidang Bahasa dan Teknik Penulisan



**Hidayah Nor, M.Pd**  
NUP. 2024068802



Date	Notes	SIGNATURE
07/04 /2022	- Include a surah of the holy Quran in the background of study, and find the correlation between surah and research.	J. I.
11/04 /2022	<ul style="list-style-type: none"> <li>- Add more theory in Chapter II.</li> <li>- Include your opinion about classroom management.</li> <li>- Put the translation of the surah in the appendix</li> </ul>	J. I.
15/04 /2022	- Revise your title from online class to offline class.	J. I.

DATES	Notes	SIGNATURE
08/04 /2022	<ul style="list-style-type: none"><li>-The page is still less than fifty, please add more pages.</li><li>-Please include a quote for the articles you took.</li><li>-The space for writing is two spaces.</li></ul>	
12/04 2022	<ul style="list-style-type: none"><li>-Please paraphrase your writing to avoid plagiarism.</li><li>-After you paraphrase your writing, you can do a seminar thesis proposal.</li></ul>	

## **CURRICULUM VITAE**

### **I. Personal Details**

Name : Wahidah  
Place and Date of Birth : Tamban, October 20<sup>th</sup> 1996  
Gender : Female  
Marital Status : Single  
Religion : Islam  
Nationality : Indonesia  
Parents : Drs. Ali Rohmat, Zdahratannor  
Siblings : Wahdah, Aya Humaira Hilma

### **II. Formal Educational Background**

2001-2003 : Raudhatul Athfal Kindergarten (TK Raudhatul Athfal)  
2003-2009 : Islamic Elementary School of Norhidayah Pundu (MI Norhidayah Pundu)  
2009-2012 : Islamic Junior High School of At-Thohiriyah  
2012-2015 : Islamic Senior High School of At-Thohiriyah  
2015-2022 : English Education Department of Antasari State Islamic University Banjarmasin

### **III. Organization Experience**

2016-2018 : Member of LPPQ UIN Antasari Banjarmasin