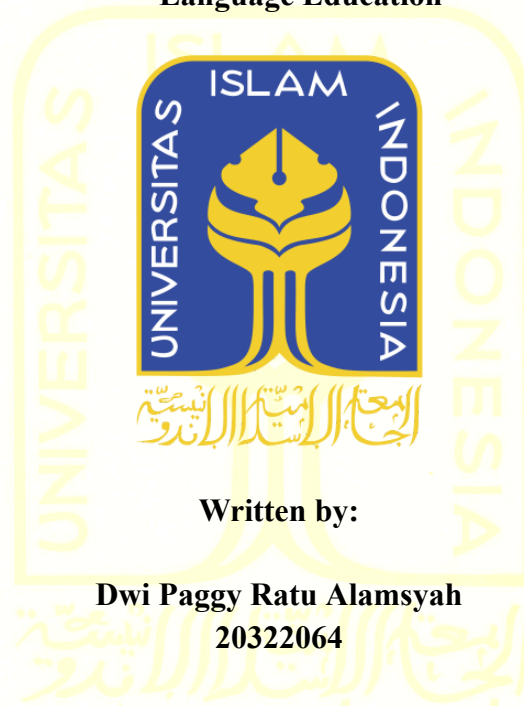


Classroom Management Style in an English Vocational Classroom

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirement to Obtain Sarjana Pendidikan degree in English
Language Education**



Written by:

**Dwi Paggy Ratu Alamsyah
20322064**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION FACULTY OF
PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES UNIVERSITAS
ISLAM INDONESIA YOGYAKARTA**

2024

APPROVAL SHEET

Classroom Management Style in an English Vocational Classroom

By
Dwi Paggy Ratu Alamsyah



Approved on May 22 , 2024

By

Supervisor

Banatul Murtafi'ah S.Pd., M.Pd.
NIP: 193220102

RATIFICATION SHEET


Classroom Management Style in an English Vocational Classroom


By


Dwi Paggy Ratu Alamsyah

20322064

Board of Examiners

Chairperson : Banatul Murtafi'ah S.Pd., M.Pd. 

First Examiner : Anandayu Suri Ardini S.S., M.A 

Second Examiner : Dr. Adam Anshori S.S., M.A 

Yogyakarta, 22 June 2024

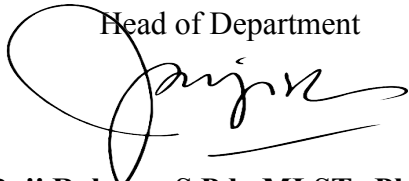
Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

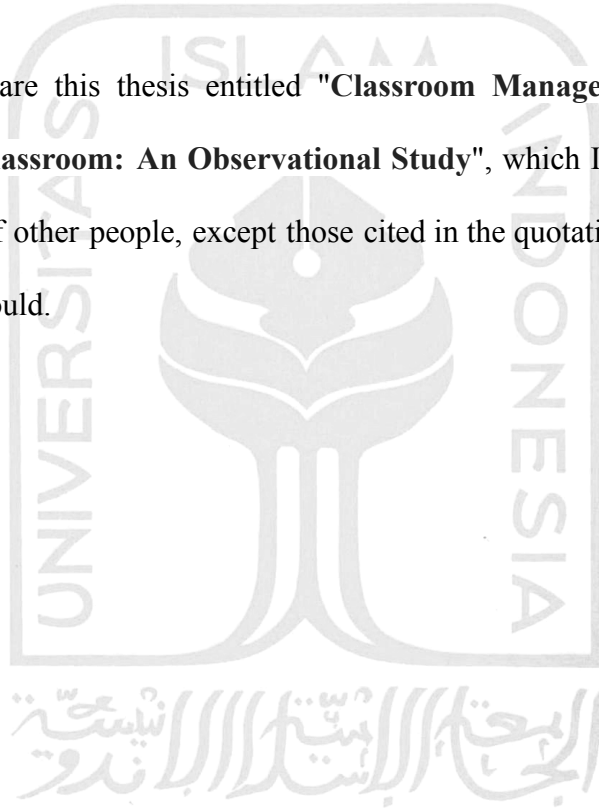


Head of Department


Puji Rahayu, S.Pd., MLST., Ph. D.
NIP 053310402

STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis entitled "**Classroom Management Style in an English Vocational Classroom: An Observational Study**", which I have written, does not contain the work of other people, except those cited in the quotations and references, as a scientific paper should.



Yogyakarta, 22 Mei 2024

The Researcher,



Dwi Paggy Ratu Alamsyah

NIM: 20322064

MOTTO

“The harder you work for something, the greater you’ll feel when you achieve it.”

- **Unknown**

“ For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.

- **Q.S Al-Insyirah, 94:5-6**

“Never discourage anyone who continually makes progress, no matter how slow.”

- **Plato**

الجامعة الإسلامية
الاستاذ الأفندي

DEDICATION

With the permission of Allah SWT, and the ease that He gave me, I was finally able to complete this thesis. I would like to dedicate this thesis to myself, Dwi Paggy Ratu Alamsyah because I have been able to go through difficult times, do my best and not give up easily while studying until I was able to complete this thesis.

I also dedicate this thesis to my beloved parents, Mr. Dedy Sukandar and Mrs. Nani Winarni who has given everything the best for me so that I can complete this thesis. Thank you for all the good prayers, all the full support, effort, energy, time and thoughts. There are no words that can describe my gratitude to you. I also thank my two dear brothers Nandhika Raja Alamsyah and Fhatan Alvaro Prabu Alamsyah who have supported me. Also to my beloved people Shifaa Ghinaya Afradhiya and Hilmy Indrasto who have supported me fully. Lastly, I dedicate this thesis to my two good friends, Shalfa Salsabila and Dinda Diannisa Rossaira Ahadza Razaaq, who have accompanied me on my study journey for 4 years. Friends who always help me when I am in difficult or happy times. Thank you for supporting me fully.

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الاستاذة الدكتورة

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Alhamdulillah rabbil ‘alamin all praises to Allah SWT who always gives me health, strength, guidance, blessings, and the opportunity to complete this thesis. Salutations and sholawat be upon our greatest Prophet Muhammad SAW. I express my deepest and never ending gratitude to my parents Mr. Dedy Sukandar and Mrs Nani Winarni for their endless support, efforts, and prayer, and also thanks to my brothers Nandhika Raja Alamsyah and Fhatan Alvaro Prabu Alamsyah for the support and prayer. The utterances of gratitude also send to:

1. The Head of English Language Education Department, Islamic University of Indonesia, Ms.Puji Rahayu, S.Pd., MLST., Ph. D..
2. My best supervisor, Ms. Banatul Murtafi’ah S.Pd., M.Pd. for her guidance, dedication, support, time, energy, solution, and patience to help me finish my thesis. I am very grateful to have you as my supervisor, without her I might not have completed this thesis this fast. Thank you very much Miss Banat even I think that I can’t thank you enough.
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5. Thank you Spotify for always accompanying me working on my thesis and always makes my mood good, so I can start working on my thesis.
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This thesis may not be perfect but the researcher is very open to suggestions, criticism and advice to help with this research.

Yogyakarta, May 2022

The Researcher,



Dwi Paggy Ratu Alamsyah

NIM 2032206

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**Classroom Management Style in an English Vocational Classroom:
An Observational Study**

by

DWI PAGGY RATU ALAMSYAH

20322064

ABSTRACT

This research aims to identify the classroom management style used by a vocational high school teacher. A qualitative study using observational research was conducted in the English class of a vocational school in Yogyakarta, Indonesia. The data were obtained from the results of the researcher's observations. The researcher chose one vocational school teacher because the teacher had fulfilled the qualifications for teaching English at a vocational school for more than one year. The researcher adapted an observational checklist form Berger and Girardet (2021) with several classroom management styles such as: *Autonomy Support (i.e., Concept Checking Questions and Encourage Participation)*, *Control (i.e., Discipline Students and Give Students a Test)*, *Structure (i.e., Tell Teacher's Expectation and Remind Participation)* and *Chaos (i.e., Ignore Students Behavior and Ambiguity of the Material)*. The results showed that the English language teacher at this vocational school used the *Control* style with the *Discipline Students* sub-component the most. Meanwhile, the *Chaos* style was not used at all by the teacher. Then, the *Structure* style was the least-used style by teachers during learning. From the results of this research, it can be seen that a teacher has his or her own classroom management style. However, from these results, the researcher suggested that teachers encourage students more often and remind their students to participate more actively in classroom learning activities. If a teacher finds students behaving impolitely, the teacher must be willing to guide the students.

Keywords: Classroom Management Style, Vocational School Teacher, Discipline Students

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Classroom management is one of the important things for teachers to pay attention to when teaching in the class. Classroom management is a way for teachers to manage the class in the learning process to create a conducive class and also prevent disruptive and non-productive student activities in class. Teacher Classroom Management Skills are one of the important things in teacher development, teacher success is independent of in-depth subject content knowledge (Rubio, 2009).

Each teacher certainly has their own classroom management style, this certainly determines the engagement of their students and the course of the learning process in the classroom. According to Brophy (2004) and Reeve (2009), classroom management style and structure of class objectives have a significant influence on student engagement in class lessons which will ultimately affect their learning outcomes. (Jones et al., 2014) stated that teacher classroom management style is a determinant of a teacher's success in creating good and productive learning so that their students can develop because they receive a good education.

Obispo et al. (2021) conducted the research pada empat tipe classroom management styles (*i.e., Autocratic, authoritative, democratic and laissez-faire or permissive*) by (Brody et al., 2003). They found that teachers used an authoritative classroom management style

because they thought this classroom management style was an important factor in determining the success of classroom teaching.

Another study from Thi and Nguyen (2021) also proposes research on types of classroom management styles with instrument used by Baumrind (1971), which classified four types: Authoritative style, Authoritarian style, Indulgent style and Permissive style. the results showed that Each classroom management style has an impact with different levels and dimensions on students' English learning motivation. Authoritative style is the most positive influence on students' motivation to learn English and academic achievement.

Berger and Girardet (2021) also conducted research on the recent teacher classroom management style. This research used a quantitative method and the context is a vocational school. In his research, it can be seen that teachers use two classroom management styles, namely autonomy support and structure. This research sees the conclusion that when vocational teachers feel a responsibility in determining the quality of their teaching, they will make classes that are very good and also beneficial.

Vocational High School is a level of formal education that prepares students to be ready to face the world of work directly and be able to compete to become a productive workforce. Vocational school students usually after graduating they will immediately enter the world of work in local or foreign companies. Before graduating, they usually do something called PKL (Practical Field Work) or internship. Despite this, there are also vocational school students who, once they graduate, still want to continue their studies at university. A study conducted by Sundari (2008) shows that it has been documented from 2001 to 2008 that the majority of vocational school alumni continued to work in fields where English was not used. This is due to

the lack of ability of vocational school students in English so that they cannot occupy the desired jobs.

Researchers have conducted research at one of the vocational schools in the Yogyakarta area. Researchers found several problems that occurred during English learning in one of the vocational school classes regarding the teacher's classroom management style and non-conducive classroom situations caused by student behavior. This makes researchers interested in investigating the vocational teacher's classroom management style in English classes. There are several studies regarding Classroom management style, such as those conducted by (i.e., Berger & Girardet, 2021; Thi & Nguyen, 2021; Obispo et al., 2021), but there is still a small number of studies regarding Classroom management, especially Vocational Schools in the Yogyakarta area. . Therefore, research that focuses on the teacher's classroom management style in English classes is urgent to conduct.

1.2. Identification of the Problems

As stated in the background above, researchers found the following problems:

1. The teacher is a little overwhelmed when managing the classroom.
2. The differences in student behavior, teachers use different classroom management styles.
3. Students more often engage in bad behavior such as chatting with others, sleeping and carrying out other less conducive actions.

1.3. Limitation of the Problems

Among the problems that have been mentioned in the problem identification, this study only focuses on research on teachers' classroom management style in English classes in secondary vocational schools.

1.4. Formulation of the Problems (research question)

This study attempts to answer the following questions: What are the teacher's classroom management styles in English class at vocational schools?

1.5. Objectives of the Study

The purpose of this research is to investigate what classroom management style is used by English teachers in vocational schools.

1.6. Significances of the Study

1. For high school teachers

Practically, this research can provide references and insights in the use of appropriate and appropriate classroom management styles for teaching English to vocational school teachers.

2. For pre-service vocational school teachers

In terms of practice, this research can provide information about classroom management styles that can be used in teaching English at Vocational High School. This information can guide and help them prepare to teach English at Vocational Schools so that they can implement appropriate and appropriate classroom management styles.

3. For other researchers

Conceptually, this study can provide information and references for other researchers who are conducting similar research on the classroom management style of high school teachers in teaching English.

CHAPTER II

LITERATURE REVIEW

2.1. Classroom Management

In the world of teaching, the term classroom management are often heard. Classroom management is a skill that every teacher must have. This can be very influential for teaching in the classroom because classroom management is about teacher's ability to use techniques and strategies to organize a class. Classroom management addresses teachers' actions and strategies for how they organize and manage the classroom environment (Martin, et al., 2016). Classroom management can also be defined as all efforts or actions taken by teachers when they create an environment that supports and facilitates learning with social-emotional (Evertson & Weinstein, 2006). According to Rimm-Kaufman et al. (2005), classroom management focuses on what teachers do in class to maximize student engagement and obedience such as modifying classroom settings and how they do it instructionally and emotionally.

2.2. Classroom management style

Classroom management style is illustrated by Berger and Girardet (2021) as two oppositions including autonomy support versus control and structure versus chaos. Autonomy support is defined as a way for the teacher to identify, maintain, and develop students' inner motivational resources with interpersonal behavior that the teacher will give. Control refers to the “sentiment and interpersonal behavior given by the teacher during instruction which pressures students to think, feel, or behave in a certain way” (Reeve 2009, p. 160). Skinner and Belmont (1993) stated that structure is the amount of information about how to effectively achieve a goal to be achieved. Furthermore, chaos is when the teacher communicates a lack of clarity regarding directions or instructions to his students (Jang, Reeve, & Deci 2010).

Study conducted by Obispo et al. (2021) used instrument (i.e., otoritatif, demokratis, dan laissez-faire atau permisif) oleh (Brody et al., 2003). Autocratic Class Management Style is a style where a teacher is the only one who has full control of the class and students must obey the teacher's rules without asking and usually the teacher gives punishments and rewards more often. Furthermore, the Authoritative Classroom Management Style is a style where the teacher does not have complete control over the students, but the teacher also encourages students to develop. Students may communicate or debate with the teacher regarding learning in class. In this type, the teacher will not immediately reprimand small mistakes, but if the problem is serious, the teacher will also tell the reason behind why the student was reprimanded. Apart from that, the Democratic Classroom Management Style can be characterized by teachers who actually guide their students to make self-development in class and involve students in class activities. Lastly, Permissive or Laissez-Faire Class Management Style. In this style, the teacher seems to control the students a little more often by giving praise and rewards, but allows students' behavior that is not acceptable so that what happens is that the students think this is trivial and the class situation becomes chaotic.

The researcher will use the types of classroom management styles from Berger and Girardet (2021) because The classroom type classifies it more specifically and these researchers make the latest classroom management type formulations.

2.3. Review of Relevant Studies

Previous research on Classroom management style was conducted by Obispo et al. (2021) using a combination of qualitative and quantitative analysis. The results of their research

show that teachers use several classroom management styles. The classroom management style that is most often used is the authoritative management style where the teacher is the instructor who controls the students but also encourages students in the class to develop. This teacher will reprimand students if they have made serious mistakes and inform students about the problem in a respectful manner.

Apart from that, Another study from Thi and Nguyen (2021) also proposes research on types of classroom management styles with instruments used by Baumrind (1971) (i.e., Authoritative style, Authoritarian style, Indulgent style and Permissive style) in the form of interviews and questionnaires to collect data . This research used a mix-method the findings showed that. Authoritative style is the most positive influence on students' motivation to learn English and academic achievement. The role of the teacher in this type is as a teacher who is less controlling and invites students to be involved in class rules, expectations in learning, and teachers who communicate to students if students engage in bad behavior.

This classification is different from Berger and Girardet (2021). Berger and Girardet (2021) also researched the recent teacher classroom management style. This research uses a quantitative method and the context is a vocational school. The participants of this research are in-service vocational teachers from the French-speaking region of Switzerland. In his study, teachers used two classroom management styles: autonomy support and structure. This research concludes that when vocational teachers feel a responsibility to determine the quality of their teaching, they will take classes that are very good and also beneficial.

2.4. Theoretical Framework

This study aims to examine which classroom style the vocational school teacher uses while teaching in English class. This research uses the theory of classroom management styles from Berger and Girardet (2021) because this theory is the most recent theory. This classroom management style theory has four aspects, namely Autonomy support, Control, Structure, and Chaos. Autonomy support is a teacher style that motivates and supports students in pursuing their interests and learning valuing (Reeve, 2009.). Control refers to the “sentiment and interpersonal behavior given by the teacher during instruction which pressures students to think, feel, or behave in a certain way” (Reeve 2009, p. 160) Structure refers to achieving desired outcomes by stating their expectations, consistently responding their students by offering help and support, share teaching strategies based on their students’ level (Skinner & Belmont, 1993). Chaos is when the teacher communicates a lack of clarity regarding directions or instructions to his students (Jang, Reeve, & Deci 2010).

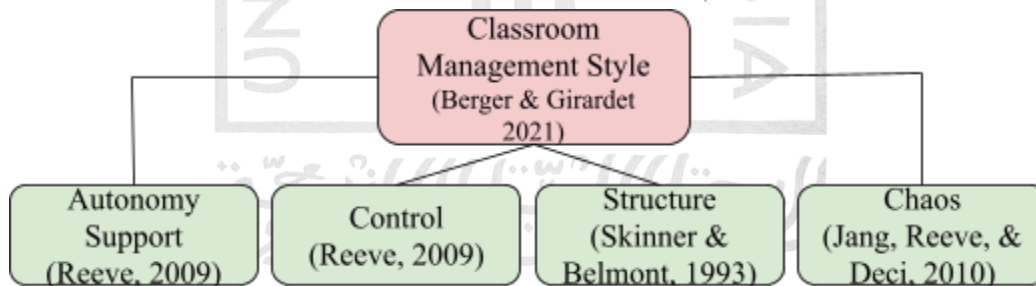


Figure 2.1. Conceptual Framework of Classroom Management Style.

CHAPTER III

METHODOLOGY

3.1. Research Design

Qualitative research with an observational approach is the method used by researchers to collect data so that researchers can find out what kind of class management style vocational school teachers use in an English class. In this case the researcher carried out observations in the classroom so that he could observe the teacher directly.

3.2. Informed Consent Form

First, before the researcher carried out the observation, the researcher provided a letter requesting permission to conduct observations to the school concerned. Then, the researcher asked the participant's willingness to take part in this research. The participant finally agreed to take part in this research and become a subject, then the researcher sent informed consent to the participants as a formal sign.

3.3 Participant and Setting

The participant in this study was a teacher who taught English at a vocational school in Yogyakarta. The participant was selected based on criteria (i.e., had teaching experience for more than two years, had students who were in the low activation students category, and used classroom management in their classroom learning). The participant has fulfilled the criteria such as having taught for 3 years.

3.4. Data Collection Technique

The data in this research were obtained from observations by taking videos of learning situations in one of the vocational school classes in Yogyakarta. After collecting the data, the researcher then transcribed the video taken during the observation and then did the coding of the data of the video transcript. **Table 3.1 shows observation research instruments based on Berger & Girardet (2021), while Table 3.2 shows observation checklist.**

Table 3.1 Observation Research Instruments based on Berger & Girardet (2021)

| Classroom Management Style | Sub-components | Symbol | Definition |
|----------------------------|-------------------------------|--------|--|
| Autonomy Support | Concept Checking Question | CCQ | Ask or check students' understanding of the material |
| | Encourage participation | EP | Questioning students' passivity and then encouraging students to actively participate. |
| Control | Discipline students | DS | Disciplining students' bad behavior. |
| | Give students a test/exercise | GT | Testing students to find out the extent of students' understanding. |
| Structure | Tell teacher's expectation | TE | The teacher states his expectations regarding active student participation in class. |
| | Remind participation | RP | Remind students to participate actively |
| Chaos | Ignore student behavior | IB | Ignoring bad student behavior, not disciplining students. |
| | Ambiguity of the material | AM | Does not explain the material clearly and comprehensively. |

Table 3.2 Observation checklist

| Classroom Management Style | Sub-components | Symbol | Tally | Total (N) |
|-----------------------------------|-------------------------------|---------------|--------------|------------------|
| Autonomy Support | Concept Checking Question | CCQ | - | - |
| | Encourage participation | EP | - | - |
| Control | Discipline students | DS | - | - |
| | Give students a test/exercise | GT | - | - |
| Structure | Tell teacher's expectation | TE | - | - |
| | Remind participation | RP | - | - |
| Chaos | Ignore student behavior | IB | - | - |
| | Ambiguity of the material | AM | - | - |

3.5. Data Analysis Technique

This researcher used Descriptive Qualitative Analysis. After the researcher obtained the data and made a table transcript from the results of the observation video, the researcher carried out a descriptive analysis where the researcher explained the results of the table transcripts.

3.6. Trustworthiness

Lincon and Guba (1985) created 4 criteria for trustworthiness such as credibility, transferability, dependability, confirmation. In terms of credibility, it is a way to find out whether

research results can be trusted. In this research process, the researcher checked the data by watching observation videos repeatedly. Transferability, the researcher attempted to report the results of their research in as much detail and depth as possible. Dependability, in this process to avoid mistakes in the research process, the researcher carry out regular consultation sessions with supervisors as experts, other lecturers, and the researcher herself. For Confirmability, the researcher checked the confirmability by asking the supervisor so that this research was truly objective.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

The researcher has collected data through teaching video observations in class XI Automotive Engineering 1. The results of the video observation show that the vocational teacher used several classroom management styles in teaching activities in class. The following observation results are shown in the table below.

Table 4.1. Observation Result

| Classroom Management Style | Sub-components | Symbol | Frequency | Total (N) |
|-----------------------------------|-------------------------------|---------------|------------------|------------------|
| Autonomy Support | Concept Checking Question | CCQ | 3 | 8 |
| | Encourage participation | EP | 5 | |
| Control | Discipline students | DS | 51 | 55 |
| | Give students a test/exercise | GT | 4 | |
| Structure | Tell teacher's expectation | TE | 1 | 2 |
| | Remind participation | RP | 1 | |
| Chaos | Ignore student behavior | IB | - | |
| | Ambiguity of the material | AM | - | |

From the table, it can be seen that the teacher used several classroom management styles such as *Autonomy support*, *Concept Checking Questions*, and *Encouraged Participation*. Then the teacher also used a *control* style where the teacher disciplined students and gave students tests or exercises. Apart from that, the teacher used a *structure* style by telling her expectations for learning and reminding students to participate. However, the teacher does not use the *chaos* style where the teacher ignores student behavior and explains the material ambiguously. Of all the styles mentioned, it seems that the *control* style is more often used to discipline students than other styles.

4.1.1 Autonomy Support

a. Concept Checking Question (CCQ)

One of the sub-components of *Autonomy Support* is *Concept Checking Questions* (CCQ). CCQ is a strategy that aims to assess the correct understanding of a new language by asking the learner various questions well (Lilia, 2002). The teacher asked questions about the material intending to ensure students understood what had been explained.

The data results in Table 4.1 show that the teacher conducted CCQ on students 3 times. The teacher gave students light questions regarding the material that had been explained. An example of a CCQ is shown below.

T: "Does anyone know the difference between a biography and an autobiography?" (OBS/V/AS/CCQ/445)

S: "Biography About a person's life story"

T: "Yes, what about an autobiography? (OBS/V/AS/CCQ/447)

b. Encourage Participation (EP)

Apart from *Concept Checking Questions* (CCQ), which is a subcomponent of the *Autonomy Support* Style, is Encourage Participation (EP). *Encourage Participation* is a teacher's classroom management style where if there are students who are passively involved in the class the teacher will ask the reason for their passivity and then encourage the student to participate actively in the class.

The researcher found that teacher carried out *Encourage Participation* (EP) 5 times. This is done when the teacher asked students to actively participate in teaching activities and convinced students that their students can participate well. An example of EP is shown below.

T: "Anyone want to try it? Just read, okay, just read." **OBS/V/AS/EP/386**

S: (One of the students mumbles then his friend laughs)

T: "What come on?" (gives a gesture that encourages speaking)
OBS/V/AS/EP/388

4.1.2 Control

a. Discipline Students (DS)

Discipline students is one of the sub-components of a classroom management style that is different from *autonomy support*, namely *Control*. *Discipline students* is a form of teacher action that regulates class rules and more precisely, a firm action against unethical student behavior during the learning process in the classroom.

When the research was conducted, the researcher found that the teacher's most used style is a *control* style, disciplining students 51 times. During the lesson, students chatted a lot with each other, so the teacher had to give a gesture to make them focus

again. Then there was a student who sat unethically, such as putting his feet on a chair, which made the teacher reprimand him for putting his feet down. The teacher also wake up students who fall asleep during learning activities because they are studying during the day. An example of DS is shown below

T: (The teacher notes one of the students who took out and played with his cell phone then the teacher took his cell phone) OBS/V/C/DS/278

T: "Your feet!" (The teacher notes one of the students who lifted his legs onto his friend's front chair) OBS/V/C/DS/286

Q: (the teacher notes 2 students who bowed their heads on the table indicating they were sleeping then the teacher approached to wake them up) OBS/V/C/DS/298

Q: "Okay. Who can- shhh" (interrupting students who are chatting) be quiet, please". OBS/V/C/DS/407

b. Give Students a Test/Exercise (GT)

Giving students a test (GT) is another sub-component of the *control* style. Giving a student a test is another attempt by teachers to discipline students by giving them random or sudden statements or tests so that students pay more attention during learning.

When conducting an observation, the researcher saw that students were busy chatting with each other, which made the teacher ask students questions suddenly so that they would pay more attention and not make noise. the teacher gave students tests or exercises 4 times. This aims to find out how much students understand the material that has been explained. An example of GT is shown below

T: "First question for the first meal. What is the English word for roll call number?" OBS/V/C/GT/350

S: (mumbles answer)

Q: "What is the English word for absence number? Does anyone know?" OBS/V/C/GT/350

4.1.3 Structure

a. Tell Teacher's Expectation (TE)

Structure has two sub-components, one of which is *Tell Teacher's Expectation* (TE). When in teaching activities, teachers usually share or tell their students their expectations. The expectations referred to by the teacher are students' activeness in participating during learning. Teachers have expectations that their students can follow their lessons well.

As seen in Table 4.1 above, the teacher conveyed her expectations to her students once at the beginning before learning began. The teacher expressed her expectations for students to actively participate in learning activities well. An example of TE is shown below

T: "I will replace Mrs. Anik for this class for just one meeting. I hope you can follow the activities well." OBS/V/S/TE/001

b. Remind Participation (RP)

Remind Participation is another sub-component of the *Structure* style. Remind Participation is an effort by teachers to remind their students of their participation during learning. If in the *Tell Teacher's Expectation* (TE) sub-component the teacher tells students his hopes that the teacher wants students to actively participate in the initial period before learning begins, then *Remind participation* is an effort to remind students of the teacher's expectations while learning is in progress.

The researcher only found one time when the teacher reminded students of their participation and this was also done at the beginning of the lesson. An example of RP is shown below

*T: "Okay. here, sha-blah. I will be here to replace Mrs. Anik in just one meeting.
Only today. Umm..I also teach grade 10, but I...and grade 12, I don't teach grade 11 at this school, but I will teach you for this meeting. So please follow it carefully." OBS/V/S/RP/029*

4.1.4. Emergent Findings

a. Praising

Praising is a teacher's effort to motivate students to develop in learning through good praise for the progress their students have shown during learning in the classroom. Previous researchers stated that praising is an effective strategy for teachers in motivating students to increase their self-confidence and produce positive student behavior when learning in the classroom (Floress et al., 2017; Allday et al., 2012).

During the observation, the researcher discovered the styles that the teacher used outside of the components in the observation checklist. The researcher found that teacher praised the students 2 times . An example of P is shown below

T: "Smart" (gives thumbs up) "Good. Well, that's how you read" (then stops because there are students who want to enter class) OBS/V/378

Q: "That's right. Clever. The story of someone's life" OBS/V/432

b. Giving Rewards

Giving rewards is an effort by teachers to appreciate their students with something in the form of a gift. As defined by Cotton (1988), rewards in the classroom as “instructional reinforcement,” which is to provide a verbal, symbolic, tangible, or other reward for academic or student efforts made during classroom learning.

Apart from praising, the researcher also found that the teacher quite often gave students rewards because the students were willing to participate positively, such as reading on the blackboard or answering questions correctly a total of 5 times. An example of GR is shown below

T: "Yes, student number" (then approaches one of the students to give him food as a reward) OBS/V/372

T: "That's right" (then approaches the student to give a reward) OBS/V/449

4.2. Discussions

4.2.1. English Vocational Teachers' Classroom Management Style

The purpose of this research is to find out what classroom management has been used by Vocational Teachers in English Classes. In this research, classroom management style is conceptualized with 4 classroom management styles: *Autonomy Support (AS)*, *Control (C)*, *Structure (S)*, and *Chaos (CH)*. The researcher adapted these four concepts from previous research conducted by Berger and Girardet (2021) as discussed by the researchers in the literature review. Classroom management style is illustrated by Berger and Girardet (2021) as two oppositions including autonomy support versus control and structure versus chaos.

In this study, the 4 classroom management style concepts were broken down again by the researcher into 6 subcomponents where each classroom management style has 2 sub-components: *Autonomy Support (i.e., Concept Checking Questions and Encourage Participation)*, *Control (i.e., Discipline Students and Give Students a Test)*, *Structure (i.e., Tell Teacher's Expectation and Remind Participation)*, and *Chaos (i.e., Ignore student behavior and Ambiguity of the material)*.

Observations were carried out by researchers in class XI English subjects at one of the vocational schools in Yogyakarta. In Table 4.1, it can be seen that the Control classroom management style with the Discipline Students (DS) sub-component has a total of 51 Tally. This can be interpreted as Discipline Students being the sub-component most widely used by teachers among other classroom management styles or subcomponents. The Chaos classroom management style was not seen at all used by the teacher in the classroom during learning.

Apart from the sub-components in the table, the researcher also found other classroom management styles that are quite often used by teachers. The first is praise, in teaching activities in class teachers often appreciate students by giving praise to students for the good progress shown by their students, such as moving forward to read and so on. Apart from praising their students for what they show in class, teachers were also very happy to give rewards in the form of prizes as another form of appreciating their students so that this really motivates their students to participate actively in class.

The results above indicate that the teacher is highly aware of the course of learning activities in the classroom. Teachers really want to make learning effective by trying to discipline students who are not able to follow the lesson well even though the teacher has to do it many times. Teachers who highly value the social aspects of their profession will be more active in managing their classrooms (i.e., they use more control and more autonomy support) and may combine both styles (Berger & Girardet, 2021).

There are differences between the results of this research and the results of previous research. The results of quantitative research found by Berger and Girardet (2021), Obispo et al. (2021) dan Thi and Nguyen (2021) showed that teachers used more classroom management

styles that Authoritative/ Autonomy Support Authoritative or Autonomy support style where the teacher most guiding and encouraging students more to be involved in class activities and less controlling. Apart from differences, there are also similarities in the results of research conducted by Berger and Girardet (2021) and this research. The similarity is that in both studies the classroom management style *Chaos* is the style that is least used by teachers during classroom learning.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study aims to explain Classroom Management Style used by Vocational School English Teacher in when teaching in English Class. Through direct observation in the classroom, the researcher observes the Classroom Management Style. From 4 classroom management style concepts with 6 subcomponents: *Autonomy Support (i.e., Concept Checking Questions and Encourage Participation)*, *Control (i.e., Discipline Students and Give Students a Test)*, *Structure (i.e., Tell Teacher's Expectation and Remind Participation)*, and *Chaos (i.e., Ignore student behavior and Ambiguity of the material)*. The researcher found that the teacher mostly used the Control classroom management style with sub-component Discipline Students (DS). Apart from that, the researcher also found that teacher used another style, appreciating students by praising students and also giving rewards to students.

5.2. Suggestions

After conducting this observation regarding the teacher's classroom management style, the researcher believed that this research was very interesting to carry out. The researcher has suggestions for future researchers to research more about teacher classroom management style because every teacher definitely has a variety of classroom management styles. Future researchers could try to examine the classroom management style of inclusive classroom teachers because teachers who teach inclusive classrooms may have different styles. The researcher hopes that this research can be useful for further research which will examine classroom management styles. Apart from that, it might also be useful for pre-service teachers,

they know that each teacher have different stle and they will choose the moist suitable classroom management styles for their students.



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APPENDICES

Appendix 1

| Classroom Management Style | Sub-components | Symbol | Definition |
|----------------------------|-------------------------------|--------|--|
| Autonomy Support | Concept Checking Question | CCQ | Ask or check students' understanding of the material |
| | Encourage participation | EP | Questioning students' passivity and then encouraging students to actively participate. |
| Control | Discipline students | DS | Disciplining students' bad behavior. |
| | Give students a test/exercise | GT | Testing students to find out the extent of students' understanding. |
| Structure | Tell teacher's expectation | TE | The teacher states his expectations regarding active student participation in class. |
| | Remind participation | RP | Remind students to participate actively |
| Chaos | Ignore student behavior | IB | Ignoring bad student behavior, not disciplining students. |
| | Ambiguity of the material | AM | Does not explain the material clearly and comprehensively. |

Appendix 2 Observation Results.

| Classroom Management Style | Sub-components | Symbol | Frequency | Total (N) |
|-----------------------------------|-------------------------------|---------------|------------------|------------------|
| Autonomy Support | Concept Checking Question | CCQ | 3 | 8 |
| | Encourage participation | EP | 5 | |
| Control | Discipline students | DS | 51 | 55 |
| | Give students a test/exercise | GT | 4 | |
| Structure | Tell teacher's expectation | TE | 1 | 2 |
| | Remind participation | RP | 1 | |
| Chaos | Ignore student behavior | IB | - | |
| | Ambiguity of the material | AM | - | |

Appendix 3

Data Transcription

Video

Vocational Teacher

Class : XI IPS

School : SMK N 3 Yogyakarta

Duration : 127 minutes 3

T : Teacher

S : Students

| Subject | Line | Transcription | Theme | Codes |
|---------|------|---|--|--------------------|
| T | 001 | “Saya akan menggantikan Ibu Anik untuk kelas ini hanya satu pertemuan saja. Saya harap kalian bisa mengikuti kegiatan dengan baik ”. 07.51 | Structure Tell teacher’s Expectation | OBS/V/S/T E/001 |
| S | 002 | (students talk to each other) | | |
| T | 003 | “ Ayo duduk ”. | Control Discipline Student | OBS/V/C/D S/003 |
| S | 004 | *crowded situation* siswa masuk | | |
| T | 005 | “ Sopan ” | Control Discipline Student | OBS/V/C/D S/005 |
| S | 006 | *hening* | | |
| T | 006 | “ Tutup pintu kaya gitu sopan? ” | Discipline Student | OBS/V/C/D S/006 |
| S | 007 | “Bukan saya” | | |
| T | 008 | “Bukan saya. Terus sopo?” | | |
| S | 009 | “Itu lho *menunjuk sesuatu*” | | |
| S | 010 | *crowded situation* *student said something unclear* | | |
| T | 011 | “ Apa ngomong lagi? ” | Discipline Student | OBS/V/C/D S/011 |
| S | 012 | *Student sit down* | | |
| T | 013 | “ Siapa yang suruh duduk? ” | Discipline Student | OBS/V/C/D S/013 |
| S | 014 | *said something unclear* | | |
| T | 015 | “ Siapa yang suruh duduk? ” | Discipline Student | OBS/V/C/D S/015 |
| S | 016 | *said something unclear* | | |
| T | 017 | “ Siapa yang suruh duduk? ” | Discipline Student | OBS/V/C/D S/017 |

| | | | | |
|---|-----|---|--------------------------------|-----------------|
| S | 018 | “Sudah *berdiri* | | |
| T | 019 | “ Bagaimana izinnya? ” | Discipline Student | OBS/V/C/D S/019 |
| S | 020 | “Izin duduk, Miss” | | |
| T | 021 | “ Iya ” *noded* | Discipline Student | OBS/V/C/D S/021 |
| S | 022 | (students talk to each other) | | |
| T | 023 | “Oke.Saya bisa jadi baik, bisa jadi galak, tergantung dari kalian. Kalo kalian bikin kesel, saya bisa galak. Kalo kalian bikin saya bahagia hari ini, saya punya beberapa hadiah buat kalian hari ini”. 08.50 | | |
| S | 024 | *ada student yang baru masuk* | | |
| T | 025 | “Ya. Silahkan masuk. Tutup ya pintunya ya ”. | Discipline Student | OBS/V/C/D S/025 |
| S | 026 | (students talk to each other) | | |
| T | 027 | “ Oke. Di kelas saya ada peraturan pertama yang harus- *terhenti dan memandang siswa* ” | Discipline Student | OBS/V/C/D S/027 |
| S | 028 | “Sshh” *salah satu siswa menenangkan situasi yang berisik* | | |
| T | 029 | “Oke. sini sya- blah. Saya di sini akan menggantikan Bu Anik dalam satu pertemuan saja. Hanya hari ini. Umm..Saya juga mengajar kelas 10, tapi saya..dan kelas 12, saya tidak mengajar kelas 11 di sekolah ini, tapi saya akan mengajar kalian untuk pertemuan kali ini. Jadi mohon untuk diikuti ya dengan baik. ” | Structure Remind participation | OBS/V/S/R P/029 |
| T | 030 | “Yang pertama umm..Perkenalkan nama saya Denna Ananda Yushinta. Saya mengajar di sini kelas 10 dan kelas 12. Tapi karena kelas 12 nggak ada, saya hanya ngajar kelas 10. *hening* | | |
| T | 031 | “Lalu untuk peraturan di kelas, saya biasanya tidak membolehkan kalian untuk menggunakan hp, kecuali saya meminta teman-teman untuk menggunakannya. Ketika saya melihat teman-teman menggunakan hp tanpa izin saya, nanti akan saya ambil dan akan saya kembalikan pas setelah semester..ujian akhir semester. Kalian ujiannya pake hp saya nggak mau tau, itu peraturan di kelas | | |

| | | | | |
|---|-----|--|----------------------------|-----------------|
| | | saya. Nanti saya akan berikan waktu kalian untuk bebas membuka IG, membuka tiktok, atau apapun game dan sebagainya akan saya persilahkan. Tapi ketika saya menerangkan dan saya tidak mem- menyuruh membuka handphone, tolong jangan membuka handphone. Saya dengar suara tiktok, instagram dan lain sebagainya tanpa izin, kecuali telfon, nanti akan saya ambil. Kalo telpon nggak usah izin langsung keluar angkat telponnya. Nggak usah izin, siapa tau penting, boleh. Tapi kalau misalkan nggak penting-penting amat, nanti dulu. Telpon dari ayang nggak penting, nanti dulu. Gitu ya? Oke?”. | Control Discipline Student | OBS/V/C/D S/031 |
| T | 032 | “Kita kenalan dulu. Rahma Nur Asti?” | | |
| S | 033 | *student raising her hand* | | |
| T | 034 | “What’s your nickname?” | | |
| S | 035 | “Rahma”. | | |
| T | 036 | “Hervian Wicaksono. What should I call you?” | | |
| S | 037 | “Vian” | | |
| T | 038 | “Feldisyantoro. What should I call you?” | | |
| S | 039 | “Feldi” | | |
| T | 040 | “Fauzan Hezki Wahyudin. How should I call you?” | | |
| S | 041 | “Fauzan” | | |
| T | 042 | “Fauzan. Faturrahman Ferdiansyah. What should I call you?” | | |
| S | 043 | “Fatur” | | |
| T | 045 | “Fathan Bayu Nurdiansyah. How should I call you?” | | |
| S | 046 | “Fathan” | | |
| T | 047 | “Farel Zulhafisya putra. How should I call you?” | | |
| S | 048 | “Farel” | | |
| T | 049 | “Farel R Alamsyah?” | | |
| S | 050 | “Izin” | | |
| T | 051 | “Oh izin. *Lalu menyebutkan nama yang kurang jelas* | | |
| S | 052 | *menyebutkan namanya kurang jelas* | | |
| T | 053 | “Hah?” | | |
| S | 054 | “Falih” | | |
| T | 055 | “Apa?Fari? Oh Falih” | | |

| | | | | |
|---|-----|--|--|--|
| T | 056 | “Farhan Wahyudi” | | |
| S | 057 | “Farhan” | | |
| T | 058 | “Farhan. Fahrizal Ivan Herlambang” | | |
| S | 059 | “Ivan” | | |
| T | 060 | “Oh, ada ya” | | |
| S | 061 | “Crowded” | | |
| T | 062 | “Fajar Dwi Prabowo” | | |
| S | 063 | “Raise hand” | | |
| T | 064 | “Nyaleg ya?” | | |
| S | 065 | *noisy* | | |
| T | 066 | “Okay. Faiz nur Al Farizi” | | |
| S | 067 | “Faiz” | | |
| T | 068 | “Oke yang kedua. Faiz Akbar Widyatmaka” | | |
| S | 069 | *Raise hand* | | |
| T | 070 | “ Fahri Faza Putra Pamungkas” | | |
| S | 071 | “Fahri” | | |
| T | 073 | “Farel Surya Adiputra” | | |
| S | 074 | “Surya” | | |
| T | 075 | “Surya. Fahmi Zidni” | | |
| S | 076 | “Fahmi” | | |
| T | 077 | “Fabian David Rafisyah” | | |
| S | 078 | “Fabian” | | |
| T | 079 | “Elle Efrida Muti” | | |
| S | 080 | “Elle” | | |
| T | 081 | *sebut nama siswa kurang jelas* | | |
| S | 082 | *noisy* | | |
| T | 083 | Zaki Syaputra” | | |
| S | 084 | “Zaki” | | |
| T | 085 | “Diva Muhammad Rifaldo” | | |
| S | 086 | “noisy” | | |
| T | 087 | “Diva?” | | |
| S | 088 | *Noisy* | | |
| T | 089 | *Danang putra-Saputra” | | |
| S | 090 | “Izin” | | |
| T | 091 | *Said something unclear*. Danang Setiawan” | | |
| S | 092 | “Danang” | | |
| T | 093 | “Carolina Mariadana Susetyo” | | |
| S | 094 | “Carolina” | | |
| T | 095 | “Caesar Akbar Hazimulfiqri” | | |
| S | 096 | “Caesar” | | |
| T | 097 | “Hah?..Oh Caesar. Bima Nadzila Feli” | | |
| S | 098 | *Noisy* “Bima” | | |

| | | | | |
|---|-----|---|----------------------------|-----------------|
| T | 098 | “Beno Afif Faizal” | | |
| S | 099 | “Beno” | | |
| T | 100 | “Bagas Iko Prasetyo” | | |
| S | 101 | “Bagas” | | |
| T | 102 | “Albertus Izaiah Setia Darma” | | |
| S | 103 | “Albert” | | |
| T | 104 | “ Anmayu Tito Anggoro” | | |
| S | 105 | “Aan” | | |
| T | 106 | “Terus Bagas Falih?” | | |
| S | 107 | “Izin“ | | |
| T | 108 | “Kalian ada berapa sih? Tuagapatma *counting students in the class” | | |
| S | 109 | *noisy* | | |
| T | 110 | ‘Okay. Jadi kalian bawa bolpen ngga?’ | | |
| S | 111 | “ Bawa” | | |
| T | 112 | “Bawa ya. Hari ini- *terhenti* *diam memandang siswa* | Discipline Students | OBS/V/C/D S/112 |
| S | 113 | *noisy* lalu ada bebrapa siswa “ssh” | | |
| T | 114 | “Di sini saya ada yang namanya “Heart of Securities” kalo ada orang yang bilang kalian insecure, saya mau lihat seberapa secure kamu, seberapa pede kalian sama diri kalain sendiri. Jadi di sini nanti akan ada love-love kan lihat gak?*sambil melihatkan gambar love pada kertas* nantinya kalian akan saa bagian satu-satu,silahkan beri nama kalian masing-masing, panggilan gapapa. Uhhh..nanti kalian bisa mewarnai hati ini. Hatinya kosong jadi diwarnain. | | |
| S | 115 | (students talk to each other) | | |
| T | 116 | Contohnya gini ya, ada *drawing something* ada hati yang kalian harus gambar. Nanti Kalau kalian ngerasa kalian pede banget sama bibir kalian- *terhenti lalu memandang siswa* | Control Discipline Student | OBS/V/C/D S/116 |
| S | 117 | (students talk to each other) | | |
| T | 118 | “Itu nanti kalian warnai dulu penuh ya *mencontohkan mewarnai gambar hati tersebut* berarti kalian pede sama bibir kalian. Tapi kalau misalkan ada love lagi *gambar love baru* di sini ada prestasi, personal achievement yaitu prestasi. Kalian kalo ngerasa kalian punya prestasi | | |

| | | | | |
|---|-----|---|----------------------------|-----------------|
| | | kalian warnain di sini.*warnain di love prestasi* paham ya? Ini bisa dari atas ke bawah atau kesamping” | | |
| T | 119 | Nah di sini ada yang pertama seberapa pede kalian sama mata yang kalian punya. Terus sebrapa pede kalian sama bibir yang kalian punya | | |
| S | 120 | (students talk to each other) | | |
| T | 121 | Seberapa pede kalian sama personality atau sifat kalian. Kalo ada rambut, seberapa pede kalian sama rambut yang kalian punya | | |
| S | 122 | *giggling | | |
| T | 123 | Fashion, cara berbusana *sambil memperlihatkan pakaian” | | |
| S | 124 | Weehh | | |
| T | 125 | Cara kalian ketawa. Ada yang ketawa sampe gini-gini *menyondongkan kepala ke belakang* | | |
| S | 126 | *Laughing* | | |
| T | 127 | Senyum | | |
| S | 128 | (students talk to each other) | | |
| T | 129 | Sama social skill itu bagaiman cara kalian bersosialisasi sama teman kalian. Gitu ya?Nanti coba iisi, saya mau lihat seberapa pede kalian sama diri kalian *kemudian bagikan selebar kertas kepada siswa masing-masin satu* | | |
| S | 130 | Iya bu | | |
| T | 131 | Oh ya Jangan panggil aku “bu”, “Miss” | Control Discipline Student | OBS/V/C/D S/131 |
| S | 132 | Iya Miss | | |
| T | 133 | (Guru membagikan paper) | | |
| S | 134 | (students talk to each other) | | |
| T | 135 | Ada yang belum dapet? Sudah ya? Silahkan boleh diisi | | |
| S | 136 | (Siswa mulai mengisi sambil mengobrol dengan teman) | | |
| T | 137 | Taro gak hp nya! | Discipline Student | OBS/V/C/D S/137 |
| T | 138 | Taro gak.. Taro gak hp nya! | Discipline Student | OBS/V/C/D S/138 |
| S | 139 | (Said something unclear) | | |

| | | | | |
|---|-----|---|--------------------|-----------------|
| T | 140 | Taro di tas | Discipline Student | OBS/V/C/D S/140 |
| S | 141 | (Satu siswa maju ke depan mengumpulkan tugasnya dan mengatakan sesuatu dengan suara yang kurang jelas) | | |
| T | 142 | (Mengganggu) | | |
| T | 143 | Namanya mana? | | |
| S | 144 | hmm? | | |
| T | 145 | Nama (lalu kembalikan paper ke siswa) | | |
| S | 146 | (Mengumpulkan kembali) | | |
| T | 147 | Ini dibaca nya apa? | | |
| S | 148 | (mengatakan sesuatu dengan suara yang kurang jelas) | | |
| S | 149 | Masih mengerjakan dengan bisings berbicara dengan satu sama lain | | |
| S | 150 | Beberapa siswa mengumpulkan paper | | |
| S | 160 | Masih mengobrol satu sama lain | | |
| T | 161 | Guru memeriksa paper siswa yang sudah dikumpulkan | | |
| T | 162 | sudah selesai? | | |
| S | 163 | belum | | |
| T | 164 | (mengatakan sesuatu dengan suara yang kurang jelas) Oke. Jadi di sini saya ambil random punya 5 orang. Saya ngasih..saya ambil random. I gave 5 something. Saya ambil 5 orang, saya tulisin sesuatu spesial buat 5 orang itu | Giving Rewards | OBS/V/GR/164 |
| S | 164 | aww | | |
| T | 165 | Kenapa aw? | | |
| S | 166 | (bersuara bisings) | | |
| T | 167 | Feldi | | |
| S | 168 | Weee widiihh woohooo | | |
| T | 169 | (Mengisyaratkan untuk siswa tersebut maju ke depan) | | |
| S | 170 | (maju ke depan mengambil paper dan gift dari guru) | | |
| T | 171 | Alina | | |
| S | 172 | (maju ke depan mengambil paper dan gift dari guru) | | |
| T | 173 | Albertus | | |
| S | 174 | Wihhh(maju ke depan mengambil paper dan gift dari guru) | | |
| T | 175 | Bagas Iko | | |

| | | | | |
|---|-----|---|--------------------|-----------------|
| S | 176 | (maju ke depan mengambil paper dan gift dari guru) | | |
| T | 177 | Fatur | | |
| S | 178 | Waaaaahh (maju ke depan mengambil paper dan gift dari guru) | | |
| T | 179 | Oke. Di sini kenapa saya minta kalian buat ini, buat apa sih ga guna. Ini biar saya tau seberapa yakin sih kalian selama belajar di sekolah ini, seberapa pede. | | |
| S | 180 | Mengobrol satu sama lain | | |
| T | 181 | Banyak yang ngisi nih. Fathan Bayu. Se-pede itu kah (sambil menunjukkan paper milik fathan bayu yang gambarnya penuh semua) | | |
| S | 182 | “Wihhh” “Whoaaaa” (laughing) | | |
| T | 183 | Apa yang paling bikin kamu pede? Apa yang bikin kamu pede? | | |
| S | 184 | (mengatakan sesuatu dengan suara yang kurang jelas karena suara teman-temannya) | | |
| T | 185 | Apa yang bikin kamu pede fathan? | | |
| S | 186 | Kata mamah ganteng (lalu riuhh sorakan dari teman teman) Walaaaahh | | |
| T | 187 | Karena kata mamah kamu sendiri kamu ganteng . Aku kasih hadiah (sambil memberi permen) | Giving Reward | OBS/V/GR/188 |
| S | 188 | “Makasih, Miss” | | |
| T | 189 | Oke. Kita pilih yang lain. | | |
| S | 190 | Mengobrol satu sama lain | | |
| T | 191 | Fahmi yang mana? Mana fahmi? Setidak pede ini kah kamu sama diri kamu sendiri (sambil menunjukkan paper fahmi yang gambar lovenya hamping terisi sedikit) | | |
| S | 192 | Iya bu (laughing) | | |
| T | 193 | Kenapa? Sini sini cerita | | |
| S | 194 | (teman-temannya bersorak) | | |
| T | 195 | Cerita sini cerita (laughing lalu memberikan sesuatu dengan mengatakan sesuatu yang kurang jelas didengar) | | |
| S | 196 | (teman-temannya bersorak) | | |
| T | 197 | Kenapa gak mau cerita kamu? | | |
| S | 198 | (masih berbicara) | | |
| T | 199 | Sampahnya jangan dibuang di sini ya? | Discipline Student | OBS/V/C/D S/199 |
| S | 200 | Iya bu | | |

| | | | | |
|---|-----|---|---------------------|-----------------|
| T | 201 | Semoga..semoga (mengatakan sesuatu dengan kurang jelas karena situasi bising) Sekarang saya mau ngebagi kaian menjadi 3 kelompok. Absen mana sih (bergumam). Ada 33 orang ya? | | |
| S | 202 | 36 | | |
| T | 203 | Dikurangi berapa tadi? | | |
| S | 204 | ssatu? | | |
| T | 205 | Yayaya gausah dipikirin yang itu. Saya mau bagi kalian 1 sampai 11. Terus 12 sampai berapa tuh? | | |
| S | 206 | 21..22 | | |
| T | 207 | 11 sampai 21 eh 2 sampai 22 terus 23 sampai 33. Itu udah 3 kelompok ya. | | |
| T | 208 | Jadi gini. Jadi gini (menempelkan kertas pada papan tulis) Pernah main bingo gak sama miss Anik? | | |
| S | 209 | Beluumm | | |
| T | 210 | Ini tuh kayak.. Kalian tau gak (menyebutkan sesuatu dengan audio yang kurang jelas) | | |
| S | 211 | Tau | | |
| T | 212 | Ehh ini tuh kaya gitu, sejenisnya. | | |
| S | 213 | (bising) | | |
| T | 214 | Kalian kan tadi 1 sampai 11, eh tulis aja deh | | |
| S | 215 | (mengobrol satu sama lain) | | |
| T | 216 | Ini urut ya 1 sampai 11, yang ini 12 sampai 22, 23 sampai 33 (menuliskan nomor urut diatas kertas di papan tulis | | |
| S | 217 | (membuat bising mengobrol dengan teman) | | |
| T | 218 | Nanti (gestur ok 3~3 mengisyaratkan untuk diam) | Discipline Students | OBS/V/C/D S/218 |
| S | 219 | (masih bersuara) | | |
| T | 220 | (gestur ok 3~3 mengisyaratkan untuk diam) | Discipline Students | OBS/V/C/D S/220 |
| S | 221 | (Masih bising) | | |
| T | 222 | (gestur ok 3~3 mengisyaratkan untuk diam) | Discipline Students | OBS/V/C/D S/222 |
| S | 223 | “Sshh” oke-oke | | |
| T | 224 | (gestur mengisyaratkan untuk inhale) | | |
| S | 225 | (Mengikuti arahan) | | |
| T | 226 | (gestur mengisyaratkan untuk exhale) | | |
| S | 227 | Hufitttt | | |

| | | | | |
|---|-----|--|---------------------|-----------------|
| T | 228 | Sip (jempol) Nice. Oke. Jadi kita bakalan main yang namanya Bingo.Maksud bingo itu apa, Bingo itu sebenarnya..ya nantikalian bisa lihat. | | |
| T | 229 | Di sini yaitu ada beberapa kolom (sambil menunjukkan kertas yang memiliki kolom) kalian punya nama panggilan kan- | | |
| S | 230 | Suara bising | | |
| T | 231 | (gesture stop) Mas.. | Discipline Students | OBS/V/C/D S/231 |
| S | 232 | Weeehhhh | | |
| T | 233 | sshhh | Discipline students | OBS/V/C/D S/233 |
| S | 234 | laughing | | |
| T | 235 | (gestur untuk calm down) | Discipline Students | OBS/V/C/D S/235 |
| S | 236 | Masih bising | | |
| T | 237 | (gestur untuk calm down) | Discipline Students | OBS/V/C/D S/237 |
| S | 238 | Tenang tenang tenang | | |
| T | 239 | Nah di sini..(terhenti lalu diam memandang karena siswa masih bising) | Discipline Students | OBS/V/C/D S/239 |
| S | 240 | sshhhh | | |
| T | 241 | Di sini cara mainnya gimana, nanti kalian dibagi jadi 3 kelompok absen 1 sampai 11 walaupun jumlahnya gak imbang gapapa karena ini disini tuh gak ada jawaban yang bener dan gak ada jawaban yang salah. Nanti saya mau ke kelompok 1 nomor absen 1 sampai 11, kelompok 2 nya 12 sampai 22, dan kelompok 23 sampai 33 itu eh harusnya 34 ya.. Karena gak ada absennya sih ya. (cek jumlah) | | |
| S | 242 | 33 miss | | |
| T | 243 | Oh ya 33. Oke. Nah aa..nanti intinya ada beberapa kolom. Yang pertama contohnya Suka Berenang. Kalo kalian ngerasa kalian suka dan bisa berenang , kalian boleh mengisi nama kalian atau nama panggilan di kolom suka berenang. Boleh satu kolom bisa diisi lebih dari satu orang. Misalkan tadi si fat-fatur.. fatur. | | |

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|---|-----|---|---------------------|-----------------|
| T | 244 | Misalkan si fatur itu suka berenang, matanya ijo, dia kidal, dia bisa bersiul, itu nanti dia bisa ngisi nama dia di beberapa kolom, di beberapa tempat. | | |
| T | 245 | Terus misalkan tadi ada Carolina misalkan dia suka coklat, dia nonton film disney, dia punya alergi misalkan ini alergi apapun. Nah itu nanti dia bisa mengisi disini. Misalkan alergi cowo jelek, (tersenyum iseng) gitu yaa.. Kaya gitu. | | |
| T | 246 | Terus ada tadi... Caesar. Caesar misalkan ya. Misalkan dia punya Anjing | | |
| S | 247 | weeehh | | |
| T | 248 | Siapa yang punya anjing? (dengan nada bercanda) | | |
| S | 249 | (riuh menjawab bersamaan) | | |
| T | 250 | Kalian ada yang punya anjing? (masih dengan nada bercanda) | | |
| S | 251 | (riuh menjawab bersamaan) | | |
| T | 252 | (giggling) gak punya ya? | | |
| T | 253 | Yang misalkan lahir di negara lain | | |
| S | 254 | (giggling) | | |
| T | 255 | (gestur stop mengisyaratkan untuk diam) | Discipline Students | OBS/V1/C/DS/255 |
| T | 256 | Anjing ada yang punya gak anjing?Gak ada? | | |
| S | 257 | Mati, Miss | | |
| T | 258 | Kalo yang mati (anjing) gak kehitung ya brarti kalo mati. | | |
| S | 259 | (mengobrol satu sama lain) | | |
| T | 260 | Oke. saberi waktu kalian 10 menit nanti majunya satu-satu ya jangan semuanya langsung ya. Urut. Misalkan nomor absen 1 dulu kalo selesai urut 2 kalo selesai urut 3 dan seterusnya. Ini juga misal absen 23 maju pertama. Absen 23 maju pertama, kalo absen 23 selesai, absen 24 baru maju dan seterusnya. Gitu ya, paham ya? | | |
| T | 261 | Bisa rapih? | Discipline Students | OBS/V/C/D S/261 |
| S | 262 | Bisa | | |
| T | 263 | Bisa rapih? | Discipline Students | OBS/V/C/D S/263 |
| S | 263 | Bisaa | | |

| | | | | |
|---|-----|---|-------------------------|-----------------|
| T | 264 | Bisa gak? Awas ya nanti berantem. | | |
| T | 265 | Oke kita mulai ya. Absen 1, 12 dan 23 silahkan maju ke depan. | | |
| S | 266 | (Siswa absen 1,112 dan 23 mulai maju kedepan menulis ddi kertas yang tertempel di papan tulis. Siswa yang lainnya mulai mengobrol satu sama lain) | | |
| S | 267 | Gak bisa baha enggres (celetuk siswa) | | |
| T | 268 | Bisaa | Encourage Participation | OBS/V/AS/EP/268 |
| S | 269 | (absen 1.12 dan 23) sudah selesai mengerjakan) | | |
| T | 270 | Udah? Yok selanjutnya. Nomor absen selanjutnya. | | |
| T | 271 | Oke nomor absen selanjutnya | | |
| S | 272 | (siswa absen 2, 13 dan 24 mulai maju mengerjakan di depan) | | |
| T | 273 | Taro hpnya keliatan.. yaa | Discipline Students | OBS/V/C/D S/273 |
| S | 274 | huh? | | |
| T | 275 | Kelihatan. Masukkin | Discipline Students | OBS/V/C/D S/275 |
| T | 276 | Ya selanjutnya. Kalo yang di depan udah maju kalian boleh maju. | | |
| S | 277 | (Siswa absen selanjutnya mulai maju ke depan mengerjakan yang lainn)ya masih mengobrol satu sama lain) | | |
| T | 278 | (Guru menotice salah satu siswa yang mengeluarkan dan memainkan handphonenya keludian guru mengambil handphonenya) | Discipline Students | OBS/V/C/D S/278 |
| S | 279 | Weeehh (seru teman-temannya) | | |
| T | 280 | Ih ada cewenya (ketika hp siswa tersebut menyala dan menampilkan wallpapernya) | | |
| S | 281 | Weeeehhh (seru teman-temannya) My father (jawab siswa si pemilik handphone) | | |
| T | 282 | My father Cewe, My father | | |
| S | 283 | (semuanya tertawa) | | |
| T | 284 | Masa ayahmu cewe? | | |
| S | 285 | Jujurr...jujurr (seru teman temannya sambil tertawa) | | |
| T | 286 | Kakinyaa (Guru menotice salah satu siswa yang mengangkat kakinya ke kursi depan milik temannya) | Discipline Students | OBS/V/C/D S/286 |

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|---|-----|---|---------------------|-----------------|
| S | 287 | (siswa tersebut menurunkan kakinya lalu siswa lain terlihat sedang meminta izin untuk keluar degan audio yang kurang jelas lalu guru mengizinkan) | | |
| S | 288 | My father (saah satu siswa mengungkit hal sebelumnya) | | |
| T | 289 | Bisa-bisanya my father cewe (giggling) | | |
| S | 290 | Bojonee iku bojoneee (celetuk salah satu siswa) | | |
| T | 291 | Bojo? Udah nikah po? | | |
| S | 292 | Udah (jawab iseng temannya) | | |
| T | 293 | Aku aja belum nikah loh | | |
| S | 294 | weeehh | | |
| S | 295 | (terlihat dua siswa yang hendak meminta izin kepada guru dengan suara yang kecil dan guru mengizinkan) | | |
| T | 296 | (guru sedang chitchat kecil bersama murid dengan suara kecil dan kurang jelas) | | |
| T | 297 | Yok mas selanjutnya | | |
| T | 298 | (guru menotice 2 siswa yang menundukkan kepalanya di meja menandakan mereka tidur lalu guru menghampiri untuk membangunkan) | Discipline Students | OBS/V1/C/DS/298 |
| S | 299 | Wehhh (Seru teman-temannyadan giggle) | | |
| T | 300 | Ayo lanjut | | |
| S | 301 | (siswa lain maju) | | |
| T | 302 | Sudah selesai? Udah gak ada yang mau maju lagi? | | |
| S | 303 | (mengobrol satu sama lain) | | |
| T | 304 | Udah? Coba kita lihat dari kelompok 1 | | |
| T | 305 | Aaa Albertus Zidan? | | |
| S | 306 | keluar | | |
| T | 307 | Oh ya. Bagas Iko? | | |
| S | 308 | Di bengkel | | |
| T | 309 | Loh kok namanya di sini? (Guru mengecek kertas yang tertempel di papan tulis) | | |
| T | 310 | Fajar? | | |
| S | 311 | Keluar? | | |
| T | 312 | Ke uks ya? | | |
| S | 313 | Gak tau | | |
| T | 314 | Feldi? | | |
| S | 315 | Weeeh (seru teman-teman) | | |
| T | 316 | Matamu ijo? | | |

| | | | | |
|---|-----|---|--|--|
| S | 317 | Hhahaha (teman-teman tertawa) | | |
| T | 318 | Matamu ijo? | | |
| S | 319 | Hhahaha (teman-teman tertawa) | | |
| T | 320 | Matamu ijo? | | |
| S | 321 | Hhahaha (teman-teman tertawa) | | |
| T | 322 | (menulis sesuatu di papan tulis) guys green eyes itu matanya hijau | | |
| S | 323 | Hahahah (masih tertawa) | | |
| T | 324 | (guru menghampiri untuk memeriksa mata siswa tersebut) | | |
| S | 325 | walaahhhh | | |
| T | 326 | Gak ada ya di kelas ini yang matanya ijo | | |
| T | 327 | (Menegcek nama di kertas pada papan tulis) iki sopo iki tulisannya kecil banget | | |
| S | 328 | (mengatakan hal yang tidak terdengar jelas) | | |
| T | 329 | Ini siapa sih (menunjuk satu kolom) | | |
| S | 330 | Rama buu | | |
| T | 331 | Kecil banget tulisannya | | |
| T | 332 | Fauzan? | | |
| S | 333 | keluar | | |
| T | 334 | Keluar ya? oke | | |
| T | 335 | Pian? | | |
| S | 336 | (bising suara teman) | | |
| T | 337 | Kamu bisa berenang ya? | | |
| S | 338 | Bisa bu | | |
| T | 339 | Iki sopo iki..F..a...j | | |
| S | 340 | Fajar weehh | | |
| T | 341 | (mengatakan sesuatu dengan suara yang kurang jelas terdengar) | | |
| T | 342 | Ada yang bisa bersiul gak? | | |
| S | 343 | (bising berbicara berbarengan) | | |
| T | 344 | Ada yang bisa siul gak? | | |
| S | 345 | (bising berbicara berbarengan) | | |
| T | 346 | Gak ada yang bisa ya? Cuma zidan doang ya yang bisa? | | |
| T | 347 | Sayang sekali di sini tidak ada bingo. Bingo itu harusnya kalo kalian misalkan benar semua ini dicoret. Tapi di sini gak ada ya? Jadi ya hadiahnya buat saya sendiri , karena gaada (iseng) | | |
| T | 348 | (guru mencabut kertas kertas yang menempel di papan tulis) | | |

| | | | | |
|---|-----|--|--------------------------------|---------------------|
| T | 349 | Saya mau nanya untuk makanan kedua, ini ada (mengambil sebuah snack) ada 5 isinya. Saya mau kasih pertanyaan. | Give students Test/Exercise | OBS/V/C/G T/349 |
| T | 350 | Pertanyaan pertama untuk makanan pertama. Apa bahasa inggrisnya nomor absen? | Give students Test/Exercise | OBS/V/C/G T/350 |
| S | 351 | (bergumam jawaban) | | |
| T | 352 | Apa bahasa inggrisnya nomor absen? Ada yang tau? | Give students TestExercise | OBS/V/C/G T/352 |
| S | 353 | (ada siswa yang menjawab namunaudio kurang jelas terdengar) | | |
| T | 354 | No | | |
| S | 355 | Number..numberr...number absen | | |
| T | 356 | Noo, number absen salah | | |
| S | 357 | (Giggling dan menebak jawaban satu sama lain lalu ada yang mnjawab engan suara yang kecil) | | |
| T | 358 | No, salah wrong. Ada yang mau nyoba lagi bahasa inggrisnya nomor absen? | Give students Test?Exercise | OBS/V/AS/ EP/358 |
| S | 359 | (menebak jawaban satu sama lain lalu ada yang mnjawab engan suara yang kecil) | | |
| T | 360 | (gestur atau isyarat untuk yang lain agar tenang tidak bersuara) Apa? Apa tadi? | Discipline Students | OBS/V/C/D S/360 |
| S | 361 | (menjawab dengan suara yang kurang jelas terdengar) | | |
| T | 362 | Salah | | |
| S | 363 | Role number? | | |
| T | 364 | (gesture menyilangkan lengan) salah | | |
| S | 365 | (menjawab bersamaan random) | | |
| T | 366 | Salah salah...apa apa? Tak kasih kode, tak kasih clue depannya pake s (sambil menuliskan huruf s pada papan tulis) | | |
| S | 367 | (sibuk menebak-nebak sambil bergumam) | | |
| T | 368 | Apa? S nya setelah huruf s hufuf t (sambil menambahkan huruf t setelah huruf s pada papan tulis) | | |
| S | 369 | Student.. Student number | | |
| T | 370 | Apa tadi? | | |
| S | 371 | Student number | | |

| | | | | |
|---|-----|--|-------------------------|-----------------|
| T | 372 | Ya, student number (lalu menghampiri salah satu murid untuk memberikan makanan sebagai reward) | Giving Reward | OBS/V/372 |
| S | 373 | Weeeiii (sorak teman-temannya) | | |
| T | 374 | Jadi bahasa inggrisnya absen itu bukan apa tadi? Role number, number absen. No that's wrong. Bahasa inggrisnya nomor absen adalah Student Number | | |
| S | 375 | Student number | | |
| T | 376 | Cara membacanya bagaimana/? Jadi waktu sya sekolah itu saya mengucapkannya student tapi ternyata pake c scyudent | | |
| S | 377 | Scyudent (meniru apa yang diucapkan guru) | | |
| T | 378 | Pinter (sembari acungkan jempol) Good. Nah cara bacanya emang gitu ya (lalu terhenti karena ada siswa yang hendak masuk kelas) | Praising | OBS/V/378 |
| T | 379 | Yaa silahkan masuk baginda raja (iseng) | | |
| S | 380 | weiiii | | |
| T | 381 | Silahkan duduk (iseng) | | |
| T | 382 | Bener ya tadi banya scyudent number | | |
| T | 383 | Ada yang tahu bahas-cara bacanya (menuliskan sesuatu di papan tulis) Yang mau coba nanti tak kasih ini (snack yang ada ditangannya) Ayo angkat tangan | Encourage Paticipation | OBS/V/AS/EP/383 |
| S | 384 | (mengobrol satu sama lain dan salah satu siswa bergumam dengan suara yang kurang terdengar jelas) | | |
| T | 385 | Huh? Apa? | | |
| T | 386 | Ada yang mau nyoba? Baca doang tok yo baca doang | Encourage Paticipation | OBS/V/AS/EP/386 |
| S | 387 | (saah satu siswa bergumam) lalu temannya tertawa) | | |
| T | 388 | Apa ayo? (memberi gestur yang mendorong untuk berbicara) | Encourage Participation | OBS/V/AS/EP/388 |
| S | 389 | (jawabannya kurang tedengar jelas karena suara teman lainnya) | | |
| T | 390 | Kurang dikit lagi | | |
| S | 391 | (Menjawab sekali lagi) | | |
| T | 392 | (Keudian guru menghampiri untuk memberikan snack yang sudah dijanjikan) | Giving rewards | OBS/V/GR/393 |
| S | 393 | Wihhh (seru teman-temannya) | | |

| | | | | |
|---|-----|--|-------------------------|------------------|
| T | 394 | Dibacanya gini ya (menuliskan sesuatu di papan tulis) Dibacanya tuh Vejtebel bukan Vegetebel itu salah. Di bacanya adalah Vejtebel. | | |
| T | 395 | Oke. Satu lagi. Cara membaca (menuliskan sesuatu di papan tulis) | | |
| S | 396 | (bergumam bersamaan) | | |
| T | 397 | Apa apa, siapa yang bacain? | | |
| S | 398 | (masih sibuk bergumam kecil bersamaan) | | |
| T | 399 | No..no..nonono | | |
| S | 400 | Main (Mine) (Jawab salah satu siswa) | | |
| T | 401 | Apa? Betul (gugu menghampiri untuk memberikan snack) | | |
| T | 402 | Cara bacanya yang betul adalah Main (mine) kaya ada a nya di tengah situ | | |
| S | 403 | Ai'n.. ai'n (seperti huruf hijaiyah) | | |
| T | 404 | Oke. sekarang pertanyaan saya apa hubungannya sama- | | |
| S | 405 | (mengobrol satu sama lain) | | |
| T | 406 | (membuat gesture agar siswa berhenti mengobrol) | Discipline Students | OBS/V/C/D S/406 |
| T | 407 | Oke. Siapa yang bisa- ssst (mengintrupsi siswa yang mengobrol) diem toh kamu | Discipline students | OBS/V/C/D S/407 |
| T | 408 | Nanti angkat tangan ya? Sebutkan 5 materi yang sudah pernah diajarkan oleh bu Anik | | |
| S | 409 | (menjawab bersamaan dengan candaan) | | |
| T | 410 | Sebutkan 5 materi yang sudah pernah diajarkan oleh bu Anik dikelas.. Yokada yang mau angkat tangan? Apa aja. Yang pernah diajari bu anik ya bukan yang mau saya ajarin. Apa apa? | | |
| S | 411 | (hanya bergumam saja bersamaan) | | |
| T | 412 | Apa ayo angkat tangan? | Encourage Participation | OBS/V/AS/ EP/412 |
| S | 413 | (masih bergumam saja bersamaan) | | |
| T | 414 | 5..4..3..2..1 (menghitung mundur). Materi yang kalian inget apa deh | | |
| S | 415 | Biography (membaca tulisan yang terpampang dari proyektor) | | |
| T | 416 | Ini baru mau, bukan. | | |
| S | 417 | Personal letter | | |
| T | 418 | Personal letter? Oke memberikan spidol untuk menulis di papn tulis) | | |
| T | 419 | Udah selesai nulisnya? | | |

| | | | | |
|---|-----|---|---------------------------|------------------|
| S | 420 | Udah..belum (siswa menjawab bersamaan) | | |
| T | 421 | Udah apa belum | | |
| S | 422 | Belomm, belum bu | | |
| T | 423 | Belum ya | | |
| S | 424 | (Melanjutkan menulis materi sambil mengobrol kecil dengan satu sama lain) | | |
| T | 425 | Oke kita lanjutin ya | | |
| T | 426 | Kira-kira hari ini kita bakal belajar apa sih | | |
| S | 427 | Biografi | | |
| T | 428 | Biography. Ada yang tau gak biography itu apa? | Concept Checking Question | OBS/V/AS/CCQ/428 |
| S | 429 | Data diri | | |
| T | 430 | Data diri oke | | |
| S | 431 | Kisah hidup seseorang | | |
| T | 432 | Betul. Pinter. Kisah hidup seseorang | Praising | OBS/V/432 |
| S | 433 | Wihhh | | |
| T | 434 | Siapayang bilang tadi? | | |
| S | 435 | Alex..saya | | |
| T | 436 | (guru menghampiri murid yang menjawab untuk memberikan reward) | | |
| S | 437 | Wihhh (seru teman-temannya lalu meminta untuk berbagi) | | |
| T | 438 | Ada yang tau bedanya...aku sama kamu? (iseng) | | |
| S | 439 | (giggling) | | |
| T | 440 | Ada yang..(guru terhenti dan notice seesuatu) | | |
| T | 441 | (gebrak meja lalu menghampiri murid) ngomong apa? | Discipline Students | OBS/V/C/D S/441 |
| S | 442 | Gak ngomong apa-apa | | |
| T | 443 | Ngomong apa? | Discipline Students | OBS/V/C/D S/443 |
| S | 444 | Yaa Allah (lalu mengatakan sesuatu yang kurang jelas terdengar) wehhh (seru teman-temannya) | | |
| T | 445 | Ada yang tau bedanya Biography dan Autobiography? | Concept Checking Question | OBS/V/AS/CCQ/445 |
| S | 446 | Biography Tentang kisah hidup seseorang | | |
| T | 447 | Yaa, kalo autobiography? | Concept Checking Question | OBS/V/AS/CCQ/447 |

| | | | | |
|---|-----|---|---------------------|-----------------|
| S | 448 | Kisah orang itu sendiri | | |
| T | 449 | Betul (lalu menghampiri siswa tersebut untuk memberi reward) | Giving Reward | OBS/V/449 |
| T | 450 | Biography itu menuliskan data diri orang untuk orang lain mengenai kisah hidup seseorang, Perjalanan hidup seseorang. | | |
| T | 451 | Mas maju ke depan (sambil memberi gesture untuk maju) maju sini | | |
| S | 452 | (salah satu murid maju menghampiri)weeeh (seru teman-temannya) | | |
| T | 453 | Kalo kalian..Kalo kalian diminta untuk menuliskan tentang mas fathan kira-kira apa yang kalian tulis | | |
| S | 454 | (menjawab bersamaan) | | |
| T | 455 | Gelap? apalagi? | | |
| S | 456 | Kriminal (jawab iseng) | | |
| T | 457 | Kriminal | | |
| S | 458 | (giggling) | | |
| T | 459 | Apa lagi..apalagi-apalagi | | |
| S | 460 | (menjawab bersamaan dengan iseng) polisi | | |
| T | 461 | polisi? | | |
| T | 462 | Kok iso? (iseng) | | |
| S | 463 | Sixpack (sambil tertawa) | | |
| T | 464 | apalagi | | |
| S | 465 | Starboy bu starboy | | |
| T | 466 | Kaya gini starboy?(iseng) | | |
| S | 467 | (semuanya tertawa) | | |
| T | 468 | Apalagi..apalagi | | |
| S | 469 | Narji..mirip narji | | |
| T | 470 | Mirip narji? | | |
| S | 471 | (masih sibuk menjawab sambil tertawa bersamaan) | | |
| T | 472 | Sshhttt (mengisyaratkan untuk diam) kalian semua harus diam. | Discipline Students | OBS/V/C/D S/472 |
| T | 473 | Kita lihat ya, mas fathan tadi kata temen-temen dia.. | | |
| S | 474 | manis | | |
| T | 475 | Manis ya? Manis | Praiaing | OBS/V/P/4 75 |
| S | 476 | (giggling) | | |
| T | 477 | Kriminal tuh maksudnya apa kriminal? Pemberani? Laluini Tua? | | |
| S | 478 | Rambutnya sudah ada putihnya | | |

| | | | | |
|---|-----|---|----------|-----------------|
| T | 479 | Maksudnya dewasa ya? | | |
| S | 480 | Fosil (alu seisi ruangan tertawa) | | |
| T | 481 | Ganteng ya?ganteng | Praising | OBS/V/P/4 81 |
| S | 482 | Medeni (bahasa jawa) | | |
| T | 483 | medeni? | | |
| S | 484 | menakutkan | | |
| T | 485 | Terus polisi apa maksudnya polisi | | |
| S | 486 | bapaknya | | |
| T | 487 | Bapaknya polisi? | | |
| S | 488 | Dishub (tertawa) | | |
| T | 489 | bentar-bentar .. bapaknya dishub atau dia sering ditangkep polisi? (iseng) | | |
| S | 490 | Weeeh (giggling) | | |
| T | 491 | Narji? | | |
| S | 492 | Mirip artis | | |
| T | 493 | Oh iya,mirip juga ya? | | |
| S | 494 | Yaaa (seru teman-temannya) | | |
| T | 495 | Nanti jangan lupa minta tanda tangan ya? Ternyata mirip ya?aku baru sadar | | |
| T | 496 | Tidak boleh dilakukan di jaman sekarang. Walaupun kita misalkan nih , secara pribadi, kalian misalkan kalo bisa jangan sih. Kalian tidak menyukai suku tertentu misal, tapi jangan. Kalian mau misal aku mau membunuh semua suku A kita lihat dampaknya kita bisa belajar dari Hitler. Apa sih dampaknya ketika kita melakukan hal tersebut. Gak semua tokoh yang ada biografinya itu pasti prestasinya bagus ada juga yang negatif. Tapi hal tersebut bisa kita pelajari atau bisa kita tiru atau kita bisa “oh aku tau ini salah, berarti aku gak boleh lakuin gitu. Ngerti ya? Ngerti gak? | | |
| S | 497 | ngertii | | |
| T | 498 | ngerti..(meniru suara siswa yang lemas dan sunyi) Giliran main-main aja..rame | | |
| S | 499 | Ngantuk | | |
| T | 500 | Ngantuk ya? | | |
| T | 501 | Oke. Strukturnya. Strukturnya ada berapa sayangnya? | | |
| S | 502 | Tiga | | |
| T | 503 | Ada tiga betul. Mas fathan, ada apa aja strukturnya? | | |

| | | | | |
|---|-----|---|----------|-----------------|
| S | 504 | Orien..ta..tion (mispronunce) | | |
| T | 505 | Orientesyen (correctig students pronunciation) | | |
| S | 506 | Orientasyen | | |
| T | 507 | Orientesyen (correctig students pronunciation again) | | |
| S | 508 | Orientesyen, efen | | |
| T | 509 | Event (correctig students pronunciation again) | | |
| S | 510 | Efen | | |
| T | 511 | E-vent | | |
| S | 512 | Ipen (jawab iseng temannya) | | |
| S | 513 | Event, Reorientasyen | | |
| T | 514 | Reorientesyen (correctig students pronunciation again) | | |
| S | 515 | Reorientesyen | | |
| T | 516 | Oke. Sek, aku mau kalia kerjain.. | | |
| T | 517 | Oke (menulis sesuatu di papan tulis) apa bedanya dua ini (even dan event) | | |
| T | 518 | Yang atas dibacanya apa? | | |
| S | 519 | ifen | | |
| T | 520 | Yang bawahnya? | | |
| S | 521 | iven | | |
| T | 522 | Ora ono bedane. Coba ulangi yang atas | | |
| S | 523 | ifen | | |
| T | 524 | Yang bawah? | | |
| S | 525 | epen | | |
| T | 526 | Ora ono p, V ve. | | |
| T | 527 | (mengatakan sesuatu dalam bahasa jawa dengan audio yang kurang terdengar jelas) | | |
| T | 528 | I.. | | |
| S | 529 | Pen. Ifen | | |
| T | 530 | Ivent | | |
| S | 531 | Ivent | | |
| T | 532 | Ivent. Yang ini? | | |
| S | 533 | E fen | | |
| T | 534 | Iven. Beda ya kalia cari di google ini artinya berbeda ya. | | |
| T | 535 | Bagas iko. Engkang pundi ini opo?pripun? | | |
| S | 536 | Ivent Iven | | |
| T | 537 | Pinter. | Praising | OBS/V/P/5 37 |

| | | | | |
|---|-----|---|--|--|
| T | 538 | Fahri fajar putra pamungkas. Mas bacanya apa? | | |
| S | 539 | Ivent Iven | | |
| T | 540 | Betul. Sab'an. Mas sab'an ini bagainya gimana? | | |
| S | 541 | Ivent Iven | | |
| T | 542 | Oke next ya. | | |
| T | 543 | Oke kita lihat point. Sek aku pengen..fathan bayu | | |
| S | 544 | Hah? | | |
| T | 545 | Rapopo (mengatakan dalam bahasa jawa namun audio kurang jelas) | | |
| S | 546 | (siswa bernama fathan bayu mulai membaca dengan suara yang sangat pelan) | | |
| T | 547 | Contoh ya, kita pakai contoh mas fathan (menuliskan sesuatu di papan tulis) | | |
| T | 548 | Fathan bayu ya namanya. 11 TO 1 ya, tul? | | |
| S | 549 | Betul | | |
| T | 550 | Tanggal lahirnya eh tempat tanggal lahirnya dimana? | | |
| S | 551 | Yogyakarta City. Weeehh (seru teman-temannya) | | |
| T | 552 | Tanggal bulan tahun | | |
| S | 553 | 15 Februari 2000..2006 | | |
| T | 554 | Bohonggg (iseng) | | |
| S | 555 | 2000 (ujar temanna) | | |
| T | 556 | Gak mungkin 2006 (iseng) | | |
| S | 557 | Sumpah miss | | |
| T | 558 | Mana liat | | |
| S | 559 | Gaada miss beneran | | |
| T | 560 | Masa? 2206 kelas 10 | | |
| S | 561 | Bener kok miss (menjawab bersamaan) | | |
| T | 562 | Oke misal ya fathan bayu. 11 TO 1. Yogyakarta, 15 Februari 2006 | | |
| T | 563 | Oke. Alamat rumahnya dimana mas? | | |
| S | 564 | (menyebutkan daerah dengan suarayang kurang terdengar jelas) | | |
| T | 565 | Oh dekat situ ya? Berarti umurnya berapa sekarang? | | |
| S | 566 | 17 tahun | | |
| T | 567 | 17 tahun. Kayaknya mukanya kaya seumuran ku. Kaya 20 tahunan (iseng) | | |
| T | 568 | Oke. mafa mifa? | | |

| | | | | |
|---|-----|---|---------------------|-----------------|
| S | 569 | Mafa mifa? | | |
| T | 570 | Makanan favorit dan minuman favoritnya apa? | | |
| S | 571 | Nasgor miss | | |
| T | 572 | Nasgor bahas inggrisnya apa ges? | | |
| S | 573 | Carbo (celetuk siswa) | | |
| T | 574 | Carbo your head (giggling). Apa? | | |
| S | 575 | Fried Rice | | |
| T | 576 | Fried Rice nasi goreng. Minumannya apa? | | |
| S | 577 | Susu miss | | |
| T | 578 | Susu bahasa inggrisnya apa susu? | | |
| S | 579 | Milk | | |
| T | 580 | Oke kita dapat Informasi umumnya mas fathan. | | |
| T | 581 | Fathan bayu itu adalah siswa dari kelas 11 TO 1 dengan tempat lahir di Yogyakarta 15 february 2006. Tempat lahir di bringharjo yogyakarta dan umurnya 17 tahun. Dia menyukai nasi goreng dan juga susu. Nah itu masuknya ke Informasi umum ini masuknya ke Orientation ya | | |
| T | 582 | Inget ya semua hal yang umum seperi nama makanan favorit*batuk* tanggal lahir alamat nama panggilan itu masuknya ke dalam orientation. | | |
| T | 583 | Oke. Aku mau avent. Mas baca mas. | | |
| S | 584 | (seperti ingin menolak) | | |
| T | 585 | Baca aja gapapa. Asudah baca dari situ (dari kursinya) | | |
| S | 586 | (siswa mulai membaca dengan suara yang kurang terdengar di video) | | |
| T | 587 | (guru membantu siswa membenarkan pronunciation) | | |
| T | 588 | Nah event. Misalkan tadi nulisin ya tentang mas fathan itu dia manis, pemberani, ganteng perkasa bla bla bla. Nah event-event ini, kejadian-kejadian ini, Misalkan fathan pernah ditangkap polisi (menulis sesuatu di papan tulis) | | |
| S | 589 | (ada beberapa siswa yang baru masuk setelah urusan di bengkel) | | |
| T | 590 | Oke kita bahas lagi tadi (terhenti karena suara siswa yang mengobrol) Ssshht yang baru masuk diam | Discipline Students | OBS/V/C/D S/590 |

| | | | | |
|---|-----|--|---------------------|------------------|
| S | 591 | (masih sibuk mengobrol) | | |
| T | 592 | Yang baru masuk.. Shhht.. Sshhtt (memberi gesture untuk diam) | Discipline Students | OBS/V1/C/DS/592 |
| T | 593 | Yang baru masuk dilarang menggunakan handphone jika saya tidak meminta. Yang mau pulang sini cepet | Discipline Students | OBS/V/C/D S/593 |
| T | 594 | Yang mau pulang 2.30 sini maju cepet. Mau pulang-pulang aja. | Discipline Students | OBS/V/C/D S/4594 |
| T | 595 | Oke misal ya mas fathan adalah cowo yang kriminal | | |
| S | 596 | Waah (seru siswa sambil chit chat) | | |
| T | 597 | Misl mas fathan- (terhenti karena siswa saing mengobrol) sssh shhtt (memberi isyarat untuk diam) | Discipline Students | OBS/V/C/D S/597 |
| S | 598 | (masih asik mnegobrol) | | |
| T | 599 | (mulai diam mengawasi untuk memberi sinyal untuk diam) | Discipline Students | OBS/V/C/D S/599 |
| S | 600 | (masih asik mengobrol) | | |
| T | 601 | (guru masih sikap diam dan melihat mereka mengobrol) | Discipline Students | OBS/V/C/D S/601 |
| S | 602 | Ssh (salah satu murid memberi tahu temannya untuk diam) | | |
| T | 603 | Oke ya kita lanjut. Misalkan mas fathan ditangkap polisi akhirnya dia tobat meminta pada Tuhan terus abis itu dia jadi ustad | | |
| S | 604 | Weehh (seru teman-temannya) | | |
| T | 605 | Abis jadi utad, dia jadi kaya untuk menyantuni nak-anak yatim gitu ya. | | |
| T | 606 | (Mengganti side ppt) Nah ini yang terakhir. Coba yang baru dateng. Kamu tolong bacakan (menghampiri salah satu siswa yang baru datang) | | |
| S | 607 | Kiww | | |
| T | 608 | Dibuka maskernya biar kelihatan ketampananmu | Discipline Students | OBS/V/C/D S/608 |
| S | 609 | (Siswa tersebut mulai membaca namun kurang terdengar) | | |
| T | 610 | Buka..buka buka .. buka maskernya | Discipline Students | OBS/V/C/D S/610 |
| S | 611 | (siswa lanjut membaca setelah membuka masker) | | |
| T | 612 | (mengambil reward untuk siswa karena sudah membaca) | Giving Reward | OBS/V/GR |

| | | | | |
|---|-----|--|---------------------|-----------------|
| T | 613 | Oke trimakasih untk..mas siapa tadi namanya? | | |
| S | 614 | Bagas | | |
| T | 615 | Bagas. Mas Bagas Thank you so much | | |
| T | 616 | ReOrientation. Reorientation itu boleh ada boleh ngga dalam sebuah biography. Inget. Bentar. Inget. Informasi umum itu adalah informasi umum tentang seseorang kaya mas fathan tadi, dia begitu-begitu lalu event itu hal apa yang terjadi dalam hidupnya. | | |
| T | 617 | (menotis siswa yang merem menmpel di tembok) sst..sst..sstt itu ke temboknya | Discipline Students | OBS/V/C/D S/617 |
| S | 618 | (tidak lagi menyender) | | |
| T | 619 | Oke terus reorientation adalah pandangan seorang penulis terhadap tokoh itu misalkanoh ternyata mas fathan itu orang nya rajin sholat 5 waktu, sopan santun, rajin menabung rajin beribadah tanggung jawab dapat dipercaya (gigling) | | |
| S | 620 | wihhh | | |
| T | 621 | Reorientation itu boleh ada boleh ngga itu tergantung orang yang nulis. | | |
| T | 622 | Oke silahkan ditulis dulu, kalau sudah nulis nanti boleh pulang | | |
| S | 623 | yee | | |
| T | 624 | Sek bentar. Itu nulis yang dipapantulis dulu baru ppt boleh bentar boleh buka handphone boleh sekarang buka buka tiktok, instagram dan sebagainya | | |
| | | | | |

Appendix 4



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsi@uii.ac.id
W. fpsi.uui.ac.id

Tanggal : 24 November 2023
Nomor : 2161/DEK/70/DAA/XI/2023
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah SMK Negeri 3 Yogyakarta

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

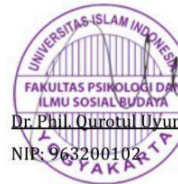
Nama Mahasiswa : Dwi Paggy Ratu Alamsyah
Nomor Induk Mahasiswa : 20322064
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Banatul Murtafi'ah S.Pd., M.Pd.
Judul Skripsi :

"English Vocational Teachers' classroom management style."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia



Dr. Phil. Qurrotul Uyun, S.Psi., M.Si., Psikolog

NIR: 963200102

Appendix 5

INFORMED CONCENT

Saya yang bernama Dwi Paggy Ratu Alamsyah (20322064), mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia. Saya bermaksud untuk melakukan penelitian sebagai bentuk kegiatan dalam menyelesaikan tugas akhir untuk mendapatkan gelar sarjana pendidikan. Adapun tujuan dilakukannya penelitian ini yaitu untuk mengetahui *Classroom Management Style* yang digunakan oleh guru SMK dalam mengajar di kelas Bahasa Inggris. Manfaat yang didapat dari penelitian ini adalah calon guru dan guru Bahasa Inggris dapat menjadikan penelitian ini sebagai referensi pengetahuan dalam mengajar.

Tidak akan ada kerugian yang didapat apabila bersedia sebagai subjek karena peneliti tentu saja akan menjaga data subjek dengan sangat hati-hati dan selalu mengutamakan kenyamanan daripada subjek. Identitas subjek akan dirahasiakan dan semua informasi yang diberikan hanya akan digunakan untuk penelitian ini.

Adapun prosedur penelitian yang akan dilakukan yaitu jika partisipan bersedia untuk ikut serta dalam penelitian ini, maka kemudian peneliti akan melakukan observasi. Tidak ada unsur keterpaksaan dalam ketersediaan menjadi subjek penelitian ini. Partisipan berhak memilih ikut atau tidaknya dalam penelitian ini tanpa ada sanksi atau konsekuensi buruk di kemudian hari. Atas perhatian dan ketersediaannya menjadi subjek dalam penelitian ini saya ucapkan terima kasih.

Saya yang bersedia tanagn di bawah ini:

Nama : Denna Ananda Yushinta, S.Pd., Gr.

Pengalaman Mengajar : 1 tahun

Bersedia secara sukarela untuk menjadi subjek penelitian yang berjudul **“Classroom Management Style in an English Vocational Classroom: An Observational Study”**.

Saya bersedia menjalani subjek penelitian sesuai dengan yang telah direncanakan sesuai tujuan penelitian. Demikian pernyataan ini saya buat dengan sebenarnya-benarnya tanpa tekanan dari pihak manapun.

Peneliti



Dwi Paggy Ratu Alamsyah

Yogyakarta, 20 November 2023

Yang membuat pernyataan,



(Denna Ananda Yushinta, S.Pd., G