

FACTORS INFLUENCING THE EFFECTIVENESS OF ENGLISH READING CLASSROOM MANAGEMENT AT THE EIGHTH GRADE OF UPTD SMP NEGERI 1 GUNUNGSITOLI BARAT

By Six Sandy Zebua

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BARAT**

UNDERGRADUATE THESIS



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2023/2024**

ACKNOWLEDGEMENTS

Praise and gratitude to God Almighty who always gives His love and blessings to the researcher, so that the researcher is able to complete this research proposal entitled "Factors Influencing the Effectiveness of Classroom Management at the Eighth Grade of UPTD SMP Negeri 1 Gunungsitoli Barat Year 2023/2024".

The researcher realizes that this proposal cannot be completed alone in appropriate time without parties who always direct, accompany, support, motivate, and help the researcher. Therefore, the researcher would like to express appreciation and gratitude to:

1. **Mr. Dr. Yaredi Waruwu, S.S., M.S.** as Dean in Faculty of Teacher Training and Education, University of Nias who has issued the researcher's supervisor decree.
2. **Mr. Afore Tahir Harefa, S.Pd., M.Hum** as the Chair of English Education Study Program for planning and coordinating the proposal seminar examination.
3. **Mr. Riswan Zega, S.Pd., M.Hum** as the Secretary of English Education Study Program who always provides information related to administrative arrangements in carrying out the proposal seminar.
4. **Miss Yasminar Amaerita Telaumbanua, M.Pd** as the advisor who always provides a lot of direction and input, advice, correction, support, and guidance from the beginning to complete this proposal.
5. All lecturers of the English education study program at the University of Nias who provided invaluable knowledge to the researcher.
6. Mr. Arkian Zebua, S.Pd as the Headmaster of UPTD SMP Negeri 1 Gunungsitoli Barat, for allowing the researcher to conduct the preliminary study in the school.
7. Sincerely thank for the researcher's parents and family who always pray, gives advice, and the immortal from beginning until finishing this research proposal.
8. Her friends who always support and motivate her during arranging this research proposal at the University of Nias.

Finally, the researcher ⁴ realizes that this research proposal still has some weakness and still far for being perfect. Thus, she would be grateful to accept any constructive suggestions and corrections from anyone for better this research proposal.

Gunungsitoli, 2024
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Classroom management competence has a substantial impact on student learning and academic accomplishment. The major aspects to evaluate in this classroom management effectiveness setting include the teacher's role, the classroom environment, and student characteristics. First, the teacher's role in classroom management impacts its effectiveness. Teachers with strong classroom management abilities typically produce a positive, disciplined, and structured learning environment. In contrast, a teacher's failure to control a classroom can result in learning interruptions, lower student motivation, and challenges meeting learning objectives. The teaching profession demands educators to have acceptable academic qualifications and competencies. According to (Sugihartini & Sindu 2019), teaching skills include eight skills: 1) ability to give reinforcement; 2) activeness in asking students; 3) ability to use variations in learning; 4) ability to explain lessons; 5) ability to open and close a lesson; 6) individual and small group teaching skills; 7) mastery of class management; and 8) effectiveness in guiding group discussions. Classroom management is a key part of optimizing educators' roles and potential in learning. The key to successful learning is to enhance the quality of student learning. Second, creating a positive school climate is essential. Class size, physical facilities, and administrative assistance are all factors that might have an impact on classroom management effectiveness. A well-organized and supportive environment can help teachers perform their classroom management tasks more effectively. In addition, student characteristics should be examined. Each student has unique learning styles, demands, and readiness levels. Teachers who understand these distinctions can develop more effective classroom management tactics, provide more support to kids who require it, and foster a more positive learning environment. According to Amri (in Azizah & Estiastuti, 2017), classroom management is a teacher-led activity that has been found to produce classroom settings conducive to optimal learning.

Pidarta (Afrizah, 2014:7) "Classroom management is the process of selecting and using appropriate tools for classroom problems and situations" . The teacher is in responsible of developing, upgrading, and maintaining a classroom system or organization that allows pupils to focus their abilities, talents, and energy on specific tasks. To improve the effectiveness of learning, a teacher's aptitude or skill in classroom management is required so that the effects of learning activities can be maximized. Classroom management is the attempt to create classroom circumstances by maximizing classroom potential in order to increase learning and teaching comfort. This is also addressed in National Ministerial Regulation No. 41 of 2007 on process standards for primary and secondary education units, which emphasizes the necessity of classroom management. Classroom management is one of the most fundamental aspects of education and serves as the focal point for all educational management activities. Teachers have a critical role in motivating pupils to pursue and achieve their life goals or ideals to the utmost. Teachers have a vital responsibility during classroom learning, which is to conduct classroom management activities. Classroom management tasks in this context include not only the organization of classes, classroom equipment and infrastructure, and routine operations, but also the creation and maintenance of classroom conditions conducive to effective learning. Classroom management tries to control instructional activities while also conditioning the environment to be favorable to learning. Some earlier researches, such as (Chuang et al., 2020), discovered that the elements of teacher education background and teaching experience impact instructors' capacity to manage classrooms. The idea is that instructors' educational backgrounds and classroom management experiences have a substantial impact. The teacher's classroom management skills improve with increasing educational background and teaching experience. In contrast, the lower the teacher's educational background and teaching experience, the weaker their classroom management abilities. Second, Sabrina (2022) discovered that competent classroom management is required for all teaching and learning processes to work smoothly and successfully. Teachers must foster an environment conducive to teaching and learning. Teachers must optimize their management of the physical and learning environments, processes and

regulations, discipline concerns, relationships, and voice and body language. Teachers are advised to develop close ties with their students. Relationship here entails learning more about students as individuals and understanding their challenges and how to cope with them. Third, Suprobowati, Haryanto, and Rahman (2020) discovered that the classroom environment was the most influential in management classes. Most students provide comments to the school on the completeness of each class, as well as room decorating and seating arrangements. According to Azam (2024), elements influencing classroom management include creating a good environment, using effective body language, keeping eye contact, having a well-planned strategy, and managing time. In relation to the description above, the researcher conducted research using a qualitative analysis research method termed, "Factors Influencing the Effectiveness of English Reading Classroom Management at the Eighth Grade of UPTD SMP Negeri 1 Gunungsitoli Barat".

1.2 Focus of the Research

From the background of the problem above, there are some focuses of the research are :

- a) Describing the realization of classroom management of English Reading at the Eighth grade of UPTD SMP Negeri 1 Gunungsitoli Barat.
- b) Analyzing Effective Factors of classroom management of English Reading at the Eighth grade of UPTD SMP Negeri 1 Gunungsitoli Barat.

1.3 Formulation of the Problem

Based on the focuses of the research above, the research questions are formulated in the following questions:

- a) How does the classroom management realization in the teaching reading the Eighth grade of UPTD SMP Negeri 1 Gunungsitoli Barat by English teacher?

- b) What are the influencing Factors of classroom management of English Reading at the Eighth grade of UPTD SMP Negeri 1 Gunungsitoli Barat.

1.4 Objective of the Research

To find out the implementation of classroom management and to find out the inhibiting factors in the implementation of classroom management in class VIII at UPTD SMP Negeri 1 Gunungsitoli Barat by English teachers.

1.5 Significances of the Research

Through this research the researcher expects:

- a) This research can serve as a guideline for future generations to analyze factors affecting classroom management effectiveness in schools. It can also serve as a reading resource for teachers and educators to improve classroom management.

- a) Practically:
 - 1) The researchers can use these guidelines to improve classroom management effectiveness in the future.
 - 2) This resource can help instructors and potential teachers improve their classroom management skills through reading.
 - 3) This research can serve as a reference for future the researchers seeking to understand the aspects influencing classroom management effectiveness.

LITERATURE REVIEW

2.1 Theoretical Framework**2.1.1 Definition of Effectiveness**

The English word "effective" refers to success, appropriateness, and effectiveness. The term effective also denotes "having an effect (consequence, influence, impression); effective or effective can produce results. While efficacy is defined as demonstrating the degree to which an objective is achieved. In other terms, something is said to be effective if the effort meets its objectives. The effectiveness of an activity is a measure of how well it achieves its goals. Effectiveness is the achievement of specific goals or the selection of the proper goals from a set of alternative or choice paths while determining the selection of various other possibilities. Effectiveness can also be defined as a measure of success in meeting predetermined goals. According to Mutmainnah (2021), efficacy is the degree to which the expected output of some inputs matches the output attachment level.

According to Saputra et al., (2023), effectiveness is the relationship between production and objectives. It may also be used to assess the organization's policies, procedures, and output level procedures. Effectiveness measures an organization's success or failure to achieve its goals (Mahulae et al., 2022). In this scenario, effectiveness plays a significant role in determining whether or not a goal is achieved.

As a result, it is possible to conclude that effectiveness entails both the successful implementation of numerous activities and the ability to pick activities. A variety of activities, as well as the ability to select the appropriate activities and approaches for the situation. Activities and abilities that enable students to pick what to accomplish and the best approach to attain the expected goals, allowing them to become better human beings with potential.

2.1.2 ⁶⁷ Definition of Classroom Management

Management is the definition of the word "management," as well as the rapid expansion of levy words into the Indonesian language, after which the English term is Indonesianized into the word "management". administration is defined as the organization and administration of resources to achieve desired outcomes. Management is a process or set of actions used to attain goals by performing management duties and allocating resources.

Classroom management is derived from two terms, management and class. Management, which also translates as management, refers to the process of successfully allocating resources to achieve goals. According to widespread opinion, classes can be separated into two views: physical and student-centered. Class in the narrow ⁴³ is a room with four walls where a group of students congregate to observe the teaching and learning process. A class, in its broadest definition, is a tiny community within the school community that is structured into a dynamic work unit. The unit is organized into a work unit that dynamically organizes creative teaching and ⁴³ learning activities.

Classroom management is an effort made by the teacher to create an atmosphere or conditions that are expected to be effective if it is known quickly ⁶⁹ factors that can create favorable conditions in the teaching teaching and learning process, known predictable problems that usually arise and can damage the climate of the learning process, and mastery of various approaches in classroom management as well as knowing when and how to manage the class. ²

According to Sahib et al. (2021), classroom management is the process of selecting and using relevant tools to class problems and situations. Classroom management is an effort made by the person in charge of teaching and learning activities or those who help with the goal of achieving ideal conditions so that learning activities can take place as intended (Naritama, 2021).

According to Setyaningsih and Suchyadi (2021), classroom management is one of the abilities that instructors must possess in order to analyze, diagnose, decide, and take action to improve a dynamic classroom environment. ²

So, in this scenario, ² classroom management is the role of a teacher, also known as the person in charge of teaching and learning activities, who has the

ability to select and comprehend the classroom environment in order to accomplish optimal teaching and learning outcomes. The necessity of classroom management is explained in Law No. 19 of 2007 on education management standards.

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2.1.3 Objectives of Classroom Management

The objectives of classroom management are embedded in the purposes of education, specifically the provision of facilities for different learning and working activities of students in a social, emotional, and intellectual environment within the classroom. The goal of classroom management is to ensure that students can work in an orderly way to achieve the required results. In general, classroom management is used to establish conditions in the classroom group, such as a positive classroom environment, that allow pupils to operate according to their ability. The use of classroom management products is dynamic in accordance with the goals to be attained. The goals of classroom management, among others:

1. So that learning may be done ideally maximum so that learning objectives can be accomplished successfully and efficiently;
2. To make it easier for pupils to track their academic progress;

Meanwhile, (Hidayat et al., 2023) argue that the goal of classroom management is to offer the resources needed for diverse student learning initiatives in the classroom's social, emotional, and intellectual settings. These services allow students to study and complete activities while also fostering a social environment that promotes satisfaction. Furthermore, a disciplined environment is created, which contributes to kids' intellectual and emotional development while changing their perspectives and instilling appreciation.

According to the Directorate General of Regional Government and the Directorate General of Education, as quoted by the Education Administration Lecturer Team of the Indonesian University of Education, the goals of classroom management are as follows:

1. Understanding the classroom as both a learning environment and a study group helps students reach their full potential and develop their abilities to the maximum level possible.
2. To make learning interactions more effective, it is vital to identify and remove any obstructions that may impede the procedure.
3. To create an optimal learning environment for pupils, it is vital to provide classroom with adequate learning resources and furniture that satisfy students' needs social, emotional, and intellectual demands. These resources and furniture should be thought fully picked and organized to promote optimal learning inside the classroom.
4. Encourage and guide children based on their distinct social, economic, and Cultural backgrounds, as well as individual characteristics and qualities.

According to Masnun (2023), the goal of classroom management is to create a safe learning environment for students. While a safe study environment is the most important necessity in the smooth teaching study process, it will also influence more ideal study results.

Furthermore, Munawwarah et al. (2022) state that the aims of classroom management are as follows:

1. Creating classroom scenarios and conditions, both as a learning environment and as a study group, that allow students to develop their skills to the fullest.
2. Remove any restrictions that may impede the implementation of teaching and learning interactions.
3. Provide and arrange learning facilities and furnishings that encourage and enable students to learn in accordance with their social, emotional, and intellectual environments in the classroom.
4. Fostering and guiding in accordance with one's social, economic, and cultural background, as well as personal traits.

As a result, it is possible to conclude that the goal of classroom management is to establish conditions that allow a class to become a good learning environment and so attain learning objectives.

2.1.4 Factors that Influence Classroom Management

To reach the intended goal, it is vital to understand what elements can help and hinder its achievement. Understanding the factors that influence classroom management is critical for future success in education and the learning process in particular. Several factors can influence the efficiency of classroom management. Here are some frequently regarded factors:

1. A positive relationship between teachers and students can influence the success of classroom management. Students will be more motivated to learn and actively participate in class if they have mutual understanding, respect, and good communication.
2. A good classroom physical arrangement can foster a positive learning environment. The placement of tables and chairs, the layout of the whiteboard, and the availability of supporting amenities such as technology and suitable learning tools can all have an impact on students' focus and concentration.
3. Time Management: Effective time management is critical for classroom management. A teacher must examine the duration of each learning activity, provide sufficient time for comprehension of the subject, and maintain the learning orderly.
4. Discipline: The consistent application of rules and discipline can contribute to a safe and orderly school environment. Teachers who are consistent in monitoring student behavior and implementing clear punishments can help to sustain the quality of education.
5. Use of Diverse and Engaging Learning Methods: Diverse and engaging learning methods can pique students' interest and help them stay focused during learning activities. Teachers must use a variety of teaching tactics that are appropriate for their students' requirements.

6. System Support: Knowledge and support from school administration, parents, and the community can all have an impact on classroom management success. This support can assist teachers in dealing with classroom management issues.

According to Masnun (2023), factors influencing class management are divided into two categories: internal factors of students and external factors of students, as well as students' personalities and distinctive characteristics, which cause learners to differ from one another.

34 Azam, 2024 states that factors influencing classroom management is:

1. Fostering a positive atmosphere
2. Employing effective body language
3. Maintaining eye contact
4. Having a wellthought-out plan
5. Managing time

As a result, it is possible to conclude that a variety of factors, such as teacher-student relationships, classroom layout, time management, discipline, diverse learning methods, and support systems, all play an important role in creating a learning environment and maintaining classroom order.

2.1.5 Implementation Classroom Mangement

Implementation is the process of discovering, implementing, monitoring, and constantly improving professional learning to help educators improve their practice while also encouraging and inspiring student academic and non-academic growth.

According to Setyaningsih and Suchyadi (2021), the application of good classroom management in learning includes:

1. Creating a teaching atmosphere that promotes optimal skill development for pupils.
2. Eliminating different barriers that can impede learning interaction
3. Providing and administering facilities that facilitate student learning while considering their social, emotional, and intellectual surroundings.
4. Guiding students based on their social, economic, cultural, and character origins.

According to Herliani et al., 2024 the implementation of classroom management several sections as follows:

1) Organizing the physical design.

The physical design of the classroom was the planning for effective classroom management needed to arrange seating within a certain period.

2) Establishing rules and routines

The next component of classroom management was establishing class rules and routines. The rules and routines in the classroom could create an effective learning atmosphere and the learning process would be more focused. In implementing rules and routines teacher had to ensure that they were attentive and able to answer any questions that arose, adapt and listen to the teacher and raise their hands when asking questions.

3) Developing Relationships

The third component of classroom management was establishing relationships, developing positive relationships between students and teacher was to create a conducive learning atmosphere between students and teacher.

4) Implementing engaging instruction

The fourth component of classroom management was applying engaging instructions.

5) Addressing discipline

The fifth component of classroom management was discipline. Discipline was the teacher way of giving direction to students regarding a behavior or action that occurred during the learning process.

So, based on the explanation above, effective classroom management involves a multi-faceted approach. It begins with setting up the physical space to facilitate learning and then establishing clear rules and routines to maintain focus and structure. Developing positive relationships between teachers and students enhances the learning atmosphere and promotes student engagement. Engaging instruction methods further reinforce learning effectiveness. Finally, addressing discipline issues promptly ensures a conducive learning environment is maintained.

In summary, effective classroom management as outlined by both sets of experts, is a comprehensive process that considers the physical environment, interpersonal dynamics, instructional strategies, and discipline mechanisms to optimize student learning outcomes.

According to Novita & Rusdi, 2021 the indicators of classroom management as stated by National Ministerial Regulation number 41 of 2007 :

- a. The teacher arranges the seating according to the characteristics of the participants Educate and subjects, as well as learning activities that will Done;
- b. Volume and intonation of the teacher's voice in the learning process must be well heard by learners
- c. The teacher's speech is polite and understandable to students;
- d. The teacher adapts the subject matter to the speed and learners' learning ability;
- e. Teachers create order, discipline, comfort, safety, and compliance with internal regulations organizing the learning process;
- f. Teachers provide reinforcement and feedback on responses and student learning outcomes during the learning process last;
- g. Teachers value learners regardless of background religion, ethnicity, gender, and socioeconomic status;
- h. Teachers value the opinions of students;
- i. Teachers wear polite, clean, and neat clothes;
- j. At the beginning of each semester, the teacher delivers the eye syllabus the lessons he had; and
- k. The teacher starts and ends the learning process accordingly with a scheduled time.

Dube et al., 2023 state the indicators of classroom management is:

- 11 I. Ability to call learners to order the report of some of the study participants showed that while some student teachers were able to call learners to order, others failed in this regard.
- 11 Arrangement of the classroom for learning purposes student teachers' abilities to ensure that their classrooms are properly arranged for learning purposes are considered part of good classroom management skills indicators. 11
3. Ability to involve passive learners in classroom situations, it is common to find passive

learners while others are active. The reason for learners' passive and active nature can be attributed to various factors.

2.1.6 How to Make Effective Classroom Management?

The goal of a successful management plan is to maintain a safe and fun classroom that can focus on learning. "Classroom management is the combination of tools and practices that provide structure and promote positive learning spaces for students. The teacher, or classroom lead, provides instructions and sets expectations for student behavior in order to regulate classroom activities. Organized students, active participation in learning and minimal behavior distractions are evidence of effective classroom management."

The following is make an effective classroom management:

1. Start with classroom organization

The first example of classroom management is to start by arranging the classroom as comfortably as possible. Arrange student seating positions that make it easy for students to see the teacher.

2. Set rules firmly

The second way to master the class while teaching is by setting rules. After the rules or regulations are made, the teacher must ensure that these rules are carried out by all members of the class, including the teacher. Thus, the rules made will function properly.

3. Anticipating class conditions

Before learning begins, teachers need to condition all students both physically and psychologically. It is not uncommon for teachers to find rowdy students when entering the classroom. If this happens, the teacher should not start the lesson immediately. Make sure all students are calm and ready to learn before starting the lesson.

4. Keep students focused on learning

An effort to make the learning process successful that the teacher can do is to keep students focused on learning. Some students who seem unfocused when the teacher conveys the subject matter may be caused by things such as sleepiness, boredom, tiredness, difficulty understanding the material, and so on.

5. Start the lesson with enthusiasm

Start with greetings and greet students cheerfully. The enthusiasm that the teacher shows when starting the lesson can rub off on the students. Therefore, show your enthusiasm from entering the class until the lesson ends.

6. Pay attention to your position when teaching

When teaching, teachers must pay attention to body position. The position of the teacher when teaching will be very helpful in managing and controlling the class.

According to Egeberg et al., 2020 make an effective classroom management is:

1. Build positive relationships with their students
2. Manage their classrooms by establishing clear boundaries and high expectations
3. Engage students in their learning.

Meanwhile According to Nasution, 2024 make an effective classroom management is:

1. Physical design of the classroom.

In this aspect the English teacher didn't make physical design of the classroom it means that teacher just come and do her job, directly started the lesson when he came to the class. The teacher said that the students' physical design of the classroom had been arranged by the homeroom teacher that the reason of the English teacher didn't make it in English teaching learning process.

2. Establishing rules and routines aspect.

In this aspect the teacher and the students said there were rules in English class but the rules were not posted in the classroom. The English teacher only told them about the rules in the first meeting thus if the students break the rules in English class they will get some punishment that had been agreed in first meeting.

So, it is concluded make an effective classroom management is it becomes evident that effective classroom management requires a multifaceted approach that addresses both interpersonal and environmental factors. Teachers must strive to build positive relationships with students, establish clear expectations and boundaries, actively engage students in learning, and attend to the physical design of the classroom while maintaining consistent rules and routines. A holistic

approach to classroom management can create an environment where students feel supported, motivated, and empowered to succeed academically.

2.1.7 Principles of Classroom Management

Classroom management principles are the fundamentals or guidelines used by teachers to effectively manage their classrooms. It involves strategies for building positive relationships with students, setting clear rules, managing student behavior, creating a conducive learning environment, and communicating with all stakeholders involved in the educational process.

According to Zainuddin & Hardiansyah, 2023⁴¹ six principles of classroom management consisting of:

1. Warm and enthusiastic attitudes
2. Challenges
3. Teaching variety
4. Flexibility
5. Emphasis on the positive
6. Instilling self-discipline

Meanwhile, according to Herman et al., 2020⁷³ principles that guide effective classroom management is:

1. Structure classroom
2. Teach expectations
3. Observe and supervise
4. Interact positively
5. Correct fluently.

So, it is concluded both the principles proposed by Zainuddin & Hardiansyah (2023) and Herman et al. (2020) emphasize³⁷ the importance of creating a positive, structured and supportive classroom environment to support effective learning and good behavior. Although there are differences in the emphasis on certain aspects of classroom management, these principles as a whole can complement each other and be applied together to create an optimal learning experience for students.

2.1.8 Definition of Reading

Reading is one type of knowledge acquisition through receptive writing as it allows a person to absorb new information, knowledge, and experiences that they may not have known before. All this information gained from reading will allow the person to increase their daily productivity, improve their stamina and increase their level of awareness. This hinders the ability to study in school and live a more straightforward life. Reading aloud is not just a passive and respectful activity; it also encourages the reader to take an active role when paying attention to the words written in a book or movie. Comprehension, interpretation, assessment of information, as well as responses to reading, occur as well as thinking processes. The development of thinking skills is applied through reading. When reading, everyone absorbs knowledge that is useful for improving their reading comprehension.

According to Harianto (2020) reading is the pronunciation of words and the acquisition of words from printed materials. Reading is one of the activities that cannot be eliminated ⁴¹ in the world of education, because reading is a form of knowledge transformation process through seeing and understanding the contents written in a textbook or any book. ¹⁸ Reading is the ability to use thoughts and actions to perform visual activities, pronounce a series of letters into words and sentences, master reading techniques and understand the contents of reading correctly (Putri et al., 2023). Reading is an important part of human life and something that everyone should be able to do, whether children, adolescents, adults and even the elderly except those who are illiterate. Reading is also one of the activities to find out and share information.

Based on this, it is usually reading material and reading comprehension skills. Proper reading comprehension is essential for healthy intellectual growth as it provides readers with an understanding of the meaning of words which gradually improves their ability to understand rather than judge. Moreover, reading comprehension skills are essential if one wants to achieve practical efficiency and healthy intellectual growth. One's desire to read is greatly influenced by the quantity of reading material to be covered and the intensity of

one's desire to read over a long period of time. There are two factors that help reduce the prejudice associated with reading to children. First, the impact on friends and family who read less. It seems that everyone in the child's immediate environment is striving to influence them. In addition, home book club activities or reading groups inspire the community. Let's get started, student teachers.

2.2 ⁸ Conceptual Framework

The conceptual framework in this study aims to provide direction in conducting research. It is a guideline to understand the flow of thought so that the analysis is more systematic. In this study, the researcher choose UPTD SMP Negeri 1 Gunungsitoli Barat, specifically two English teachers and grade VIII students as research informants. This research was initiated by the gap between expectation and reality. Based on government regulations that state the importance of classroom management. The government has an expectation that every teacher is able to manage the class well. However, in reality, based on the phenomenon gap found by the researcher and also supported by previous the researcher and also several theories obtained, the researcher know that ²⁵ currently there are still many teachers who have not implemented several factors that influence the effectiveness of classroom management such as how ²¹ the physical arrangement of the classroom, time management, the use of varied and engaging methods and several other things so that this causes the researchers to be interested in conducting research.

The focus of the research conducted by the researcher in this case is three scopes, namely student characteristics, then adaptability ²⁷ to technological developments and the third is what the teacher's efforts are to ²¹ create an inclusive and supportive learning environment for all students. Therefore, the researcher conduct research used qualitative research with a descriptive approach.

Then ¹¹⁷ to collect data, the researcher was use instruments ⁷ direct observations to students to find out how the characteristics of students and to find out whether the strategies carried out by English teachers in an effort to create an inclusive learning environment are on target, have been implemented properly and form of interview guidelines to English teachers. After collecting data, the

researcher was report ¹⁰² the results of his research in accordance with the actual situation in the field based on existing data without making changes or adjustments to the circumstances and results of ¹⁰⁸ the data. Furthermore, ⁸⁰ the researcher was analyzed the data proposed by Miles & Huberman's theory, namely data collection, data reduction, data presentation, and conclusion drawing.

Furthermore, the conceptual framework of "Factors Influencing the Effectiveness of Classroom Management at the Eighth Grade of SMP Negeri 1 Gunungsitoli Barat Year 2023/2024" is described in the following scheme:

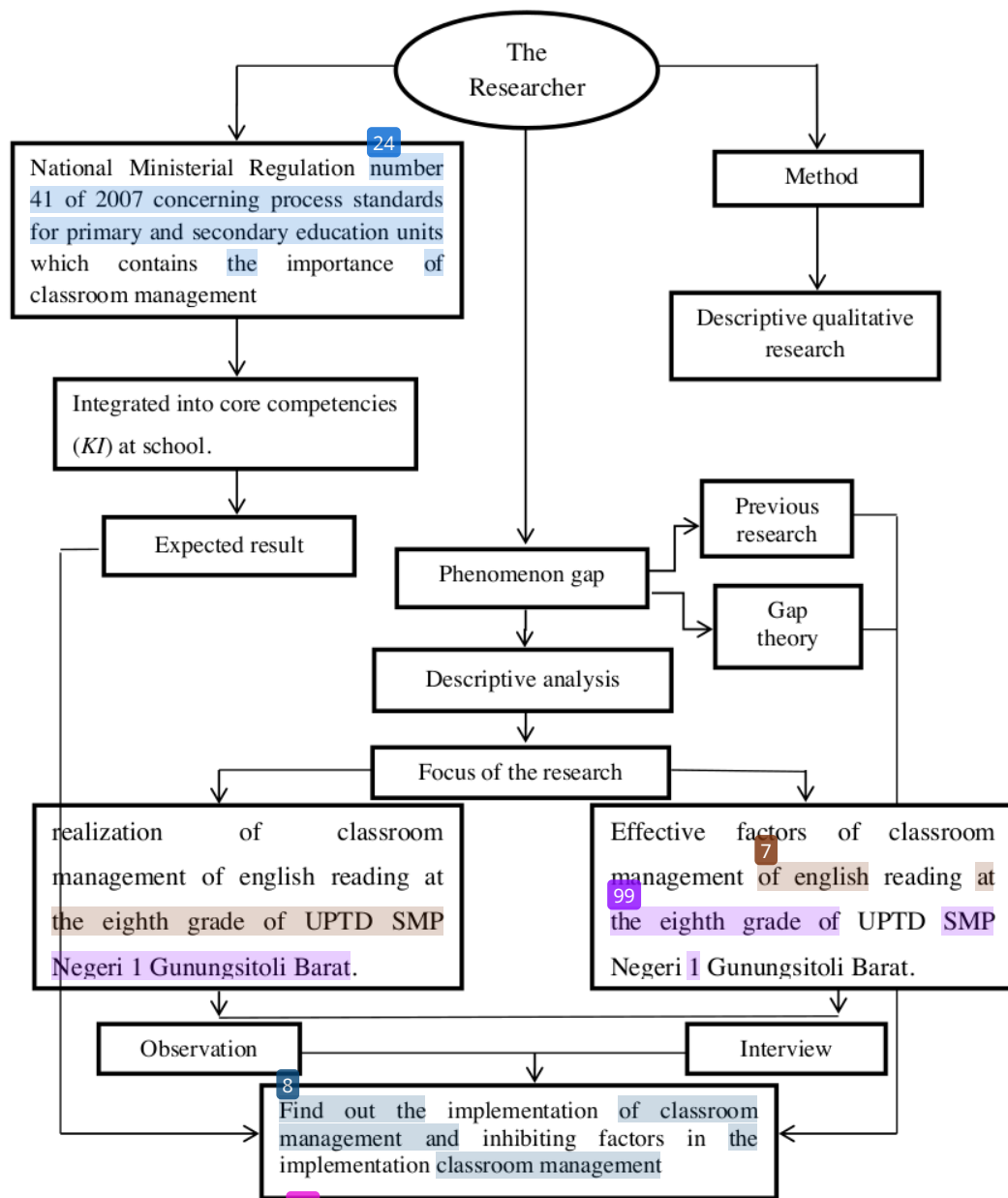


Figure 2.1 The conceptual Framework

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of the Research

This research was be conducted by the researcher used qualitative research methods. The Researcher was used qualitative descriptive research methodology. Qualitative research can be understood as a research method that uses descriptive data in the form of written or spoken language from observable people and actors. This qualitative approach is carried out to explain and analyze individual or group phenomena, events, social dynamics, attitudes, beliefs, and perceptions.

Therefore, the qualitative approach research process begins with the development of basic assumptions. Then it is associated with the rules of thought used in the research. The data collected in the survey is then interpreted. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Sarmila et al., 2023).

Furthermore, qualitative research methods are research methods based on philosophy, which are used to research scientific conditions (experiments) where the researcher is the instrument, data collection techniques, and qualitative analysis emphasize meaning (Saputra & Riady 2024).

Islamuddin et al., (2023) state Qualitative research is research that based on inductive thinking patterns, which are based on participatory objective observations of a social phenomenon.

Thus, it can be concluded that qualitative research not only provides deep insight into phenomena, but also emphasizes the used of the researcher as the main tool, as well as data collection and analysis techniques that are oriented towards understanding meaning.

3.2 Variables of the Research

Research variables are characteristics that can be observed, measured, or manipulated in a research. In a research context, these variables are used to understand or explain the relationships between various elements. Puspitasari, 2020 states that research variables are all forms of objects that become the focus

of research and are observed during research to collect information about these objects from which conclusions can be drawn. Handayani et al., 2022 state research variable is attributes or behavior or values of people, object, or various activities determined by the researcher, in order to get information about the research and to draw the conclusion. Research objects can be people, objects, transactions, or events collected from research subjects that describe a condition or value of each research subject. This research is the factors that influence the effectiveness of classroom management.

3.3 Setting and Schedule of the Research

The research was be carried out at UPTD SMP Negeri 1 Gunungsitoli Barat which is located on Jln. Sihare'o Siwahili Village, West Gunungsitoli District, Gunungsitoli City, North Sumatra. The research was be carried out in March 2024.

3.4 Source of Data

There are two types of data used in this research, namely primary data and secondary data. Ibrahim in Haryoko, 2020: 122 states that all information, facts and facts that are related to research and have a very clear connection, even direct relationships are considered primary data, because this data is the main factor in determining the success or failure of a research. This process is referred to as primary data. This means that research cannot be said to be successful if it does not obtain this data. Meanwhile, secondary data is information, reality and facts related to research but not directly related to research, as well as supporting documentation related to primary data. This secondary data is more superficial and cannot capture the depth of information, facts and realities that have been studied or investigated thoroughly, and as supporting data, the information is not very conclusive (not very proven), but can describe some of the research findings.

To obtain data that was be used as research objects, the researcher use several types of sources. The researcher used several previous research theories as initial data that can explain the phenomenon of classroom management. Then, the researcher was use the English teacher and class VIII students at UPTD SMP

Negeri 1 Gunungsitoli Barat as informants or respondents who are the main sources of information in this research because the success of the research is based on the responses given by them. The researcher was carried out direct observations used a checklist observation sheet to obtain data about the role of the English teacher in managing the class and the obstacles faced in managing the class and also interview the English teacher based on the interview guide.

So, in this research, the primary data that the researcher must obtain is the results of checklist observation data from English teacher and students in the classroom and also interviews with English teacher as informants which are then published in the form of interview transcripts, and also data from teacher checklist observations.

3.5 Instruments of the Research

The research instrument was a written guideline for interviews, observations, and questions that were prepared to obtain information (Ovan & Saputra, 2020). According to Sukmawati et al., 2023 Research instruments are tools that use various types of information in research to be collected, processed quantitatively or qualitatively and then arranged systematically. The research instrument is a tool used in research to collect and obtain data so that the research carried out can be carried out easily. Based the explanation above, research instruments that used by the researcher in this study are observation and interview.

Observation in research is defined as focused attention on an object by involving all the senses to obtain data. So observation is direct observation used sight, smell, hearing, touch, or if necessary, taste. Interviews are a qualitative research method that collects data by asking questions. It includes three main types: structured, unstructured, and semi-structured interviews. In this study, the researcher used structured interview guidelines.

3.6 Data Collecting Technique

Technique is the procedure how to get data. In this research the technique used by the researcher in the process of collecting data conducted includes observation and interview.

1) Observation

Observation is essentially an activity used the five senses, can be sight, smell, hearing, to obtain the information needed to answer a research problem. The results of observations are in the form of activities, events, objects, certain conditions or atmosphere, and one's emotional feelings. Observations are made to obtain a real picture of an event or events to answer research questions.

Kumar, 2022 argues that Observation is described as a method to observe and describe the behavior of a subject and it involves the basic technique of simply watching the phenomena until some hunch or insight is gained. Observation of people's behavior or work processes of a product resulting from research and development. In making observations, the researcher see, listen, then take measurements with the instruments they carry. Observations made directly to the English teachers at the Eighth grade of UPTD SMP Negeri 1 Gunungsitoli Barat. Observations are made to obtain the data that the researcher need. In collecting the data, the researcher used an observation guide or observation sheets. The guide contains a list of activities that are likely to occur or activities that was be observed.

Therefore, the sequence of procedures that was be carried out by the researcher in collecting the data through observation is as follows:

- 1) The researcher was made a schedule with the eighth grade English teachers at UPTD SMP Negeri 1 Gunungsitoli Barat to conduct observations during the learning activities.
- 2) The researcher was come to the school based on the determine schedule by preparing a check list sheet that contains a list of observations that was be marked with a check list (√) according to the aspects observed.
- 3) The English teacher comes to the class to conduct the teaching learning process accompanied by the researcher as an observer.
- 4) During the learning process in the classroom, the researcher does observations the English teacher and students according to the list of aspects observed on the observation sheet without interrupting the teaching learning process itself and checks as well as notes description how the English teacher manage the classroom.

2) Interview

Dursun, 2023 argues that ¹interview is the process in which the researcher is asked various questions to the person participating in the interview and is trying to obtain information from the interviewer about a certain subject. ¹⁰Interview are used to collect data from subject about opinion, belief, and feelings about the situation in their own words. There are three kinds of interview model: structured interview, unstructured interview, and semi structured interview. In this research, the researcher used the unstructured interview because the through the unstructured interview the researcher can explain the main question for long time and then the subject can talk in some depth about the information which the researcher needed. In conducting the interview, the researcher must pay attention to the attitude, appearance, and body language of the interviewee when answering the researcher's questions. In collecting the data, the researcher use audio recorder, camera recorder, interview guidelines, ¹⁰and writing the result of the interview activity. There are three types of interview in qualitative research, namely:

a) ¹Unstructured interview

Due to the nature of the interview, it cannot be pre-structured. Although the researcher, who is expressed in the unstructured interview here, determines the interview questions with the main lines before starting the interview, he can produce new questions according to the flow of the interview with the flexibility and freedom given by the interview process. According to the participant's answer, the interviewer should prepare new questions at that moment and ask them by structuring open-ended questions. While interviewing for the research, the interviewer takes informal notes and generates questions at the time of the interview. Although it is not structured before the research, the interviewer checks for the research. In this respect, this type of interview is classified as a narrative interview

b) ¹Structured interview

This type of interview is carried out by the interviewer in a detailed and regular manner. It is carried out with an interview form that includes questions written in a standardized format. Structured interviews are controlled by the

interviewer and therefore the interviewee is given less time to be flexible and comfortable. In the structured interview, the interviewer draws a framework and asks the questions he prepared for it. The interviewer asks short questions prepared in advance and the participants are expected to give short and understandable answers. While this type of interview offers the opportunity to work with larger groups, survey studies can be given as an example. Structured interviews can be thought of as the oral form of written questionnaires. As in the questionnaires, the structured interview aims to avoid answering the question or to minimize the participant's inadequate response. In structured interviews, the researcher should stick to the interview form that he prepared beforehand. During the interview, the question order and question statements should be followed. In this type of interview, also called standardized interviews, questions and the order in which these questions are asked are predetermined (Merriam & Grenier, 2019).

c) Semi-structured interview

It is the type of interview that is frequently preferred by the researcher. It is more flexible than the structured interview type. The interviewer schematized the flow of the interview beforehand. But here, the researcher can ask different questions according to the flow of the interview.

The semi-structured interview is between a structured and an unstructured interview. In this type of interview, questions can proceed more flexibly. This type of interview can be shaped according to the current situation of the interviewer, the answers given by the participant, and their views on the subject.

So in this research, the researcher was conduct structured interviews because it can help the researcher in determining the direction of the interview in accordance with the objectives and focus of the research.

The following procedure was use to conduct the interview with the English teachers:

1. The researcher makes a list of interview questions based on the data obtained
2. The researcher does interviews with the English teachers based on the teacher interview sheet.
3. The researcher was wrote down the results of the English teacher's interview into the English teacher's interview sheet.

3.7 Data Analysis Technique

After obtaining the necessary data through several techniques and instruments, the researcher analyzed the data based on classroom observations of English teachers and students and also the results of interviews with English teachers. Qualitative data analysis techniques consist of three stages of interrelated activities related to each other, namely: data reduction, data display, and drawing conclusion (verification).

a) Data Reduction

Data reduction is an activity of summarized, selecting the main things, simplifying and focused on the important things so that the data obtained was provide a clearer picture (Aulean et al., 2024). The result of this process are themes, concepts and descriptions of data, both in terms of similar and contradictory matters. Data reduction is a sensitive thinking process that requires intelligence, breadth and great depth of insight. Data reduction in this study, namely data that has been obtained in the field by observation and interview was be selected and focused on this research. The following are the guidelines used by the researcher to reduce data:

Table 3.1 Data Reduction

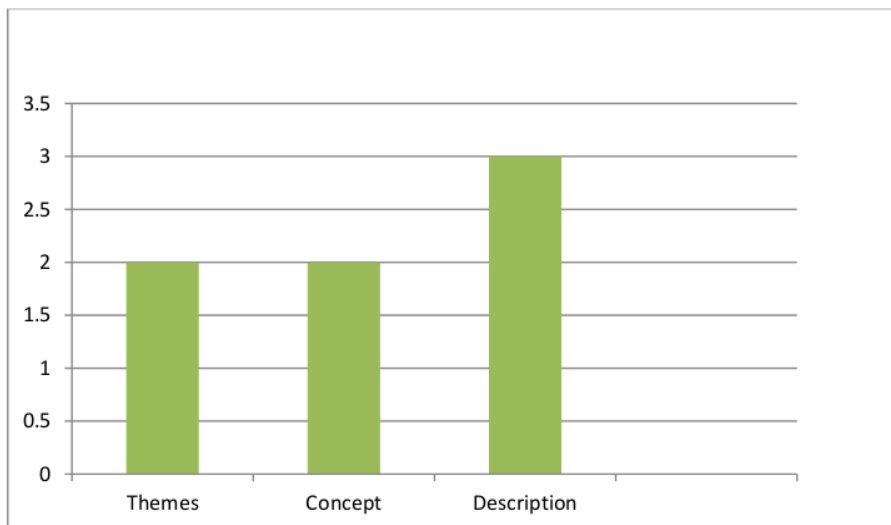
Themes	Concept	Description

b) Data Display

After the data is reduced, the next step is displaying the data. This process is done to make it easier for writers to construct data into a complete social picture. In addition to check so far where the completeness of the data is available. Next in displaying data apart from narrative text, it can also be in the form of

graphs, matrices, networks and chat. By displaying the data it was make it easier to understand what that has been understood. The following are the guidelines used by the researcher for presenting data in description form:

Description:



7
c) Drawing Conclusion (Verification).

The conclusion in qualitative research that is expected is new discoveries that never existed before. The discovery of data in the form of a description or image of an object that was previously still dim so after research becomes clear.

Display data stated above if it has been supported by solid data it can be made a credible conclusion. After the data is obtained in the above way, the researcher analyzes it by inductive thinking. Inductive thinking, namely: "Departing from the facts specific, concrete events, then from the facts or general conclusions are drawn from these particular events."

CONCLUSION

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Research Results

This research was conducted at SMP Negeri 1 Gunungsitoli Barat. In the school there was one English teacher who taught in class VIII-B. Based on the focus of the research, namely describing the realization of classroom management and analyzing effective factors influencing effectiveness of classroom management of English reading, the researcher collected data through observation and interviews. The researcher conducted observations in the classroom to obtain more accurate data in answering the two problem formulations. Then the researcher conducted an interview with one English teacher to answer the first and second problem formulations. After the data was collected, the researcher analyzed the data based on the results of the observation checklist sheet and interview transcripts through data analysis techniques, namely data reduction, data display, and drawing conclusions.

4.1.1 Observation Results

This observation was conducted to one English teacher while carrying out teaching and learning activities in the classroom. The researcher used observation sheet checklist accordance the classroom management indicators. The researcher has conducted observations in five meetings for English teachers on June 6th, 10th, 13th, 17th, and 20th, 2024.

This aimed at finding and ensuring the English teacher has implemented the indicators of as required to conducted effective classroom management. So, this observation was carried out based on 11 indicators factors that influence the effectiveness of classroom management in accordance with the Regulation of the Minister of National Education Number 41 of 2007 concerning Process Standards for Educational Units. The following is the data from the observation results of the English teacher during 5 meetings based on the indicators that have been carried out and those that have not been carried out.

Table 4.1 The Result of Observation Checklist

No	Indicator	Meeting					Total		
		1	2	3	4	5	Done	Undone	Frequency
3 1.	The teacher arranges the seats according to the characteristics of the students and subjects, as well as the learning activities that will be carried out.	x	x	x	x	x	0	5	Never
3 2.	The volume and intonation of the teacher's voice in the learning process must be heard well by students.	✓	✓	✓	✓	✓	5	0	Always
3 3.	The teacher's words are polite and can be understood by students.	✓	✓	✓	✓	✓	5	0	Always
4.	The teacher adapts the learning material to the speed and learning ability of students.	x	x	x	x	x	0	5	Never
3 5.	The teacher creates order, discipline, comfort, safety, and decision on regulations in carrying out the learning process.	x	x	x	x	x	0	5	Never
3 6.	The teacher provides reinforcement and feedback on the responses and learning outcomes of students during the learning process.	✓	✓	✓	✓	✓	5	0	Always
7.	Teachers respect students regardless of their religious background, ethnicity, gender, and socio-economic status.	✓	✓	✓	✓	✓	5	0	Always
8.	The teacher respects the opinions of students.	✓	✓	✓	✓	✓	5	0	Always
9.	The teacher wears polite, clean and neat clothes.	✓	✓	✓	✓	✓	5	0	Always
10 .	The teacher conveys the syllabus of the subjects he teaches.	x	x	x	x	x	0	5	Never
11 .	The teacher starts and ends the learning process according to the scheduled time.	x	x	x	x	x	0	5	Never

adopted from Regulation of the Minister of National Education Number 41 of 2007

Based on the table above, the researcher made observations during five meetings in class VIII-B UPTD SMP Negeri 1 Gunungsitoli Barat. The first meeting was taught 'Introduce Self', on Thursday 6th June 2024, the results of observations showed that several indicators had not been implemented by the

English teacher, namely not arranging seating according to student characteristics, not adjusting learning materials, not creating class order, not conveying the syllabus, and not adhering to the schedule. However, the English teacher managed to maintain the volume and intonation of his voice, used polite language, provided constructive input to students, respected students' backgrounds and opinions, and wore polite, neat and clean clothes. These aspects show that communication and interaction during learning were going well.

The second meeting was taught 'To Get Attention', on Monday 10th June 2024, observations showed several indicators that had not been implemented by English teacher, namely not arranging seating according to student characteristics, not adjusting learning materials, not creating class order, not conveying the syllabus, and not adhering to the schedule, the same as at the first meeting. While, English teacher showed consistency in used clear volume and intonation, used polite language, provided constructive input to students, respected students' backgrounds and opinions, and wore polite, neat and clean clothes.

The third meeting was taught 'To Check if We are Understand', on Thursday, 13th June 2024, observations showed that there were no changes in terms of seating arrangements according to student characteristics, adjusting learning materials, creating class order, delivering the syllabus, and adhering to the schedule. Although, English teacher continued to maintaining clear volume and intonation, used polite language, provided constructive feedback to students, respected students' backgrounds and opinions, and wore polite, neat and clean clothing.

The fourth meeting was taught 'To Show Appreciation to Others', Monday, 17th June 2024, observations showed that the English teacher still did not arrange seating according to student characteristics, adjust learning materials, create class order, deliver the syllabus, and adhere to the schedule. This showed that being consistent problems in these aspects. However, English teacher continued showing positive qualities in terms of clear volume and intonation, used polite language, provided constructive feedback to students, respecting students' backgrounds and opinions, and wore polite, neat and clean clothes.

The fifth meeting was taught ‘To Tell What We or Other People Think of Something’, Thursday, 20th June 2024, observations showed that all the same aspects as the previous meeting remained unchanged, namely no seating arrangements according to student characteristics, adjustments to learning materials, creating class order, delivery of the syllabus, and adherence to the schedule. While, English teacher still carried out good practices in used clear volume and intonation, used polite language, provided constructive feedback to students, respected students' backgrounds and opinions, and wore polite, neat and clean clothes.

Observations showed that English teacher consistently carried out several good practices in the learning process, such as maintaining voice volume and intonation, used polite language, provided constructive feedback to students, respected students' backgrounds and opinions, and wore polite, neat and clean clothes. However, there are several important aspects that need to be improved, such as seating arrangements, adjusting learning materials, creating class order, delivering the syllabus, and adhering to the schedule.

4.1.2 Interview Result

Based on the focus of the research, namely describing the effective factors of classroom management of English Reading, the researcher collected accurate data by conducting interviews with English teachers at SMP Negeri 1 Gunungsitoli Barat. The researcher conducted an interview with the English teacher, Mr. Perhatian Zebua, S.Pd on June 21st, 2024.

Table 4.2 The Result of Interview

No.	Questions	Teachers' Responses	Questions	Teachers' Responses
1.	<p>How do you arrange the seats according to the characteristics of the students and subjects, as well as the learning activities that will be carried out?</p> <p>aimana Anda mengatur tempat duduk sesuai dengan karakteristik siswa dan mata pelajaran,</p>	<p>I personally have never arranged student seating according to their characteristics.</p> <p>(Saya p 116 belum pernah mengatur tempat duduk peserta didik sesuai dengan karakteristik mereka.)</p>	<p>a. What are the main considerations you take when arranging seating in the classroom to support effective learning, especially in English reading?</p> <p>(Apa pertimbangan utama yang Anda ambil saat menyusun tempat duduk di kelas untuk mendukung</p>	<p>When arranging classroom seating in English reading lessons to support effective learning, the main consideration I take is that I think about the individual needs of students.</p> <p>(Saat 122 sun tempat duduk di kelas dalam belajar membaca bahasa Inggris untuk mendukung pembelajaran yang efektif,</p>

	serta kegiatan belajar yang akan dilakukan?)		<p>pembelajaran yang efektif khususnya dalam belajar membaca bahasa Inggris.)</p>	<p>pertimbangan utama yang saya ambil yaitu saya memikirkan kebutuhan individual siswa.)</p>
			<p>b. Does the seating arrangement of students, especially in English reading, enable effective learning?</p> <p>(Apakah dengan mengatur tempat duduk siswa khususnya dalam belajar membaca bahasa Inggris memungkinkan pembelajaran yang efektif?)</p>	<p>Strategically arranging students' seating in English reading can indeed play an important role in creating an effective learning environment. A good seating layout allows students to interact more easily with the teacher and classmates, which supports discussion and collaboration.</p> <p>(Mengatur tempat duduk siswa dalam belajar membaca bahasa Inggris secara strategis memang dapat memainkan peran penting dalam menciptakan lingkungan pembelajaran yang efektif. Tata letak tempat duduk yang baik memungkinkan siswa untuk lebih mudah berinteraksi dengan guru dan teman sekelas, yang mendukung diskusi dan kolaborasi.)</p>
			<p>c. Is there an effect of seating arrangement on student learning outcomes, especially in English reading?</p> <p>98 (Apakah terdapat pengaruh penataan tempat duduk terhadap hasil belajar siswa khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>Classroom seating arrangements in English reading do have a significant influence on student learning outcomes. Strategic seating arrangements can increase student engagement by facilitating better interaction with the teacher and classmates, which in turn can deepen understanding of the material.</p> <p>(Penataan tempat duduk di kelas dalam belajar membaca bahasa Inggris memang memiliki pengaruh signifikan terhadap hasil belajar siswa. Pengaturan tempat duduk yang strategis dapat meningkatkan keterlibatan siswa dengan memfasilitasi interaksi yang lebih baik dengan guru dan teman sekelas, yang pada gilirannya dapat memperdalam pemahaman materi.)</p>
			<p>d. How do you deal with situations where your planned seating arrangement is not effective especially in English reading?</p> <p>(Bagaimana Anda mengatasi situasi</p>	<p>If the planned seating arrangement turns out to be ineffective in English reading, the first step I take is to thoroughly evaluate the situation to identify the specific problems that have arisen.</p> <p>(Jika pengaturan tempat duduk yang telah</p>

			<p>dimana pengaturan tempat duduk yang Anda rencanakan ternyata tidak efektif khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>direncanakan ternyata tidak efektif dalam belajar membaca bahasa Inggris, langkah pertama yang saya ambil adalah mengevaluasi situasi secara menyeluruh untuk mengidentifikasi masalah spesifik yang muncul.)</p>
			<p>e. How do you handle students with special needs or students who require special attention in seating arrangements especially in English reading?</p> <p>(Bagaimana Anda menangani siswa dengan kebutuhan khusus atau siswa yang memerlukan perhatian khusus dalam pengaturan tempat duduk khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>In dealing with students with special needs or students who require extra attention in seating arrangements especially in English reading, I prioritize arrangements that can meet their individual needs. For example, Seating at the Front of the Class: For students who require more attention, seat them in the front row to be closer to the direct instruction and the whiteboard.</p> <p>(Dalam menangani siswa dengan kebutuhan khusus atau siswa yang memerlukan perhatian ekstra dalam pengaturan tempat duduk khususnya dalam belajar membaca bahasa Inggris, saya memprioritaskan penataan yang dapat memenuhi kebutuhan individu mereka Contohnya Tempat Duduk di Depan Kelas: Untuk siswa yang memerlukan perhatian lebih, dudukkan mereka di barisan depan agar lebih dekat dengan pengajaran langsung dan papan tulis.)</p>
			<p>f. What makes you so that you do not arrange the seating according to the characteristics of the students especially in English reading?</p> <p>(apa yang membuat 17 sehingga Anda tidak mengatur tempat duduk sesuai dengan karakteristik siswa khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>What makes me not arrange seating according to student characteristics is that I do not yet have sufficient experience in designing effective seating arrangements according to student characteristics, then I don't have the insight to understand or assess the specific needs of each student which can make it difficult for me to arrange optimal seating. On the other hand, I also prioritize the development and delivery of subject matter over ideal seating arrangements.</p> <p>50 g membuat saya tidak mengatur tempat duduk sesuai dengan karakteristik siswa yaitu saya belum memiliki pengalaman yang memadai dalam merancang pengaturan tempat duduk yang efektif sesuai</p>

				<p><i>karakteristik siswa, kemudian saya belum memiliki pemahaman dalam memahami atau menilai kebutuhan spesifik setiap siswa yang dapat menyulitkan saya dalam mengatur tempat duduk yang optimal. Disisi lain juga saya lebih memprioritaskan pada pengembangan dan penyampaian materi pelajaran daripada pengaturan tempat duduk yang ideal.)</i></p>
2.	<p>How 5 in you ensure that the volume and intonation of the teacher's voice in the learning process must be heard well by students?</p> <p><i>(Bagaimana Anda 66 pastikan bahwa volume dan intonasi suara guru dalam proses pembelajaran harus didengar dengan baik oleh siswa?)</i></p>	<p>13 sure that the volume and intonation of my voice in the learning process must be heard well by students, namely by varying intonation to emphasize important points and ensuring to speak at a comfortable pace for students' hearing, then adjusting the volume of my voice to the size of the class; small classes may require a lower volume, while large classes may require a higher volume.</p> <p><i>(Saya memastikan bahwa volume dan intonasi suara saya dalam proses pembelajaran harus didengar dengan baik oleh siswa yaitu dengan memvariasikan intonasi untuk menekankan poin penting dan memastikan berbicara dengan kecepatan yang nyaman untuk pendengaran siswa, kemudian menyesuaikan volume suara dengan ukuran kelas; kelas kecil mungkin memerlukan volume lebih rendah, sedangkan kelas besar mungkin memerlukan volume yang lebih tinggi.)</i></p>	<p>a. How do 4 you adjust the volume during the learning process to ensure that all students can hear clearly especially in English reading?</p> <p><i>(Bagaimana Anda menyesuaikan volume suara selama proses pembelajaran untuk memastikan bahwa semua siswa dapat mendengar dengan jelas khususnya dalam belajar membaca bahasa Inggris?)</i></p> <p>b. What techniques do you use to maintain the variety of your voice intonation so that it is not monotonous and boring for students, especially in English reading?</p>	<p>Adjusting the volume of the voice during the learning process 21 an important aspect to ensure that all students can hear and understand the material clearly. To achieve this, I start by speaking at a high enough volume to be heard by all students throughout the room without having to shout. During discussions or interactive sessions, I position myself and the students so that my voice can be spread evenly, and I often ask for feedback from the students to ensure that they can hear well.</p> <p><i>(Menyesuaikan volume suara selama proses pembelajaran merupakan aspek penting untuk memastikan bahwa semua siswa dapat mendengar dan memahami materi dengan jelas. Untuk mencapai ini, saya mulai dengan berbicara pada volume yang cukup tinggi agar dapat didengar oleh semua siswa di seluruh ruangan tanpa harus berteriak. Selama diskusi atau sesi interaktif, saya mengatur posisi saya dan siswa agar suara saya dapat tersebar merata, dan seringkali saya meminta umpan balik dari siswa untuk memastikan bahwa mereka dapat mendengar dengan baik.)</i></p> <p>To maintain a variety of voice intonations and prevent learning from becoming monotonous and boring, I employ several varied speaking techniques. First, I actively change the tone and pace of my speech according to the content</p>

			<p><i>(Apa teknik yang Anda gunakan untuk menjaga variasi intinasi suara Anda agar tidak monoton dan membosankan bagi siswa khususnya dalam belajar membaca bahasa Inggris?)</i></p> <p><i>(Untuk menjaga variasi intonasi suara dan mencegah pembelajaran menjadi monoton dan membosankan, saya menerapkan beberapa teknik berbicara yang bervariasi. Pertama, saya secara aktif mengubah nada dan kecepatan bicara saya sesuai dengan konten yang sedang disampaikan; misalnya, menggunakan nada yang lebih tinggi dan bersemangat saat menjelaskan konsep yang menarik atau penting, dan menurunkan nada saat menguraikan informasi yang lebih serius atau mendalam. Saya juga menggunakan perubahan volume dan kecepatan untuk menekankan poin-poin kunci atau untuk menjaga perhatian siswa selama penjelasan yang panjang. Selain itu, saya menyertakan jeda strategis untuk memberikan waktu bagi siswa untuk mencerna informasi dan mendorong mereka untuk berpartisipasi melalui pertanyaan atau diskusi.)</i></p>	<p>being delivered; for example, using a higher, excited tone when explaining interesting or important concepts, and lowering the pitch when outlining more serious or in-depth information. I also use changes in volume and speed to emphasize key points or to keep students' attention during long explanations. In addition, I include strategic pauses to allow time for students to digest the information and encourage them to participate through questions or discussion.</p>
			<p>c. How do you use the intonation of your voice to emphasize important points in English reading materials?</p>	<p>In English reading, I use voice intonation to emphasize important points in various strategic ways. I consciously change the tone and volume of my voice when conveying key information or important words, such as raising my pitch to show excitement or interest, and lowering my pitch to mark more serious or in-depth passages. I also use pauses to give students time to reflect on and understand the information just presented.</p>

			<p><i>(Bagaimana Anda menggunakan intonasi suara Anda untuk menekankan poin-poin penting dalam materi membaca Bahasa Inggris?)</i></p>	<p><i>(Dalam belajar membaca Bahasa Inggris, saya menggunakan intonasi suara untuk menekankan poin-poin penting dengan berbagai cara strategis. Saya secara sadar mengubah nada dan volume suara saya ketika menyampaikan informasi kunci atau kata-kata penting, seperti meningkatkan nada suara untuk menunjukkan excitement atau kepentingan, serta menurunkan nada untuk menandai bagian-bagian yang lebih serius atau mendalam. Saya juga menggunakan jeda untuk memberi siswa waktu merenungkan dan memahami informasi yang baru saja disampaikan.)</i></p>
			<p>d. How do you manage the volume and intonation of your voice to deal with various classroom situations such as unfocused students or noisy atmosphere especially in English reading?</p> <p><i>(Bagaimana Anda mengelola volume dan intonasi suara Anda untuk menghadapi berbagai situasi kelas seperti siswa yang kurang focus atau suasana yang bising khususnya dalam belajar membaca bahasa Inggris?)</i></p>	<p>To deal with various classroom situations especially in English reading, such as students who lack focus or a noisy atmosphere, I manage the volume and intonation of my voice with an adaptive and strategic approach. In situations where students seem less focused, I increase the volume of my voice and change the intonation to be clearer and more vibrant to draw their attention back to the material. When faced with a noisy atmosphere, I would increase the volume of my voice moderately and adopt an assertive and confident tone to overcome distractions and ensure that my voice was heard throughout the room.</p> <p><i>(Untuk menghadapi berbagai situasi kelas khususnya dalam belajar membaca Bahasa Inggris, seperti siswa yang kurang fokus atau suasana yang bising, saya mengelola volume dan intonasi suara dengan pendekatan yang adaptif dan strategis. Dalam situasi di mana siswa tampak kurang fokus, saya meningkatkan volume suara saya dan mengubah intonasi menjadi lebih jelas dan bersemangat untuk menarik perhatian mereka kembali ke materi. Ketika menghadapi suasana yang bising, saya akan memperbesar volume suara saya secara moderat dan mengadopsi nada yang tegas dan penuh percaya diri untuk mengatasi gangguan</i></p>

				<i>dan memastikan bahwa suara saya terdengar di seluruh ruangan.)</i>
3.	Are your words polite and understandable to students? <i>(Apakah kata-kata Anda sopan dan dapat dimengerti oleh siswa?)</i>	Yes, I make sure my words are polite and easy to understand for students. I always try to use polite and clear words so that they are easy for students to understand. <i>(Ya, saya pastikan kata-kata saya sopan dan mudah dimengerti oleh siswa. Saya selalu berusaha menggunakan kata-kata yang sopan dan jelas agar mudah dimengerti oleh siswa.)</i>	a. What strategies do you use to ensure that the language you use during classroom interactions does not offend or hurt students' feelings especially in English reading? <i>(Apa strategi yang Anda gunakan untuk memastikan bahwa bahasa yang Anda gunakan selama interaksi di kelas tidak menyinggung atau menyakiti perasaan siswa khususnya dalam belajar membaca bahasa Inggris?)</i>	To ensure that the language I use during classroom interactions does not offend or hurt students' feelings especially in learning in English reading, I apply some thoughtful communication strategies. First, I always try to use inclusive and positive language, avoiding words or phrases that could be perceived as demeaning or prejudicial. I pay attention to my tone of voice and the way I deliver my message to keep it polite and supportive. In addition, I avoided using humor or comments that could be interpreted negatively or could offend students. <i>(Untuk memastikan bahwa bahasa yang saya gunakan selama interaksi di kelas tidak menyinggung atau menyakiti perasaan siswa khususnya dalam belajar membaca Bahasa Inggris, saya menerapkan beberapa strategi komunikasi yang penuh pertimbangan. Pertama, saya selalu berusaha menggunakan bahasa yang inklusif dan positif, menghindari kata-kata atau frasa yang bisa dianggap merendahkan atau menyudutkan. Saya memperhatikan nada suara dan cara penyampaian pesan saya agar tetap sopan dan mendukung. Selain itu, saya menghindari penggunaan humor atau komentar yang dapat diartikan secara negatif atau dapat menyinggung perasaan siswa.)</i>
			b. How do you adjust your language style when communicating with students who have different levels of language ability and comprehension especially in English reading?	When communicating with students who have varying levels of language ability and understanding, I adjust my language style in a way that is inclusive and adaptive. I start by using simple and clear language, avoiding terms that students with lower language ability may not understand. For students with higher levels of understanding, I provide more in-depth explanations and allow for more complex discussions.

			<p>(Bagaimana Anda menyesuaikan gaya bahasa Anda saat berkomunikasi dengan siswa yang memiliki berbagai tingkat kemampuan bahasa dan pemahaman khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>88 1 berkomunikasi dengan siswa yang memiliki berbagai tingkat kemampuan bahasa dan pemahaman, saya menyesuaikan gaya bahasa saya dengan cara yang inklusif dan adaptif. Saya mulai dengan menggunakan bahasa yang sederhana dan jelas, menghindari istilah yang mungkin tidak dipahami oleh siswa dengan kemampuan bahasa yang lebih rendah. Untuk siswa dengan tingkat pemahaman yang lebih tinggi, saya memberikan penjelasan yang lebih mendalam dan memungkinkan diskusi yang lebih kompleks.)</p>
			<p>c. Do you ensure that your instructions and explanations are clear and easy to follow for all students, especially when introducing new concepts especially in English reading?</p> <p>(Bagaimana Anda memastikan bahwa instruksi dan penjelasan Anda jelas dan mudah diikuti oleh semua siswa, terutama ketika memperkenalkan konsep baru khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>To ensure that my instructions and explanations are clear and easy to follow for all students, especially when introducing new concepts, I adopt some effective communication strategies. First, I break down explanations into small, simple steps, presenting them gradually so that students don't feel overwhelmed.</p> <p>(Untuk memastikan bahwa instruksi dan penjelasan saya jelas dan mudah diikuti oleh semua siswa, terutama saat memperkenalkan konsep baru, saya mengadopsi beberapa strategi komunikasi yang efektif. Pertama, saya memecah penjelasan menjadi langkah-langkah kecil dan sederhana, menyajikannya secara bertahap agar siswa tidak merasa kewalahan.)</p>
			<p>d. How do you handle situations where the language you use is not understood by some students? What steps do you take to improve communication especially in English reading?</p>	<p>If the language I use is not understood by some students, I immediately take steps to improve communication and ensure that all students can understand the material. First, I check for student understanding by asking directly or through questions that can reveal areas that are unclear. Based on the feedback, I then simplify the language used, explain the concepts in a more understandable way, and provide additional relevant examples.</p>

			<p>(Bagaimana Anda menangani situasi di mana bahasa yang Anda gunakan ternyata tidak dipahami oleh beberapa siswa? Apa langkah yang Anda ambil untuk memperbaiki komunikasi khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>(Jika bahasa yang saya gunakan ternyata tidak dipahami oleh beberapa siswa, saya segera mengambil langkah-langkah untuk memperbaiki komunikasi dan memastikan bahwa semua siswa dapat memahami materi. Pertama, saya memeriksa pemahaman siswa dengan bertanya langsung atau melalui pertanyaan yang bisa mengungkapkan area yang belum jelas. Berdasarkan umpan balik tersebut, saya kemudian menyederhanakan bahasa yang digunakan, menjelaskan konsep dengan cara yang lebih mudah dipahami, dan memberikan contoh tambahan yang relevan.)</p>
4.	<p>Do you adapt the learning material to the speed and learning ability of students?</p> <p>3</p> <p>6. Apakah Anda menyesuaikan materi pembelajaran dengan kecepatan dan kemampuan belajar siswa?)</p>	<p>No, I do not adjust the learning materials to the pace and abilities of the students .</p> <p>6. Tidak, Saya tidak menyesuaikan materi pembelajaran dengan kecepatan dan kemampuan siswa.)</p>	<p>a. How do you assess the learning pace and ability of students in your class especially in English reading?</p> <p>(Bagaimana Anda menilai kecepatan dan kemampuan belajar siswa dalam kelas Anda khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>To assess students' learning speed and ability in learning English reading, I do not have the ability to assess the learning speed of each of them.</p> <p>(Untuk menilai kecepatan dan kemampuan belajar siswa dalam belajar membaca bahasa Inggris, saya belum memiliki kemampuan untuk menilai kecepatan belajar dari masing-masing mereka.)</p>
			<p>b. What is your approach to adjusting learning materials for students with different abilities in one class, especially in English reading?</p> <p>(Apa pendekatan Anda untuk menyesuaikan materi pembelajaran bagi siswa yang memiliki kemampuan berbeda dalam satu kelas khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>I do not take an approach to customize learning materials for students with different abilities in learning to English reading.</p> <p>(Saya tidak melakukan pendekatan untuk menyesuaikan materi pembelajaran bagi siswa dengan kemampuan berbeda dalam belajar membaca bahasa Inggris.)</p>
			<p>c. How do you manage the class when there are students who learn faster or slower than others especially in English reading?</p> <p>(Bagaimana Anda mengelola kelas ketika ada siswa yang belajar lebih cepat atau lebih lambat dari yang lain khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>I have never done classroom management when there are students who learn faster or slower in English reading.</p> <p>(Saya belum pernah melakukan pengelolaan kelas ketika ada siswa yang belajar lebih cepat atau lebih lambat dalam belajar membaca bahasa Inggris.)</p>

			<p>d. What makes you not adapt the learning materials to students' learning pace and ability, especially in English reading?</p> <p><i>(Apa hal yang membuat 23 tidak menyesuaikan materi pembelajaran dengan kecepatan dan kemampuan belajar siswa khususnya dalam belajar membaca bahasa Inggris?)</i></p>	<p>The main factors that make it difficult for me to adapt learning materials to students' pace and ability in English reading are time constraints, lack of information about students' individual needs. In addition, challenges in classroom management and resources are also a factor. Why do I say factors? Because resources such as teaching materials and technology are insufficient. I also have difficulty delivering the material effectively, and students have difficulty understanding the lesson.</p> <p><i>(Faktor utama yang 23 buat saya sulit menyesuaikan materi pembelajaran dengan kecepatan dan kemampuan siswa dalam belajar membaca bahasa Inggris yaitu karena keterbatasan waktu, kurangnya informasi tentang kebutuhan individu siswa. Selain itu, tantangan dalam manajemen kelas dan sumber daya juga menjadi faktor. Mengapa saya katakan menjadi faktor? karena sumber daya seperti bahan ajar dan teknologi tidak mencukupi. Saya pun kesulitan menyampaikan materi dengan efektif, dan siswa pun kesulitan memahami pelajaran.)</i></p>
5.	<p>Do you create order, discipline, comfort, safety, and decision on regulations in carrying out the learning process?</p> <p><i>17 kah Anda menciptakan ketertiban, kedisiplinan, kenyamanan, keamanan, dan ketetapan peraturan dalam melaksanakan proses pembelajaran?)</i></p>	<p>No, I may not create comfort, discipline, convenience, and safety in learning.</p> <p><i>(Tidak, Saya mungkin tidak menciptakan kenyamanan, kedisiplinan, kenyamanan, dan keamanan dalam pembelajaran.)</i></p>	<p>a. Why 2 strategies do you use to create and maintain order in the classroom especially in English reading?</p> <p><i>(Apa strategi yang Anda gunakan untuk menciptakan dan mempertahankan ketertiban di kelas khususnya dalam belajar membaca bahasa Inggris?)</i></p>	<p>2 To create and maintain classroom order in English reading, I did not apply any strategies.</p> <p><i>(Untuk menciptakan dan mempertahankan ketertiban di kelas dalam belajar membaca bahasa Inggris, saya tidak menerapkan strategi apapun.)</i></p>
			<p>b. How do you handle discipline violations in class? Can you give concrete examples from your experience specifically in English reading?</p> <p><i>(Bagaimana Anda menangani pelanggaran disiplin di kelas? Bisakah Anda memberikan contoh</i></p>	<p>To deal with discipline violations in class, I have never encountered such cases.</p> <p><i>(Untuk menangani pelanggaran disiplin di kelas, saya belum pernah menemui kasus tersebut.)</i></p>

		<p><i>konkret dari pengalaman Anda khususnya dalam belajar membaca bahasa Inggris?</i></p>	<p>49</p> <p>c. How do you ensure that students feel comfortable and safe during the learning process especially in English reading?</p> <p><i>(Bagaimana Anda memastikan bahwa siswa merasa nyaman dan aman selama proses pembelajaran khususnya dalam belajar membaca bahasa Inggris?)</i></p> <p>d. What keeps you from creating order, discipline, comfort, safety, and rules in carrying out the learning process, especially in English reading?</p> <p><i>(Apa yang membuat Anda tidak menciptakan ketertiban, kedisiplinan, kenyamanan, keamanan, dan ketetapan peraturan dalam melaksanakan proses pembelajaran khususnya dalam belajar membaca bahasa Inggris?)</i></p>	<p>49</p> <p>I have never ensured that students feel comfortable and safe during the learning process especially in English reading.</p> <p><i>(Saya belum pernah memastikan bahwa siswa merasa nyaman dan aman selama proses pembelajaran khususnya dalam belajar membaca bahasa Inggris.)</i></p> <p>27</p> <p>27 obstacles in creating order, discipline, comfort, safety, and rule-fixing in the English reading learning process are often due to the challenges of managing varied classroom dynamics and time constraints. Classes consisting of diverse student characteristics and individual needs can make implementing rules and maintaining order difficult. In addition, a lack of resources and support, such as adequate classroom management training or effective teaching aids, can also hinder efforts to create an ideal learning environment.</p> <p><i>17</i> dalam saya dalam menciptakan ketertiban, kedisiplinan, kenyamanan, keamanan, dan ketetapan peraturan dalam proses belajar membaca bahasa Inggris sering kali disebabkan oleh tantangan dalam mengelola dinamika kelas yang bervariasi dan keterbatasan waktu. Kelas yang terdiri dari beragam karakteristik siswa dan kebutuhan individu dapat membuat penerapan peraturan dan menjaga ketertiban menjadi sulit. Selain itu, kurangnya sumber daya dan dukungan, seperti pelatihan manajemen kelas yang memadai atau alat bantu pengajaran yang efektif, juga dapat menghambat upaya untuk menciptakan lingkungan belajar yang ideal.)</p>
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6.	<p>3) you provide reinforcement and feedback on the responses and learning outcomes of students during the learning process?</p> <p>50) kah Anda memberikan penguatan dan umpan balik terhadap tanggapan dan hasil belajar siswa selama proses pembelajaran?)</p>	<p>13</p> <p>Yes, I provide encouragement and feedback on students' responses and learning outcomes to support their development and improve their understanding of the material.</p> <p>(Ya, saya 50) berikan dorongan dan umpan balik terhadap tanggapan dan hasil belajar siswa untuk mendukung perkembangan mereka dan memperbaiki pemahaman mereka tentang materi.)</p>	<p>a. How do you ensure that the reinforcement you provide is relevant and useful for each student especially in English reading?</p> <p>(Bagaimana Anda memastikan bahwa penguatan yang Anda berikan relevan dan bermanfaat bagi masing-masing siswa khususnya dalam belajar membaca bahasa Inggris?)</p> <p>b. What are your strategies for providing positive reinforcement that motivates students who are less motivated or have behavioral problems specifically in English reading?</p> <p>(Apa strategi Anda untuk memberikan penguatan positif yang memotivasi siswa yang kurang termotivasi atau memiliki masalah perilaku khususnya dalam belajar membaca bahasa Inggris?)</p> <p>c. Can you give examples of how the feedback you give helps students overcome difficulties or improve their understanding of the material specifically in English reading?</p> <p>(Dapatkah Anda memberikan contoh bagaimana umpan balik yang Anda berikan membantu</p>	<p>To ensure that the reinforcement I provide is relevant and beneficial to individual students in English reading, I customize feedback and praise based on students' individual needs and progress.</p> <p>(Untuk memastikan bahwa penguatan yang saya berikan relevan dan bermanfaat bagi masing-masing siswa dalam belajar membaca bahasa Inggris, saya menyesuaikan umpan balik dan pujian berdasarkan kebutuhan dan kemajuan individu siswa.)</p> <p>To motivate students who are less motivated or have behavioral problems in English reading, I use purposeful and achievement-based positive reinforcement strategies. I set small achievable goals and provide praise and rewards for any progress made, such as completing a reading passage or improving comprehension.</p> <p>(Untuk memotivasi siswa yang kurang termotivasi atau memiliki masalah perilaku dalam belajar membaca bahasa Inggris, saya menggunakan strategi penguatan positif yang terarah dan berbasis pencapaian. Saya menetapkan tujuan kecil yang dapat dicapai dan memberikan pujian serta penghargaan untuk setiap kemajuan yang dicapai, seperti menyelesaikan bacaan atau meningkatkan pemahaman.)</p> <p>Of course, for example, when a student struggles to understand a reading text in English, I provide specific and targeted feedback. For example, if a student has difficulty with a new vocabulary word, I provide additional explanation of the meaning of the word and examples of its use in sentences.</p> <p>(Tentu, misalnya, ketika seorang siswa kesulitan memahami teks bacaan dalam bahasa Inggris, saya memberikan umpan balik</p>
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			<p>siswa mengatasi kesulitan atau meningkatkan pemahaman mereka tentang materi khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>yang spesifik dan terarah. Sebagai contoh, jika siswa mengalami kesulitan dengan kosakata baru, saya memberikan penjelasan tambahan tentang arti kata tersebut dan contoh penggunaannya dalam kalimat.)</p>
			<p>d. How do you handle situations where your feedback is not well received by students especially in English reading?</p> <p>(Bagaimana Anda menangani situasi di mana umpan balik Anda tidak diterima dengan baik oleh siswa khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>If my feedback is not well received by students in English reading, I first try to understand the cause of the discomfort by listening to students' concerns.</p> <p>(Jika umpan balik saya tidak diterima dengan baik oleh siswa dalam belajar membaca bahasa Inggris, saya pertama-tama berusaha memahami penyebab ketidaknyamanan tersebut dengan mendengarkan kekhawatiran siswa.)</p>
7.	<p>2] you respect of students regardless of their religious background, ethnicity, gender, and socio-economic status?</p> <p>17] kah Anda menghormati siswa tanpa memandang latar belakang agama, suku, jenis kelamin, dan status sosial ekonomi mereka?)</p>	<p>Yes, I respect students regardless of their background because of the principles of fairness and equality. Every student deserves equal treatment and an inclusive learning environment that supports their development and potential to the fullest. For example, I provide equal opportunities for all students to participate regardless of student background or gender, respecting student identity, including name, and personal preferences.</p> <p>(Ya, Saya menghormati siswa tanpa memandang latar belakang mereka karena prinsip keadilan dan kesetaraan. Setiap siswa berhak mendapatkan perlakuan yang sama dan lingkungan belajar yang inklusif, yang mendukung perkembangan dan potensi mereka secara maksimal. 115] Misalnya saya memberikan kesempatan yang setara bagi semua siswa untuk</p>	<p>a. How do you ensure that all students feel valued and accepted in your class, regardless of their background or gender especially in English reading?</p> <p>(Bagaimana Anda memastikan bahwa semua siswa merasa dihargai dan diterima di kelas Anda, terlepas dari latar belakang atau jenis kelamin mereka khususnya dalam belajar membaca bahasa Inggris?)</p> <p>b. How do you handle situations where you find that students feel unfairly treated based on their background or gender especially in English reading?</p> <p>(Bagaimana Anda menangani situasi di mana Anda mendapati bahwa siswa merasa diperlakukan tidak adil berdasarkan latar belakang atau jenis kelamin mereka khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>To ensure that all students feel valued and welcome in my class, regardless of their background or gender, I apply an inclusive and fair approach to the learning of English reading.</p> <p>(Untuk memastikan bahwa semua siswa merasa dihargai dan diterima di kelas saya, terlepas dari latar belakang atau jenis kelamin mereka, saya menerapkan pendekatan yang inklusif dan adil dalam pembelajaran membaca bahasa Inggris.)</p> <p>If I find that students feel unfairly treated based on their background or gender in English reading, I immediately address the situation in a sensitive and open manner. I will talk directly to the students who feel unfair to understand their views and identify specific issues.</p> <p>(Jika saya mendapati bahwa siswa merasa diperlakukan tidak adil berdasarkan latar belakang atau jenis kelamin mereka dalam belajar membaca bahasa Inggris, saya segera menangani situasi tersebut dengan cara yang sensitif dan terbuka. Saya akan berbicara langsung dengan siswa yang merasa tidak adil untuk memahami pandangan</p>

		<i>berpartisipasi tanpa memandang latar belakang maupun jenis kelamin siswa, menghormati identitas siswa, termasuk nama, dan preferensi pribadi.)</i>		<i>mereka dan mengidentifikasi masalah spesifik.)</i>
			c. What do you do to involve all students in class discussions and activities, especially when there are background and gender differences especially in English reading? <i>(Apa yang Anda lakukan untuk melibatkan semua siswa dalam diskusi dan aktivitas kelas, terutama ketika ada perbedaan latar belakang dan jenis kelamin khususnya dalam belajar membaca bahasa Inggris?)</i>	To engage all students in class discussions and activities, especially with differences in background and gender, I facilitate discussions by encouraging each student to share their perspectives and ensuring that all voices are heard. <i>(Untuk melibatkan semua siswa dalam diskusi dan aktivitas kelas, terutama dengan perbedaan latar belakang dan jenis kelamin, Saya memfasilitasi diskusi dengan mendorong setiap siswa untuk berbagi perspektif mereka dan memastikan bahwa semua suara didengar.)</i>
			d. What do you do if you find discriminatory behavior among students especially in English reading? <i>(Apa yang Anda lakukan jika Anda mendapati adanya perilaku diskriminatif di antara siswa khususnya dalam belajar membaca bahasa Inggris?)</i>	If I encounter discriminatory behavior among students in English reading, I immediately address the issue in a firm and educational way. I will hold a class discussion to discuss the importance of mutual respect and inclusion and explain the negative impact of discrimination. <i>(Jika saya mendapati adanya perilaku diskriminatif di antara siswa dalam pembelajaran membaca bahasa Inggris, saya segera mengatasi masalah tersebut dengan cara yang tegas dan edukatif. Saya akan mengadakan diskusi kelas untuk membahas pentingnya saling menghormati dan inklusi, serta menjelaskan dampak negatif dari diskriminasi)</i>
8.	Do you respect the opinions of student?	Yes, I respect students' opinions because it promotes an inclusive learning environment, encourages active participation, and helps students feel valued and motivated to contribute. Inclusive means ensuring that everyone has an equal	a. What is your approach to ensuring that all students feel heard and that their opinions are valued, especially in a class with many students especially in English reading?	To ensure that all students feel heard and their opinions valued in a large classroom, particularly in English reading learning, I use an inclusive and structured approach. I divide students into small groups for discussion, allowing each student to have the opportunity to speak and contribute. I also apply the "rotational speaking"

	<p>(Apakah Anda menghormati pendapat siswa?)</p>	<p>opportunity to participate, feel welcome, and be treated fairly.</p> <p>(Ya, Saya menghormati pendapat siswa karena hal ini mempromosikan suasana belajar yang inklusif, mendorong partisipasi aktif, dan membantu siswa merasa dihargai dan termotivasi untuk berkontribusi. Inklusif berarti memastikan bahwa setiap orang mendapatkan kesempatan yang sama untuk berpartisipasi, merasa diterima, dan diperlakukan dengan adil.)</p>	<p>(Apa pendekatan Anda untuk memastikan bahwa semua siswa merasa didengar dan pendapat mereka dihargai, terutama di kelas dengan banyak siswa khususnya dalam belajar membaca bahasa Inggris?)</p> <p>b. How do you manage situations where students' opinions may cause conflict or disagreement among other students especially in English reading?</p> <p>(Bagaimana Anda mengelola situasi di mana pendapat siswa mungkin menimbulkan konflik atau ketidaksetujuan di antara siswa lainnya khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>technique where each student gets a turn to express their opinion.</p> <p>(Untuk memastikan bahwa semua siswa merasa didengar dan pendapat mereka dihargai di kelas yang besar, khususnya dalam pembelajaran membaca bahasa Inggris, saya menggunakan pendekatan yang inklusif dan terstruktur. Saya membagi siswa menjadi kelompok kecil untuk diskusi, memungkinkan setiap siswa memiliki kesempatan untuk berbicara dan berkontribusi. Saya juga menerapkan teknik "berbicara bergilir" di mana setiap siswa mendapat giliran untuk menyampaikan pendapat mereka.)</p> <p>To manage situations where students' opinions create conflict or disagreement among other students in English reading, I immediately address the issue with a diplomatic approach. I facilitate the discussion by asking students to listen actively to different views and appreciate the diversity of perspectives. I also moderate the conversation to ensure that all students have the opportunity to express their opinions politely.</p> <p>(Untuk mengelola situasi di mana pendapat siswa menimbulkan konflik atau ketidaksetujuan di antara siswa lain dalam pembelajaran membaca bahasa Inggris, saya segera menangani masalah dengan pendekatan yang diplomatis. Saya memfasilitasi diskusi dengan meminta siswa untuk mendengarkan pandangan yang berbeda secara aktif dan menghargai keberagaman perspektif. Saya juga memoderasi percakapan untuk memastikan bahwa semua siswa memiliki kesempatan untuk menyampaikan pendapat mereka dengan sopan.)</p>
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			<p>79</p> <p>c. How do you overcome the challenge of engaging students who tend to be inactive or reluctant to express their opinions especially in English reading?</p> <p><i>(Bagaimana Anda mengatasi tantangan dalam melibatkan siswa yang cenderung tidak aktif atau enggan menyampaikan pendapat mereka khususnya dalam belajar membaca bahasa Inggris?)</i></p>	<p>79</p> <p>To overcome the challenge of engaging students who tend to be inactive or reluctant to express their opinions in English reading, I apply a supportive approach and investigate the reasons behind their inactivity.</p> <p><i>(Untuk mengatasi tantangan dalam melibatkan siswa yang cenderung tidak aktif atau enggan menyampaikan pendapat mereka dalam belajar membaca bahasa Inggris, saya menerapkan pendekatan yang mendukung dan menyelidiki alasan di balik ketidakaktifan mereka.)</i></p>
			<p>d. How do you handle situations where students' opinions may express sensitive or controversial views, especially in English reading?</p> <p><i>(Bagaimana Anda menangani situasi di mana pendapat siswa mungkin mengungkapkan pandangan yang sensitif atau kontroversial khususnya dalam belajar membaca bahasa Inggris?)</i></p>	<p>If students' opinions express sensitive or controversial views on learning to English reading, I handle the situation with a careful and considerate approach.</p> <p><i>(Jika pendapat siswa mengungkapkan pandangan yang sensitif atau kontroversial dalam belajar membaca bahasa Inggris, saya menangani situasi tersebut dengan pendekatan yang hati-hati dan penuh perhatian.)</i></p>
9.	<p>Do you wear polite, clean and neat clothing?</p> <p><i>(Apakah Anda mengenakan pakaian yang sopan, bersih dan rapi?)</i></p>	<p>Yes, I wear appropriate, clean, and neat clothing to set a good example, create a professional atmosphere, and show respect for students and the learning environment.</p> <p><i>(Ya, Saya mengenakan pakaian yang sopan, bersih, dan rapi untuk memberikan contoh yang baik, menciptakan suasana profesional, dan menunjukkan rasa hormat terhadap siswa serta lingkungan belajar.)</i></p>	<p>a. How do you handle situations where your physical condition or health affects your performance, such as when you have an injury or illness especially in English reading?</p> <p><i>(Bagaimana Anda menangani situasi di mana kondisi fisik atau kesehatan mempengaruhi penampilan Anda, seperti ketika mengalami cedera atau penyakit khususnya dalam pembelajaran Bahasa Inggris?)</i></p>	<p>When physical or health conditions affect my performance, such as having an injury or illness, I handle the situation in an open and practical manner. I make sure to briefly inform students of my circumstances if necessary, while still keeping the focus on their learning and needs. I adapt classroom activities to remain effective and ensure that my appearance remains professional in a reasonable and realistic manner.</p> <p><i>(Ketika kondisi fisik atau kesehatan mempengaruhi penampilan saya, seperti mengalami cedera atau penyakit, saya menangani situasi tersebut dengan cara yang terbuka dan praktis. Saya memastikan untuk memberi tahu siswa secara singkat tentang keadaan saya jika perlu, sambil tetap menjaga fokus pada pembelajaran dan kebutuhan</i></p>

				<p><i>mereka . Saya menyesuaikan aktivitas kelas agar tetap efektif dan memastikan bahwa penampilan saya tetap profesional dengan cara yang wajar dan realistis.)</i></p>
			<p>b. How do you keep your dress and appearance in line with school policies and norms that may exist especially in English reading?</p> <p><i>(Bagaimana Anda menjaga agar pakaian dan penampilan Anda tetap sesuai dengan kebijakan dan norma sekolah yang mungkin ada khususnya dalam pembelajaran Bahasa Inggris?)</i></p>	<p>To ensure that my dress and appearance remain in line with the school's policies and norms, particularly in English reading, I first study and understand the school's guidelines. I make sure to choose clothes that are professional and in line with the set standards, and regularly check the latest policy for any changes. By maintaining awareness of the rules and prioritizing a neat and polite appearance, I am able to create an appropriate image and support a positive and professional learning environment.</p> <p><i>(Untuk memastikan bahwa pakaian dan penampilan saya tetap sesuai dengan kebijakan dan norma sekolah, khususnya dalam pembelajaran Bahasa Inggris, saya terlebih dahulu mempelajari dan memahami pedoman yang berlaku di sekolah. Saya memastikan untuk memilih pakaian yang profesional dan sesuai dengan standar yang ditetapkan, serta secara rutin memeriksa kebijakan terbaru jika ada perubahan. Dengan menjaga kesadaran terhadap aturan yang ada dan memprioritaskan penampilan yang rapi dan sopan, saya dapat menciptakan citra yang sesuai dan mendukung lingkungan belajar yang positif dan profesional.)</i></p>
			<p>c. What role does your performance play in setting a good example to students in terms of professionalism and personal hygiene especially in English reading?</p> <p><i>(Apa peran penampilan Anda dalam memberikan contoh</i></p>	<p>My appearance plays an important role in setting a good example to students in terms of professionalism and personal hygiene, particularly in English reading. By maintaining a neat and polite appearance, I show students the importance of looking professional and how it affects perceptions and interactions in an academic environment.</p> <p><i>(Penampilan saya 74 memainkan peran penting dalam memberikan contoh</i></p>

			yang baik kepada siswa dalam hal profesionalisme dan kebersihan (110) di khususnya dalam pembelajaran Bahasa Inggris?)	yang baik kepada siswa dalam hal profesionalisme dan kebersihan pribadi, khususnya dalam pembelajaran Bahasa Inggris. Dengan menjaga penampilan yang rapi dan sopan, saya menunjukkan kepada siswa pentingnya berpenampilan profesional dan bagaimana hal itu mempengaruhi persepsi serta interaksi di lingkungan akademis.)
10.	Do you convey the syllabus of the subjects you teach? (Apakah Anda menyampaikan silabus mata pelajaran yang Anda ajarkan?)	No, I do not convey the subject syllabus (Tidak, Saya tidak menyampaikan silabus mata pelajaran.	<p>a. How do you ensure that students understand and follow the schedule listed in the syllabus, including assignment and exam deadlines especially in English learning?</p> <p>(Bagaimana Anda memastikan bahwa siswa memahami dan mengikuti jadwal yang tercantum dalam silabus, termasuk tenggat waktu tugas dan ujian khususnya dalam pembelajaran Bahasa Inggris?)</p>	<p>To ensure that students understand and follow the timetable listed in the syllabus, including assignment and exam deadlines in English learning, I regularly communicate the timetable clearly and consistently. I convey important information about deadlines and exams through classroom announcements.</p> <p>(Untuk memastikan bahwa siswa memahami dan mengikuti jadwal yang tercantum dalam silabus, termasuk tenggat waktu tugas dan ujian dalam pembelajaran Bahasa Inggris, saya secara rutin mengkomunikasikan jadwal tersebut dengan jelas dan konsisten. Saya menyampaikan informasi penting tentang tenggat waktu dan ujian melalui pengumuman di kelas.)</p>
			<p>b. What steps do you take if there are changes to the syllabus, and how do you communicate these changes to students especially in English learning?</p> <p>(Apa langkah-langkah yang Anda ambil jika ada perubahan pada silabus, dan bagaimana Anda mengkomunikasikan perubahan tersebut kepada siswa khususnya dalam pembelajaran Bahasa Inggris?)</p>	<p>If there are any changes to the syllabus in English learning, I inform the students immediately with structured steps. First, I communicate the change directly in class and give an explanation of the reason and its impact.</p> <p>(Jika ada perubahan pada silabus dalam pembelajaran Bahasa Inggris, saya segera menginformasikan siswa dengan langkah-langkah yang terstruktur. Pertama, saya menyampaikan perubahan tersebut secara langsung di kelas dan memberikan penjelasan tentang alasan dan dampaknya.)</p>

			<p>c. How do you ensure that the subject matter taught is in line with the syllabus and meets the set curriculum standards especially in English learning?</p> <p><i>(Bagaimana Anda memastikan bahwa materi pelajaran yang diajarkan sesuai dengan silabus dan memenuhi standar kurikulum yang ditetapkan khususnya dalam pembelajaran Bahasa Inggris?)</i></p>	<p>To ensure that the subject matter taught is in line with the syllabus and meets the curriculum standards set out in English learning, I regularly refer to the syllabus and curriculum guidelines when planning and compiling teaching materials.</p> <p><i>(Untuk memastikan bahwa materi pelajaran yang diajarkan sesuai dengan silabus dan memenuhi standar kurikulum yang ditetapkan dalam pembelajaran Bahasa Inggris, saya secara rutin merujuk pada silabus dan pedoman kurikulum saat merencanakan dan menyusun materi ajar.)</i></p>
			<p>d. What makes you not deliver the syllabus of the subjects you teach, especially in English learning?</p> <p><i>(Hal apa yang membuat Anda tidak menyampaikan silabus mata pelajaran yang Anda ajarkan khususnya dalam pembelajaran Bahasa Inggris?)</i></p>	<p>What makes me not deliver the course syllabus is that I don't think it is very important and it takes less time to deliver it. Why is that? Because I emphasize more on practical learning experiences and direct interaction in class rather than on the details of the syllabus. I believe that learning through practice, discussion, and projects is more beneficial than strictly following the syllabus.</p> <p><i>(Yang membuat saya tidak menyampaikan silabus mata pelajaran yaitu karena saya pikir itu tidak terlalu penting serta menyita sedikit waktu untuk menyampaikannya. Mengapa demikian? karena saya lebih menekankan pada pengalaman belajar praktis dan interaksi langsung di kelas daripada pada rincian silabus. Saya percaya bahwa belajar melalui praktek, diskusi, dan proyek-proyek lebih bermanfaat daripada mengikuti silabus secara ketat.)</i></p>

			<p>e. Can you give an example of how you adjust your lesson plan if you encounter delays in starting the class especially in learning in English reading?</p> <p><i>(Dapatkah Anda memberikan contoh bagaimana Anda menyesuaikan rencana pembelajaran jika Anda menghadapi keterlambatan dalam memulai kelas khususnya dalam belajar membaca bahasa Inggris?)</i></p>	<p>If I encounter delays in starting my English reading class, I adjust the lesson plan by prioritizing the essentials and adjusting the activity schedule. For example, if I have a late start, I may simplify the initial activities such as warm-ups or prior discussions, and focus directly on the core reading material that is important for the day. I might also reduce the duration of some less critical activities or shorten the time allocated for group tasks. In this way, I ensure that despite the delay, students can still get the desired learning points and the class activities remain productive.</p> <p><i>(Jika saya menghadapi keterlambatan dalam memulai kelas pembelajaran membaca bahasa Inggris, saya menyesuaikan rencana pembelajaran dengan mengutamakan prioritas yang esensial dan menyesuaikan jadwal aktivitas. Misalnya, jika terlambat memulai, saya dapat menyederhanakan aktivitas awal seperti pemanasan atau diskusi sebelumnya, dan langsung fokus pada inti materi bacaan yang penting untuk hari tersebut. Saya mungkin juga mengurangi durasi beberapa aktivitas yang kurang kritis atau memperpendek waktu yang dialokasikan untuk tugas-tugas kelompok. Dengan cara ini, saya memastikan bahwa meskipun ada keterlambatan, siswa tetap dapat memperoleh inti pembelajaran yang diinginkan dan aktivitas kelas tetap produktif.)</i></p>
11.	<p>2. you start and end the learning process according to the scheduled time?</p> <p>17. kah Anda memulai dan mengakhiri proses pembelajaran sesuai waktu yang dijadwalkan?)</p>	<p>No. I may start and end the learning process not on schedule.</p> <p>17. ak. Saya mungkin memulai dan mengakhiri proses pembelajaran tidak sesuai jadwal.)</p>	<p>a. Is there an effect of classroom management effectiveness on not starting and ending learning within the allotted time, especially in learning to in English reading?</p>	<p>Yes, not starting and ending lessons on time can affect the effectiveness of classroom management, especially in English reading. If lessons do not start or end on time, this can disrupt the structure and rhythm of the class, reducing the time available for key activities and discussions. Time irregularities can also result in a lack of opportunity to complete the material properly and lower</p>

			<p>(Apakah ada pengaruh efektivitas manajemen kelas dengan 23 ketidaksesuaian dalam memulai dan mengakhiri pembelajaran sesuai dengan waktu yang telah ditentukan khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>levels of student engagement.</p> <p>23 ketidaksesuaian dalam memulai dan mengakhiri pembelajaran sesuai dengan waktu yang telah ditentukan dapat mempengaruhi efektivitas manajemen kelas, khususnya dalam belajar membaca bahasa Inggris. Jika pembelajaran tidak dimulai atau diakhiri tepat waktu, hal ini dapat mengganggu struktur dan ritme kelas, mengurangi waktu yang tersedia untuk kegiatan utama dan diskusi. Ketidakteraturan waktu juga bisa mengakibatkan kurangnya kesempatan untuk menyelesaikan materi dengan baik dan menurunkan tingkat keterlibatan siswa.)</p>
			<p>b. What do you do if students are too active or ask a lot of questions so that it affects the class schedule, especially in learning in English reading?</p> <p>(Apa yang Anda lakukan jika siswa terlalu aktif atau mengajukan banyak pertanyaan sehingga mempengaruhi jadwal kelas khususnya dalam belajar membaca bahasa Inggris?)</p>	<p>If students are too active or ask a lot of questions that affect the class schedule in learning in English reading, I handle the situation by managing time effectively and providing structured guidance.</p> <p>(Jika siswa terlalu aktif atau mengajukan banyak pertanyaan yang mempengaruhi jadwal kelas dalam belajar membaca bahasa Inggris, saya menangani situasi tersebut dengan mengelola waktu secara efektif dan memberikan bimbingan yang terstruktur.)</p>
			<p>c. How do you adjust learning activities or materials if there are sudden changes in the schedule or available time, especially in learning in English reading?</p> <p>(Bagaimana Anda menyesuaikan kegiatan atau materi pembelajaran jika terjadi perubahan mendadak dalam jadwal atau waktu yang tersedia khususnya dalam belajar</p>	<p>If there are sudden changes in the schedule or time available in learning in English reading, I adjust the activities or learning materials quickly and flexibly. I identify the core elements of the learning plan that are most important to achieve and prioritize those activities. For example, I can simplify or shorten non-essential activities and focus on the most relevant reading material for the day.</p> <p>(Jika terjadi perubahan mendadak dalam jadwal atau waktu yang tersedia dalam pembelajaran membaca bahasa Inggris, saya menyesuaikan kegiatan atau materi pembelajaran dengan cepat dan fleksibel. Saya mengidentifikasi</p>

			membaca bahasa Inggris?)	elemen inti dari rencana pembelajaran yang paling penting untuk dicapai dan memprioritaskan aktivitas tersebut. Misalnya, saya dapat menyederhanakan atau mempersingkat aktivitas yang tidak esensial dan fokus pada materi bacaan yang paling relevan untuk hari itu.)
			d. What makes you not start and end your learning time according to the specified time, especially when learning in English reading? (Hal apa yang 23 buat Anda tidak memulai dan mengakhiri waktu pembelajaran sesuai dengan waktu yang telah ditentukan khususnya dalam belajar membaca bahasa Inggris?)	What makes me not start and end the learning time according to the specified time is due to delays, changes in class activities, or unexpected obstacles that affect the implementation time. 23 g membuat Saya tidak memulai dan mengakhiri waktu pembelajaran sesuai dengan waktu yang telah ditentukan karena adanya keterlambatan, perubahan dalam aktivitas kelas, atau kendala tak terduga yang mempengaruhi waktu pelaksanaan.)

Based on the research design, the researcher conducted interview using structured interviews with English teachers to answer the second problem formulations. Before conducting the interview, the researcher first asked the English teachers for time and opportunity to be interviewed. Upon the willingness of the English teachers, the interview was conducted.

Based on the first point which describes the English teacher response regarding seating arrangements in the classroom, especially in the context of learning in English reading, the English teacher admitted that he had never arranged seating based on student characteristics, and this was caused by a lack of experience in designing effective arrangements. When arranging seating for English reading, the main consideration was to meet students' individual needs. Strategic arrangements created an effective learning environment by facilitating better interactions between students and teachers and supporting collaboration. Good seating arrangements improved student learning outcomes by increasing engagement and understanding of the material. For students with special needs, seating arrangements had to be adjusted to meet their individual needs. Difficulties in arranging seating according to student characteristics were often

caused by a lack of experience and understanding of students' specific needs, as well as the main focus of the English teacher being on developing lesson material rather than ideal seating arrangements.

The second point concerns the volume and intonation of the English teacher voice in learning. To ensure that the volume and intonation of the English teacher voice are heard clearly by students during the learning process, English teachers must implement several strategies. First, the English teacher varied voice intonation to emphasize important points and spoke at a comfortable pace so that they were easy to hear. Volume was also adjusted to suit class size; small classes required lower volumes, while large classes required higher volumes. During English reading, the English teacher spoke at a high enough volume to ensure that all students could hear without having to shout. English teacher and student positions were arranged so that sound was evenly distributed, and feedback from students was frequently sought to ensure sound clarity. The English teacher also maintained variations in intonation so that it was not monotonous. This technique involved changing the tone and speed of speech according to the content being conveyed, using a higher pitch for interesting concepts and a lower pitch for serious information. Changes in volume and pace and strategic use of pauses helped emphasize important points and gave students time to digest the information. To deal with situations such as students who lacked focus or noisy environments, teachers adjusted the volume and intonation of the voice adaptively; increased the volume and changed intonation to attract students' attention and overcome distractions so that the English teacher's voice remained clear throughout the room.

The third point concerns the use of polite words that can be understood by students. To ensure that the language used during classroom interactions did not offend or hurt students' feelings, especially in English reading, the English teacher implemented several careful communication strategies. The English teacher used inclusive and positive language, avoiding words or phrases that could be considered derogatory. The English teacher also paid attention to the tone of voice and the way the message was delivered to keep it polite and supportive, and avoided humor that could be interpreted negatively. When communicating with

students who had different levels of language proficiency, the English teacher adjusted the language style by using simple terms for students with lower language proficiency and providing more in-depth explanations for students with higher understanding. To ensure the instructions and explanations were clear and easy to follow, the English teacher broke down the explanations into small, simple steps, presented in stages. If a student did not understand the language used, the English teacher immediately checked the student's understanding and simplified the language and provided additional relevant examples to improve communication.

The fourth point regarding adapting ⁹² learning materials to students' learning speed ⁹² and abilities, The English teacher did not adjust learning materials to students' learning speeds and abilities, including learning to read English. The English teacher did not yet have the ability to assess the learning speed of each student individually, and did not take a special approach to adapting material to different students' abilities. In terms of classroom management, the English teacher had not taken special action to overcome differences in learning speed between students. The main difficulties in adapting materials lay in time constraints, lack of information regarding individual student needs, as well as challenges in classroom management and lack of resources such as teaching materials and technology. This caused the English teacher to have difficulty conveying material effectively, which in turn made it difficult for students to understand the lesson.

The fifth point is about creating ²⁷ order, discipline, comfort, security and regulatory provisions in carrying out the learning process. The English teacher ⁶ faced difficulties in creating order, discipline, comfort, and security during the learning process, including learning in English reading. The English teacher ² had not implemented specific strategies to create and maintain order in the classroom and had not handled disciplinary violations. Apart from that, the English teacher had not ensured that students felt ⁴⁹ comfortable and safe during the learning process. The main obstacles to creating an ideal learning environment included challenges in managing varying classroom dynamics, time constraints, and a lack of resources and support, such as adequate classroom management training and

effective teaching aids. These factors made it difficult to implement regulations and create an environment conducive to learning.

The sixth point is about providing reinforcement and feedback on student responses and learning outcomes during the learning process. The English teacher ensured that the reinforcement and feedback he provided was relevant and useful by tailoring feedback and praise based on the student's individual needs and progress, especially in learning English reading. To motivate students who were less motivated or had behavior problems, the English teacher applied targeted positive reinforcement strategies, such as setting small achievable goals and providing praise and rewards for each progress achieved. For example, if a student had difficulty understanding a reading text, the English teacher provided specific feedback by explaining new vocabulary and providing examples of its use. If the feedback was not well received, the English teacher tried to understand the cause by listening to students' concerns to improve his approach.

The seventh point is about respecting students regardless of religious background, ethnicity, gender and socio-economic status. The English teacher ensured that all students felt valued and accepted in the classroom regardless of their background or gender by implementing an inclusive and equitable approach to learning in English reading. The English teacher addressed situations where students felt treated unfairly by talking directly with them to understand their views and identify specific problems. To engage all students in discussions and activities, the English teacher encouraged each student to share their perspective and ensured all voices were heard. If he found discriminatory behavior, the English teacher immediately held a class discussion to emphasize the importance of mutual respect and the negative impact of discrimination. In addition, the English teacher created a safe and open classroom atmosphere by setting rules that supported discussion and mutual respect, so that students felt comfortable expressing their opinions.

The eighth point is about respecting students' opinions. The English teacher respected students' opinions because this promoted an inclusive learning environment and motivated students to participate actively. In the classroom, especially in learning English reading, the English teacher ensured that each

student felt heard by dividing them into small groups for discussion and using the "turn-taking" technique so that all students had the opportunity to express their opinions. If students' opinions gave rise to conflict or disagreement, the English teacher handled the situation diplomatically, facilitating discussions so that students heard different views and appreciated the diversity of perspectives. For students who tended to be inactive, the English teacher overcame these challenges with a supportive approach and found out the reasons behind their inactivity. If a student's opinion expressed sensitive or controversial views, the English teacher handled the issue with care and attention, ensuring that the discussion remained productive and respectful of multiple perspectives.

The ninth point is about teachers wearing polite, clean and neat clothes. The English teacher always wore polite, clean, and neat clothing to set a good example, create a professional atmosphere, and show respect for students and the learning environment. When physical or health conditions affected performance, such as when experiencing injury or illness, the English teacher handled these situations in an open and practical manner, informing students when necessary, while remaining focused on learning and adjusting class activities to remain effective. To maintain clothing and appearance in accordance with school policies and norms, the English teacher studied school guidelines and chose professional clothing according to standards, as well as checking the latest policies regularly. The appearance of the English teacher played an important role in setting a good example in terms of professionalism and personal hygiene, showing students how a neat appearance influenced perceptions and interactions in an academic environment, especially in English learning.

The tenth point is about the teacher conveyed the syllabus of the subject being taught. Here, the English teacher did not convey the subject syllabus directly, but to ensure students understood and followed the schedule, including assignment and exam deadlines, the English teacher routinely communicated the schedule clearly through announcements in class. If there were changes to the syllabus, the English teacher immediately notified students directly in class and explained the reasons and impacts. To ensure that lesson materials complied with the syllabus and curriculum standards, the English teacher always referred to

curriculum guidelines when planning teaching materials. The reason the English teacher did not convey the syllabus was because he placed more emphasis on practical learning experiences and direct interaction in class, which he considered more beneficial than strictly following the details of the syllabus.

The eleventh point is regarding ² the teacher starting and ending the learning process according to the scheduled time. The English teacher often did not start and end the learning process according to the specified schedule, especially in learning English. This mismatch affected the effectiveness of classroom management because it disrupted the structure and rhythm of the class, reduced the time available for main activities and discussions, and diminished student engagement. To handle situations where students were too active or asked a lot of questions, the English teacher managed time effectively and provided structured guidance to maintain focus on the material that needed to be achieved. If there were sudden changes in the schedule or available time, the English teacher quickly and flexibly adjusted activities or learning materials, prioritizing the core elements of the lesson plan to ensure students still got the important points of the lesson. Non-adherence to the schedule was often caused by delays, changes in class activities, or unexpected obstacles that affected implementation time, which required quick adjustments to maintain the effectiveness of the learning process.

⁸³ Based on the results of the interview above, it can be concluded that Factors that influence the effectiveness of classroom management are information about student needs, time management and the experience of the English teacher. This was proven by the English teacher's responses that provided answers to questions based on indicators of factors that influenced the effectiveness of classroom management.

4.2 DISCUSSION

4.2.1 The Descriptions and Interpretation of the Research Results

4.1.2.1 Observation Result

The first stage conducted by the researcher was observation of English teachers. The researcher conducted observations of English teacher at UPTD SMP Negeri 1 Gunungsitoli Barat.

From the results of observations made by the researcher, the researcher found the following results on the observation sheet, there were 11 indicators of classroom management in the English Reading class by applying a yes or no checklist. Based on Minister of National Education Regulation Number 41 of 2007, the researcher measure English teachers in classroom management by observing the English Reading learning process in class VIII B. According to the Minister of National Education Number 41 of 2007, classroom management indicators consist of seating arrangements, volume and teacher's intonation, polite teacher's speech, adapting learning materials to students' learning speed and abilities, creating order, providing reinforcement, respecting students regardless of their background, respecting students' opinions, teacher's clothing is polite, clean and neat, at the beginning of each semester the teacher conveys the course syllabus lessons, and teachers start and end the learning process according to the scheduled time.

First, the English teacher arranges the seating according to the characteristics of the students and subjects, as well as the learning activities to be carried out. To achieve the realization of this indicator, English teacher must be able to recognize student characteristics such as learning styles and special needs of students, and have the expertise to design student seating. Based on the results of observations, the researcher saw directly that the seating arrangement had not been implemented at all. This is evidenced by the English teacher not taking any action in arranging the seating according to the characteristics of the students. This is contrary to the opinion of experts who state that classroom seating arrangements affect student involvement in classroom activities through the level of ease of communication and interaction. Different seating layouts encourage different types of interactions between students (Yang et al., 2022).

Second, the volume and intonation of the teacher's voice in the learning process must be clearly audible to students. To achieve this indicator, English teacher must vary their intonation to emphasize important points and ensure that they speak at a pace that is comfortable for students' hearing. Based on the results of observations, the researcher saw directly that the volume and intonation of the English teacher's voice in the learning process were always clearly audible to students. This was evidenced by how students responded when the English teacher said something. Students always responded well and appropriately according to what the English teacher said. This is also supported by experts who state that the teacher's voice in carrying out their professional duties is very important to achieve effectiveness in teaching (Ochoma, M. U. 2019).

Third, the teacher's speech is polite and can be understood by students. To achieve these indicators in classroom management, teachers must use polite, clear, and age-appropriate speech. English teacher also avoided harsh words and simplified explanations to make them easy to understand. This was evidenced by English teacher who used polite language that was easy for students to understand. English teacher always tried to use polite and clear speech so that it was easy for students to understand. This is also supported by experts who state that in the classroom, the use of politeness strategies can increase the success of communication between teachers and students, which contains values of respect, improves their relationships, reduces interference in their communication, and helps in building relationships and a sense of comfort together (Aporbo et al., 2024).

Fourth, teachers adjust learning materials to students' learning speed and abilities. To achieve the realization of this indicator, English teacher adjust teaching materials and methods to students' individual needs and provide different versions of the materials for different levels of student ability. Based on the results of observations, the researcher saw directly that the adjustment of learning materials to students' learning speed and abilities had not been done at all. This was evidenced by the way English teacher delivered material monotonously, causing students to get stuck on the same material. This is contrary to the opinion of experts who state one of the most important aspects of learning is the

personalization of learning. Every student has a different learning style, comprehension level and learning speed (Srinivasa, K. G. et al., 2022).

Fifth, teachers create order, discipline, comfort, safety and regulations in carrying out the learning process. To achieve this indicator, English teacher should communicate and discuss classroom rules with students from the beginning, and ensure that all students understand them. Based on the observation, the researcher saw firsthand that the English teacher did not develop and socialize clear classroom rules and did not arrange the seating and classroom layout to support effective focus and interaction. This was evidenced by how the classroom conditions were not conducive when the English teacher left the classroom for a short period of time. This is also contrary to the opinion of experts who state that The teacher must create order, discipline, comfort, safety, and compliance of the students toward the rules in carrying out the learning process so that students feel comfortable in learning (Sahib et al., 2021).

Sixth, teachers provide reinforcement and feedback on students' responses and learning outcomes during the learning process. To achieve this indicator, English teacher should give praise or rewards when students show progress or do good things. This reinforcement can be in the form of words of encouragement, and so on. Based on the observation, the researcher saw directly that the English teacher gave praise to motivate students and increase students' confidence and responded directly and relevantly to students' answers or contributions. This was evidenced by how the English teacher gave reinforcement to students so that they provided a good response. This is also supported by experts who state that effective learning reinforcement positively affects students' confidence in their abilities, motivating them to persist and excel in their studies (Macalisang & Bonghawan 2024).

Seventh, teachers respect students regardless of religious background, ethnicity, gender and socioeconomic status. To achieve this indicator, English teacher must demonstrate inclusive and fair attitudes and actions in various aspects of learning and interaction in the classroom. Based on the observation, the researcher saw directly that English teacher recognized and appreciated the differences among students, and created an inclusive environment where all

students felt accepted and valued. This was evidenced by how English teacher gave equal treatment to all learners. This is also supported by expert who states that the competences teachers should possess in order to adequately address diversity in their teaching are, inter alia, knowledge of diversity and respect for other cultures, skills for offering appropriate answers to diversified teaching, the ability to create inclusive and safe learning environments, and the ability to establish appropriate communication and relationships with students, parents and colleagues of diverse social and cultural characteristics (Knežević, Ž. 2023).

Eighth, teachers value students' opinions. To achieve this indicator, English teacher should encourage students to express their opinions in class discussions as well as provide equal opportunities for all learners to speak and share their ideas. Based on the observation, the researcher saw firsthand that English teacher accepted and valued various views, even if they differed from the English teacher's own opinion or the majority view. This was evidenced by how teachers gave full attention when students expressed their opinions or ideas, and showed that their opinions were valued through eye contact and positive responses. This is also supported by experts who state that Teachers must encourage them to participate in classroom activities and provide them with opportunities to express their opinions in a comfortable classroom environment that is characterized by acceptance of opinions, respect for students' abilities, and encouragement for dialogue, discussion, brainstorming, and good manners (Alazeez et al., 2024).

Ninth, teachers wear polite, clean and neat clothes. To achieve this indicator, English teacher must follow the guidelines or standards of dress that apply in the school. These standards would include formal or semi-formal dress appropriate to the educational context. Based on the observation, the researcher saw directly that the English teacher was already wearing polite, clean and neat clothes. This is evidenced by English teacher wearing clothes that conform to the norms of modesty and professionalism, avoiding clothes that are too casual or inappropriate for the school environment, wearing clothes that are clean and free from stains and wearing clothes that are neat and not wrinkled, and ensuring that the overall appearance is neat and does not interfere with the learning process.

This is also supported by experts who state that the teachers must neatly dressed refers to a manner of dressing that is organized, clean, and in accordance with social norms or the demands of a particular situation. This includes the selection of appropriate clothing, care of clothing, and an appearance that gives the impression of being orderly and polite. The use of neat clothes is often considered a form of ethics and manners in appearance (Merawati et al., 2024).

Tenth, teachers deliver the syllabus of the subjects they teach. To achieve this indicator, English teacher must prepare a syllabus of the subject that includes learning objectives, materials, teaching methods, schedules, and assessment criteria and detail the structure of the subject, including the topics to be discussed and the learning schedule. Based on the results of observations, the researcher saw directly that English teacher had not implemented this. This was evidenced by the English teacher not explaining the objectives, topics, and subtopics to be discussed in the learning, and the order of the materials to be taught. This is contrary to the opinion of experts who state that the teachers must organize their classes according to the subject program they teach, ensuring effective delivery of every aspect of the program to students. This includes long-term and short-term planning, the use of a variety of teaching methods, and ongoing assessment of student progress (Prayitno et al., 2024).

Eleventh, teachers start and end learning according to the time that has been set. To achieve this indicator, English teacher must be able to manage time effectively and English teacher must also be disciplined. Based on the results of observations, the researcher saw directly that English teacher had not done this. This was evidenced by English teacher starting and ending classes at different times and not ensuring that each part of the learning, including the introduction, main material, and closing, took place according to the planned time to achieve all learning objectives. This is contrary to the opinion of experts who state that teachers need to learn how to manage their time well in order to maximize their productivity, lower their stress levels, and foster a great learning environment for their pupils (Madaminjonovna & Bahiru 2024).

4.2.2 Interview Result

To find out the factors that influence the effectiveness of classroom management, the researcher took information through interviews with the English teacher at UPTD SMP Negeri 1 Gunungsitoli Barat. Based on the results of interviews with English teachers, it is known that there are several factors that influence the effectiveness of classroom management.

English teachers faced challenges in arranging students' seating according to their characteristics because they did not have sufficient experience in designing effective seating arrangements based on student characteristics and lacked an understanding of assessing the specific needs of each student. On the other hand, English teachers also prioritized the development and consistency of learning materials over ideal seating arrangements. This is supported by the theory of experts who say that the seating arrangement in a classroom can significantly influence students' engagement, interaction, and overall learning experience. Without proper classroom seating arrangement, the teaching-learning process is incomplete (Ali et al., 2024).

English teacher ensured that the volume and intonation of the voice in the learning process must be heard well by students, namely by varying intonation to emphasize important points and ensuring that speaking at a comfortable speed for students' hearing, then adjusting the volume of the voice to the size of the class; small classes may require a lower volume, while large classes may require a higher volume. As stated by experts that the intonation of the teacher's voice was also important, namely it could help students understand and absorb the material being taught (Larisu et al., 2024).

English teachers ensured that the volume and intonation of their voice in the learning process were heard well by students by varying their intonation to emphasize important points and speaking at a comfortable speed for students' hearing. They also adjusted the volume of their voice according to the size of the class; small classes required a lower volume, while large classes required a higher volume. As stated by experts that Effective communication can be done using by teacher several strategies, for example by using the right choice of words

(diction), polite expressions, pleasantries, and using good sentence structures (Dewi et al., 2023).

English teachers also ensured that the words they used had been polite and easy for students to understand. They had always tried to use polite and clear language so that it was easy for students to comprehend. As stated by experts that one of the most important aspects of adaptive learning is the personalization of learning. Every student has a different learning style, comprehension level and learning speed (Nazmi et al., 2023)

English teachers did not create comfort, discipline, convenience, and safety in learning due to time constraints and challenges in class management. Additionally, at times, English teachers did not pay much attention to what students did in class. As stated by experts as a teacher, it is important for me to create a safe and supportive environment where students feel comfortable expressing their concerns and emotions (Wiraseno et al., 2024)

English teachers provided encouragement and feedback on students' responses and learning outcomes to support their development and improve their understanding of the material. As stated by experts It is clear stated that reinforcement is one of kind of interaction in the classroom, so that the teacher has to know how to use interaction especially in giving reinforcement; the teacher has to know how and when the teacher reinforce the students. The teacher gives the reinforcement to students to make them feel competence (Fajrin et al., 2019).

English teachers respected students regardless of their background because of the principle of fairness and equality. They believed that every student deserved equal treatment and an inclusive learning environment that supported their development and potential to the fullest. As stated by experts all students are treated fairly and respectfully regardless of their cultural background (Eden et al., 2024).

English teachers respected students' opinions because it promoted an inclusive learning environment, encouraged active participation, and helped students feel valued and motivated to contribute. As stated by experts Each student respects and feels valued for the contribution of expressing opinions from

their point of view, the teacher must also respect the opinions of students (Berliana & Habiby, 2024).

English teachers wore appropriate, clean, and neat clothing to set a good example, create a professional atmosphere, and show respect for students and the learning environment. As stated by experts ⁴⁰ During the teaching and learning process, teachers wear neat and clean uniforms, wear clothes that are appropriate for the place. ⁴⁰ This is a good example of instilling the value of politeness in dressing in the school environment (Harahap, 2024).

English teachers did not deliver the subject syllabus because they thought it was not very important and took too little time to present. As stated by experts a teacher must plan the learning that will be implemented (Hoerudin et al., 2023).

English teachers started and ended the learning process not according to schedule due to delays, changes in class activities, or unforeseen obstacles that affected the implementation time. As stated by experts ² The teacher starts and ends the lesson according to the agreed time (Nugraha & Bakhtiar, 2024). ²⁵

From the discussion above, the researcher concluded that ²⁵ Factors that influence the effectiveness of classroom management are students' information need, time management, and teachers' experience. The first factor is information about student needs. This is in line with the opinion of Latif & Sulistiawati, 2023 ³⁹ that Learning needs to pay attention to the interests and needs of students, because both will be the cause of attention. Something that interests and is needed by students will certainly attract their attention, so they will be serious in learning. The second factor is time management. This is in line with Madaminjonovna & Bahiru, 2024 that ²⁶ with effective time management skills, a teacher can increase their productivity and provide better education to their students. A teacher's teaching needs to balance the long-term goals of the classroom. The third factor is teacher experience. This is in line with Mufidah et al., 2021 that ²² the teacher's experience in teaching can be used to measure the teacher's performance. The teaching experience that has been possessed by a teacher is decisive to achieve the learning outcomes of the students because the teachers who have been teaching for some years are considered to have adequate knowledge and experience in

implementing the learning. The teachers who are beginners or new ones will need some teaching experiences to gain from the learning process.

4.2.3 The Research Results versus to the Latest Related Research

This research focuses on describing the realization of classroom management and analyzing effective factors of classroom management of English reading. Based on the research results, it can be seen how English teachers implement classroom management and what factors influence the effectiveness of classroom management in English Reading. However, the researcher mentioned two previous studies related to this research and there are several comparisons with the results of research that has been carried out, the detailed explanation is as follows.

The first previous research was entitled Classroom management in English teaching and learning process at a secondary school in Nepal published in 2022 by Sabrina. The aim of this research is to investigate the implementation of classroom management at Kanya-CO Education Secondary School Nepal. The method used in this research is qualitative in nature. The results of this research show that every teaching and learning process requires good classroom management in order to run smoothly and effectively. Teachers must create an environment that is conducive to teaching and learning. Teachers must optimize the management of the physical environment, learning environment, procedures and rules, discipline issues, relationships, and voice and body language. Teachers are advised to build intensive relationships between themselves and their students. Relationship here means knowing more about students as individuals and understanding about their problems and ways to deal with them.

The second previous research was entitled Applied BT English Class Management Teacher: Case Study at Vocational School in Gowa By Suprobawati et al., 2020. This research aims to find out how classroom management what is done by English teachers and how students react to it. The method used in this research is qualitative. The data collection techniques used were observation notes and interview guidelines. The results of this study indicate that the class setting

has the most influence on the management class. The equipment of each class, room decoration and seating arrangements are things that most students give input to the school regarding this matter.

Based on several previous studies, the researcher found differences in the results found by the researcher in the field. First previous research Based on several previous studies, the researchers found differences in the results found by the researcher in the field. The first previous research has differences with the results of research conducted by the researchers regarding several factors that can influence the effectiveness of classroom management, namely discipline, rules and voice which can influence the effectiveness of classroom management. Furthermore, the results of the second previous study showed that the classroom setting had the greatest influence on classroom management. The equipment for each class, room decoration and seating arrangements are things that most students give input to the school regarding this matter. This shows that there are differences in the factors that influence the effectiveness of classroom management with the results of research conducted by the researchers, that the factors that influence the effectiveness of classroom management are information about student needs, time management and teacher experience.

4.2.4 The Research Results versus the Theories

Based on the research results obtained, the researcher then compared them with several existing theories. The first by Sinclair, 2024 stated that in realizing classroom management, the teacher's in-depth knowledge of the content of the subject matter is an important skill that gives teachers an advantage in delivering lessons and controlling class activities. Of course, the teacher's intellectual skills and personality in terms of mastery of subject matter determine the extent to which the teacher can organize and manage classroom activities effectively. Meanwhile, in the research data that the researchers found, the English teacher at the Eighth grade of SMP Negeri 1 Gunungsitoli Barat had implemented classroom management in English Reading based on 11 indicators in accordance with the Minister of National Education Regulation Number 41 of 2007, but of these 11 indicators, only 6 indicators had been implemented by English teachers in English

Reading are maintaining the volume and intonation of the voice, using polite language, giving constructive feedback to students, respecting backgrounds, respecting students' opinions, and wearing polite, neat and clean clothes. However, 5 other indicators that have not been realized are seating arrangements, adjusting materials, creating class transactions, delivering the syllabus, and complying with the schedule.

Apart from that, according to Azam, 2024, the factors that influence the effectiveness of English Reading class management are cultivating a positive atmosphere, using effective body language, maintaining eye contact, having a thorough plan, and managing time are highlighted as important contributors to successful class management. Meanwhile, the factors that influence the effectiveness of English Reading class management in class VIII-B UPTD SMP Negeri 1 Gunungsitoli Barat are maintaining information about student needs, time management and teacher experience.

4.2.5 The Research Results Implication

The research results show that English teachers have implemented classroom management but it has not been fully realized based on 11 indicators of classroom management. This research also shows that in realizing this, English Teachers encounter several obstacles that hinder the factors that influence them effectiveness of classroom management.

Therefore, the results of this research are able to make English teachers aware that in managing the classroom, English teachers need to pay attention to the factors that influence the effectiveness of classroom management and how to realize it. This of course makes English teachers have to make maximum efforts to carry out indicators of factors that influence the effectiveness of classroom management through their role so that the goals they want to achieve in classroom management are better and can be achieved.

4.2.6 The Research Results Limitation

There are some research results limitation in this research, they are:

- A. There are still many shortcomings in conducting this research because

the researcher is still a beginner and this is the first research for the researcher so the researcher cannot carry out this research perfectly because he has no previous experience. Therefore, there are many things that become challenges for the researcher in conducting this research. So the results of this research still have weaknesses.

- B. The researcher has limited knowledge in handling qualitative analysis, and has limited experience in understanding all the factors that influence the effectiveness of classroom management, especially in English Reading. This lack of knowledge makes the researcher sometimes experience a little difficulty and confusion in carrying out this research. Therefore, the researcher could not carry out this research perfectly.
- C. In addition, the researcher experienced limitations in conducting research due to limited teaching and learning time in class, as well as school holidays due to the new academic year. When the researcher conducted research at school, the English teacher was busy with school interests, so the researcher conducted the research in a very urgent, short and limited time. Therefore, the researcher realized that the results of this study are far from perfect.

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on research data and discussions regarding how English teachers implement classroom management and the factors that influence the effectiveness of classroom management, it is concluded that English teacher have implemented classroom management and there are several factors that influence the effectiveness of classroom management, namely are information about student needs, time management and teacher experience. There are 11 indicators of classroom management in accordance with the Minister of National Education Regulation Number 41 of 2007 concerning Process Standards for primary and secondary education units which includes classroom management.

5.1.1 Recommendation

After conducted this research, there are several recommendations from the researcher. For the English teacher of UPTD SMP Negeri 1 Gunungsitoli Barat, it is important to improve and modify the strategy in classroom management, particularly in teaching English to the students. The frequency of practice must be increased since practice makes perfect and to help the English teacher to create better classroom management.

For the students of UPTD SMP Negeri 1 Gunungsitoli Barat and the students as future reader, they should have a perception that English is a very possible skill to be mastered. Therefore, make a positive mindset and study harder will give beneficial impact in English proficiency.

Finally, it is expected that future the researchers can develop this research to be even better and follow up on all the shortcomings that exist. Furthermore, the researchers also recommend that future the researchers conduct research and provide deeper insights into how to realize good classroom management, and then what are the factors that influence the effectiveness of classroom management.

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FACTORS INFLUENCING THE EFFECTIVENESS OF ENGLISH READING CLASSROOM MANAGEMENT AT THE EIGHTH GRADE OF UPTD SMP NEGERI 1 GUNUNGSITOLI BARAT

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