

**PROVIDING A POSITIVE ENGLISH LEARNING ENVIRONMENT  
AT SMPIT RABBI RADHIYYA**

**THESIS**

**This Thesis is submitted to fulfill  
The requirement for “sarjana“ degree  
In English Language Education**



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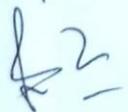
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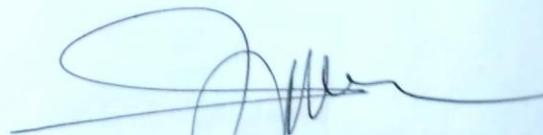
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who want to learn this subject. The writer realized that this is still far from being

perfect. Therefore, any suggestion and comment always welcomed.

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*MOTTO :*

*“Our parents are the  
greatest gift in a life ”*

*Dedication:*

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## ABSTRACT

### **Dika Rahmat Hidayat, ( 2019 ) : Providing a Positive English Learning Environment At SMPIT Rabbi Radhiyya**

This research wants to investigate: 1) Steps of teachers' providing positive English Learning environment at SMPIT Rabbi Radhiyya. 2) The teachers' implementation of providing positive English Learning environment at SMPIT Rabbi Radhiyya. The design of this research was descriptive research which presented in qualitative way. Researcher used 2 teacher at SMPIT Rabbi Radhiyya the researcher through the following techniques for collecting data, as follows: Observation, Interview and Documentation. There are some instruments which the researcher used for collecting the data as follow: checklist observation and interview guideline. The steps were: There live steps in analyzing the data, organizing and preparation data, read the data, coding, description and interpretation data. The result showed that 1) Teachers' Types for providing positive English Learning environment at SMPIT Rabbi Radhiyya: The emotional of Physical Environments, How to Help Children Feel Good About Themselves, Consider the Affective Filter, How Do Teacher Create a Peaceful Classroom?, Clearly Communicate What Teacher Want and Expect. Be Objective, Not Judgmental. Let Them See That Teacher Are Human Work to Get Buy-In From the Students 2) Teachers' Implementation for providing positive English Learning environment at SMPIT Rabbi Radhiyya : Providing a Positive Learning Environment: Teacher had to pay attention to the classroom situation, and building a positive interaction when learning is also able to create a learning atmosphere that is in accordance with what was expected. How to Help Children Feel Good About Themselves: By paying attention to some of the difficulties students and guide students in doing. Consider the Affective Filter: Teacher customize the material, appropriate methods of learning time. What Are Teachers' Expectations?: Setting any objectives to be achieved and how to obtain these expectation, Students are able to obtain a value that exceeds the existing minimum standar achievement or KKM. How Do Teacher Create a Peaceful Classroom?: 1) By creating a comfortable learning atmosphere, fun and exciting. Clearly Communicate What Teacher Want and Expect: 1) Involving group work among students , 2) By guiding students to be able exceeded the targets or goals setting. Be Objective, Not Judgmental: By asking the students to pay attention to the lesson. Asking, them to focus when the time to learn. Let Them See That Teacher Are Human: students need a lot of guidance from learning even solve problems that they face. Work to Get Buy-In From the Students: Giving opportunity to practice skills, Giving opportunity for explanation give response and practice their skills or understanding

**Keyword:** Providing, Positive, English Learning and Environment

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Language is a tool for communication and with the appropriate knowledge of vocabulary students will be able to express their ideas, opinions, and establish a good communication. Communication happens if there is an interaction between the speaker and the listener.<sup>1</sup> It can be said that language is a instruments used for human comunication life. It covers some interaction between one and else and as a media foe express the idea or opinion. EnglishLanguage is very important in our live. It became as international communication tools. English also as interpretation of other language for example many others countries used English as a second language. English may not be the most spoken language in the world, but it is the official language in a large number of countries. English is the dominant business language and it has become almost a necessity for people to speak English.

Learning English is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing and understanding English . People learn English often by reading, writing , speaking, and listening or usually known as 4 Skills of English. Since English is the International Language, a lot of people learn English at a variety of places based on their needs such as English course, school, and University for

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<sup>1</sup>Asher, J. J. The total physical response approach to second language learning. *Modern language Journal*, 58, 23-32. Retrieved from: <http://www.jstor.org/stable/322091>

those who wanted professional skill. <sup>2</sup>it's mean, English learning cover for basic skills: writing, listening, writing and listening. The objective of English language the students are able to develop communication ability orally and in a written form to reach functional level that is able to use language in fulfilling their daily needs

Learning English is important and people all over the world decide to study it as a second language. Such as English is the most commonly spoken language in the world. One out of five people can speak or at least understand English. English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad. And English is also the language of the Internet. Many websites are written in English will be able to understand them and to take part in forums and discussions.<sup>3</sup> In the othre word, there are many, many reasons why learning a new language is a good idea. It allows you to communicate with new people. It helps people to see things from a different perspective, or get a deeper understanding of another culture. It helps you to become a better listener. It even has health benefits, as studies have shown that people who speak two or more languages have more active minds later in life.

According to J Shripen the factor to affect learning English language. He presents the following areas as part activities, environment, authority, critical

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<sup>2</sup>Ibid

<sup>3</sup>Ibid.

moments, tools and techniques, and learners <sup>4</sup>. It's mean, One of the most important roles of teachers is to organize different activities in the class. The success of the activity relies on the information provided to the students; that is, explaining in detail how they are going to work, grouping them in the best way. Environment set up their seats are techniques used to make students interact by giving them more opportunities to speak; moreover, they promote classroom interaction, atmosphere, and behavior. the tool provide, Students come to classroom with their own personalities and expectations; consequently, teachers should deal with different circumstances that may disrupt the learning. Integrating tools that involve the use of technology in education has become a key factor to succeed in the teaching-learning process. Learners: to understand particular characteristics of learners is another task that teachers must consider when teaching English to suit the instruction accordingly

From description above, environment also had important role in learning English language. Good environment give contribution for students in learning English language. Learning environment is connect to the situation and condition in learning process. According to Jack C Richard **learning environment** refers to the diverse physical locations, contexts, and cultures in which students learn.<sup>5</sup> That means learning environment used the context

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<sup>4</sup>J. Scrivener, "*Learning Teaching: The essential guide to English language teaching*," Thailand: Macmillan, 2011.

<sup>5</sup>Jack C Ricards and David Bohlke.2011. *Creating Effective Language Lesson*, New York: Cambridge University Press, p.5

(situation and condition) students in learning it can be gotten from out and entire classroom. The situation means involve where the learning taken place, both on the outdoor and indoor location. It also show that the place and time about the learning. The context means how the learning process taken place, it refers to the interaction and activities at classroom, method are used, managing classroom and soon. Then, culture describes ethnic and community at classroom. It is be known in classroom there some different ethics and social community.

The important of learning environment in teaching such as students with behavioral and emotional disorders characteristically demonstrate inconsistent responses to teacher requests and display behaviors that are disruptive to the classroom environment. Although teachers prefer positive interventions over punishment to manage classroom behavior and positive learning environment.<sup>6</sup> From the quotation above so, Learning environment is very important in teaching English. It aims to progress students' emotional and behavior in learning English, it can make students be enjoyable for received the learning process. English teacher and students can created good communication in teaching and learning English subject. By learning environment teacher can manage classroom activities.

According to Banks, teachers should providing positive learning environments and therefore be able to identify and remediate classroom conditions that may make it more likely that desirable behaviors occur in the

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<sup>6</sup>Westling, D.2010, *Teachers and Challenging Behavior: Knowledge, Views, And Practices*. Remedial & Spacial Education, p.31,48

classroom.<sup>7</sup> From the quotation above, teacher should create the positive learning environment. It can give stimulation in learning process. It can be raised by giving more attention and stimuli in learning process. In increase students' attention such as find out the students problem and giving the solution about it, and give advice for make be better. The stimuli means teacher should suggest students in learning English

Concerning the theory above students have good participant in learning English at this school. From the interview to English teacher, students also active learning out of school although at SMPN IT is full day school. SMPIT is one of school which applied full day school program. *Full day school* as an alternative system to engage the achievement, and know about the religious in understanding and give change more time students for learning. It can be applied on ekstrakurikulerprogram after have finish the time of learning. The full-day school is an idea that is perilously close to a tipping point. "It's time for a change: Schools should remain open until 5 or 6 p.m. The result would be better-educated students and less-stressed parents."<sup>8</sup>

It was supported by pre observation, so the teachers have some reason why she or he providing positive classroom environment classrooms for students at SMPIT Rabbi Radhiyya. For example, the teacher challenged the students for achieving expectation by giving some exercise and task. It aim to know students' ability in mastering material. Teacher provided various method in

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<sup>7</sup>Banks, T, *Creating Positive Learning Environments: Antecedent Strategies for Managing the Classroom Environment & Student Behavior Creative Education*, USA, Author and Scientific Research Publishing Inc, 2014, p. 52

<sup>8</sup> Budi AsyhariAfwan, *Gagas Full Day School* (budy\_asyhari@kompascyber.com)

teaching and let students work together (group work). For the emotional and physical environment by the teacher provide sharing time for students' to help for solving problem. They hear about students' lamentation. In physical environment teacher create discipline for students and provided safely for them by control learning process at class and providing of corporation with security for take care the situation at school. Then, Teacher desiring a positive learning environment should begin with the suggestions, and most importantly, well-planned instructional lessons that move students through the learning process. Next, teacher Help Children Feel Good About Themselves teacher help feel confident about their abilities and efforts in their learning and development of a child's self-esteem or give motivation for students for example by giving praise and reward.so, students have good enthusiastic, it means students have good interesting for learning English subject. Such as the students find out the references about the material before learning taken place. Then students lazy early, and then show good participation in learning English. Additionally, a teacher's smile and the way the teacher greets students entering the classroom can guide students toward the academic means desired, just as the actual setup of the classroom and a well-planned lesson can facilitate a student's ability to learn the day's lesson objectives

Furthermore, there is a relationship between with positive classroom environment such as teacher design the activities and communicative classroom when learn English subject. In short, providing positive classroom

environment is very important for learner at SMPIT Rabbi Radhiyya. It is effective for students' learning as a supporting in understanding the material of English subject. So by providing positive classroom environment can encourage students' achievement and understanding.

Based on the problem above so researcher interested for investigate

***“Providing positive classroom environment at SMPIT Rabbi Radhiyya”***

### **B. Research question**

1. What are the Steps used by english teacher to provide positive English Learning environment at SMPIT Rabbi Radhiyya ?
2. How do the of teachers' provide positive English Learning environment at SMPIT Rabbi Radhiyya ?

### **C. The objective of the research**

Based on the phenomenon and the problem in so the objective in this research investigate bellow:

1. Steps of teachers' providing positive classroom environment at SMPIT Rabbi Radhiyya.
2. The teachers' impementation of providing positive classroom environment at SMPIT Rabbi Radhiyya.

### **D. Delimitation of the research**

The researcher delimits this research to investigate about positive classroom environment classroom which cover way and problem for providing positive classroom environment at SMPIT Rabbi Radhiyya English teacher.

### **E. The significant of the research**

After doing this research, the researcher hopes that it may be useful as:

#### 1. Theoretically

It will become a alternative assessment for students. It can improve students' achievement and understanding toward the material and sub material of the English. In providing positive classroom environment at SMPIT Rabbi Radhiyya.

#### 2. Practice

##### a. For the student

It will enrich students' knowledge in learning English, it will make students active in learning without teachers' monitoring. By providing positive classroom environment can prepare students for what's coming in the following lesson the student apply something that was learnt in class in new contexts or situations it is to integrate concepts and skills.

##### b. For the teacher

It will become as a technique for enrich students understanding or knowledge. It aims to make students learn more than time at the school. Therefore, it should be review at home.

##### c. For the researcher

It will become new knowledge in teaching English subject. By this results researcher will be positive classroom environmentally for enrich students achievement.

## F. Definition Operational

### 1. Providing

Providing is as a strategies or ways or method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.<sup>9</sup> In this research, providing mens implementation or activities chosen by English teacher to solve the problem and manage the teaching learning process at classroom. The providing used by the teacher to create positive learning environment in teaching English at SMPIT Rabbi Radhiyya.

### 2. Teaching English

Teaching is the activity to derive culture in experience of the skill to the student. It refer to classroom activity is focused on the teacher strategy.<sup>10</sup> In this case means, teacher strategies in teaching English course at SMPIT Rabbi Radhiyya.

### 3. Positive English Learning Environment

Positive English Learning Environment in which student feel comfortable, have a sense of rapport with their teacher and their peers,

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<sup>9</sup> AS Homby, Oxford advanced learners dictionary, export University p 166

<sup>10</sup> Ibid, p.167

Believe they can be successful, leads to endorphins in the blood, which in turn give feelings of euphoria and stimulates the frontal lobes<sup>11</sup>

That means classroom, Positive English Learning Environment in classroom which involve the good interaction, management, problem solving in classroom what the learning process taken at SMPIT Rabbi Radhiyya

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<sup>11</sup> Barkley, Elizabeth F., Op.Cit,p.35

## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching English

In teaching English based on syllabus at senior high school. There are productive skill (speaking and writing) and receptive skill (reading and listening) Teaching is activities in learning and teaching process. Learner listen some teacher's explanation. According to User teaching is the activity to derive culture in experience of the skill to the students. In this theory, classroom activity is focused on the teacher role. The students only listen what the teacher gives. Good students are the students who full attention, not asking just watching and listening.<sup>12</sup>

Teaching is the activity in learning process engage the student to build their skill. In this case, the sort time is very important. The teacher should note if there are individual differences among the students, so that also need differences services in teaching leaning process. Teaching is the guidance of learning. Its definition shows that the active learning process is when the students following the process of learning. The teacher just guides and shows to the students how the way in learning or the teacher is just to be a facilitator.

Teaching is the guidance of learning activities: teaching is for purpose of aiding the pupil learns. In the teaching and learning process, teach should use various teaching method instead of using

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<sup>12</sup>User.1988. *Menjadi guru profesional*.Bandung: RemajaRosdaKarya. p.135.

single method monotonously in order to avoid the boredom of students.<sup>13</sup> It means that the teaching should use a variety of methods to create students who are creative because in teaching we will be faced with problems in the classroom.

In teaching and learning process the teachers' role as a facilitator who helps students to develop their language ability. According to Martin, "there are few important elements, which need attention from the teachers. They are, follow:

- a. The teacher should use creativity to perform the lesson and suitable method
- b. The teacher should create a condition or situation class to be active
- c. The teacher should determine the appreciate theme that also suitable with the students ability in teaching and learning process with students ability n teaching and learning process<sup>14</sup>

## **B. Aspect of Teaching English**

There are some aspects of teaching must be considered by teacher/ lecturer in increasing of language teaching English effectively. The aspects are:

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<sup>13</sup>*Ibid.*

<sup>14</sup>Dedy Martin. 2002. *An analysis of in Teaching Variation by English Teacher in ElectuarySchool at telukSegera*. Bengkulu: UNIB. p. 6.

a. Teaching plan

Before teacher move into the classroom and start to present the material they have to be ready “ the readiness includes many factors such as preferred length and intensity of a course, preferred learning arrangement, methodology, learning styles and general purpose. “<sup>15</sup> Further, Nunan suggested that in planning the lesson both teacher and learners should note involved. The teacher designs the material that will begin the students and including into years program.

b. Teaching material

Teaching materials are the resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways. Flexibility in teaching materials and the use of multimedia make it possible to reach out to all learning styles. Multimedia via Blackboard or a course web site can provide the syllabus, assignments, discussion groups, projects, class notes, video material and the power points for the lectures. Links to other websites that can provide additional representations of a topic being discussed or as

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<sup>15</sup>Nunan.1991. language teaching Methodology. New York. P 50

scaffolds or supports for student learning can also be provided via Blackboard.<sup>16</sup>

c. Teaching technique

In teaching and learning process the teachers' role as a facilitator who helps students to develop their language ability. According to Martin State, "there are few important elements, which need attention from the teachers. They are, follow:

- d. The teacher must have creativity to perform the lesson and using good method
- e. The teacher must created a condition or situation class to be active
- f. The teacher must determine the appreciate theme that also suitable with the students ability in teaching and learning process with students ability n teaching and learning process <sup>17</sup>

The writer concludes the method is one of communication method used between teacher and students for orderly presentation of language material in teaching and learning process. But the method could be guide, direct and create students became adult person in attitude. This teaching technique more important teaching and learning process every teacher. "Teaching is the guidance of learning activities: teaching is for purpose of aiding the pupil learns. In the teaching and learning process, teach should use various teaching

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<sup>16</sup>Ibid.

<sup>17</sup>Dedy Martin. *An analysis of inteaching Variation By English teacher in electuary school at telukSegera Kota Bengkulu*. Unb. Thesis, Bengkulu. 2002. P 6

method instead of using single method monotonously in order to avoid the boredom of students.

d. Teaching media

Media is an ideal way of getting a message across. Videos, photos, maps, diagrams and graphs can convey complex ideas at a glance and can give a written message more impact. Media also encompasses audio and animations. When using any type of media, it is good practice to be mindful of its purpose in relation to your learning and teaching aims.<sup>18</sup>

e. Teaching evaluation

The valuation is part from teaching and learning process and this doe to for every teacher. “That evaluation was term used for whole study in learning process of gathering information in order to make decision successful outcome have been.<sup>19</sup> Evaluation is program has all of teacher after teach in the classroom and this is more important. Then it also has become the tradition in teaching and learning process, so in the way a teachers to know the students ability in mastering about the material. Evaluation is important aspects among that because evaluation related with the reaches of purpose of learning, efficient of instructional procedure and to decide the level of achievement. In other words, evaluation is the central in the process of teaching and learning.

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<sup>18</sup>*Ibid.*,

### C. Classroom Management

Classroom management encompasses an abundance of factors ranging from arranging the classroom to teaching style. It improves some identifiable, overtly observable skills. Encountering some of the management instances we discuss here, our intent is to move beyond identification of classroom problems to suggest preventative strategies and practical solutions. For some faculty, teaching comes quite naturally and the notion of management in the classroom is irrelevant. But situations within the classroom do occasionally occur that lead us to seek out advice in order to maintain the learning environment for students not to mention our personal sanity.<sup>20</sup>

From the quotation above so, classroom management is a term used by [teachers](#) to describe the process of ensuring that classroom [lessons](#) run smoothly despite [disruptive behavior](#) by [students](#). The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. Typical classroom management topics are listed in faculty handbooks to reflect pragmatic concerns such as policies on classroom breaks, absences and drops, disruptive and dangerous students, emergency procedures including weapons and drugs in the classroom. A rule of thumb for faculty is to keep

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<sup>20</sup>McKeachie, W. J., & Svinicki, M. 2006, *McKeachie's teaching tips: Strategies, Research, and Theory for College and University Teachers*, P. 6

current on policies regarding student and faculty interactions as well as the role of teaching assistants, if have one.

#### **D. Learning Environment Features**

Learning Environment Features is a different way of guiding children. It is about guiding children's behaviour by paying attention to their emotional and psychological needs. It aims to help children take responsibility for making good decisions and understand why those decisions were in their best interests. Learning Environment Features helps children learn self-discipline without fear. It involves giving children clear guidelines for what behaviour is acceptable and then supporting them as they learn to abide by these guidelines.

When necessary, Learning Environment Features includes nonviolent consequences for poor behavior. It uses consequences that replace the experience of humiliation with the following: Considering the effects of one's behavior, Identifying alternative and preferred behaviors, Demonstrating understanding of why a preferred behavior is important, Making amends for harm done to others or the environment<sup>21</sup>

This approach may require students to engage in writing essays, making apologies or performing chores in the classroom—any activities that make them stop, think and demonstrate their intention to act differently in the future.

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<sup>21</sup>DipakNaker and Deborah Sekitoleko, Learning Environment Features:Creating A Good School Without Corporal Punishment, 2009, ISBN: 978-9970-893-10-2, p.

Learning Environment Features does not reward children for poor behaviour. It provides children with an opportunity to grow as individuals by understanding their mistakes and appreciating how appropriate behaviour can bring them positive experiences and opportunities.

A Learning Environment Features approach is child-centric, placing at the heart of every interaction the best interests of the child. *Central to this approach is the relationship between teacher and child—its tone, its nature and the compassion and respect within it.* Teachers create these relationships based on basic knowledge of children's developmental needs and frame their responses to children with the aim of helping them learn and grow.<sup>22</sup>

Learning Environment Features depends on the teacher's role as mentor and guide. It involves providing positive reinforcement for good choices as well as consequences for poor choices. A Learning Environment Features approach rejects the use of violence as a tool for teaching. It's about making a long-term investment in a child's development, rather than grasping for immediate compliance.

## **E. Providing a Positive Learning Environment**

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<sup>22</sup>Ibid.

Classroom environments have climates as do regions and locations. This variation of physical and emotional ambience is found in classrooms as well. The classroom is often a direct reflection of the teacher who has physically set it up and expressively established the ambience of it. The teacher's attitudes, emotions, and educational pedagogy affect the way he/she physically arranges the room, and these things also affect how the teacher establishes the classroom procedures and routines. This in turn affects how students, parents, and others feel as they walk into a classroom.

**a. The Emotional and Physical Environments**

One of the most important aspects a teacher can foster for a positive classroom environment is the overall attitude. Remember that even an unmovable bureaucracy, an unsupportive parent, or a belligerent student does not have to affect Teachers' feelings or make teacher angry unless teacher allow them to. Teacher owe it to The students and teacher to remain calm and in charge of teachers' emotions. It is possible and very important for teacher to maintain a collegial, enthusiastic, and positive learning environment. Teachers' effort will have great benefits; if teacher give The students a more positive attitude and higher expectations, they will be able to give teacher back more than teacher expected from them<sup>23</sup>. This produces a much lower level of personal stress and, at the end of the day, teacher are happier and more productive. It makes sense to learn how to meet the common

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<sup>23</sup>Jim Walters, and Shelly Frei, *Managing Classroom Behavior and Discipline*, Huntington Beach: shelleducation, p. 34

frustrations and disappointments that can be commonly met in a classroom in a constructive way.

Everyone likes to end the day feeling good about themselves and their work environments, but few jobs allow teacher to create a physical atmosphere to fit teachers' personality. Teaching definitely qualifies as one of those positions. Teachers can usually choose the colors displayed, the words posted, the amount of clutter that might contribute to student distractions, the visuals, the type of student work shown, and the amount of used wall space. Teachers can choose to post motivational phrases, inspirational photographs, and encouraging displays of student academic progress. Teachers choose the formation of the desks, which directly affects the types of activities allowed in the classroom.<sup>24</sup>

**b. Connecting the Constructed Environment to Instructional Lessons**

In both the physical and emotional realms, the most important goal is to direct and inspire student learning. Such adjustments include consideration of the affective environment when students enter and spend the day or period in the classroom; the physical setup that determines how students move through the room with materials and during activities; the overall management system that facilitates student knowledge of rules, expectations, and consequences; and, most importantly, well-planned instructional time that allows students to learn the necessary curriculum topics.

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<sup>24</sup>Ibid.

- 1) Think about how individual of students best learn. Remember past lessons that have worked well and why they did. Set up Teachers' classroom in a way that will facilitate the types of activities that are most motivating for student progress.
- 2) Use more than one strategy when teaching each lesson. Ideally, teacher will be giving class a lesson in which they hear, see, and manipulate to better understand what teacher want them to learn. Create physical space for the movement, from direct classroom lecturing, to group-oriented cooperative or centers activities, to room for quiet independent work.
- 3) Remember to address the particular needs of students who have special needs or IEPs
- 4) Prepare students to make smooth transitions and rehearse transitions so they are all under 30 seconds. At the beginning of the year and after a big break, the students will need many opportunities to practice.
- 5) Establish and practice the signals. Students need practice responding to the signals during independent work, group work, and whole-class activities.
- 6) Conduct lessons at a brisk pace and provide continuous tasks on which students can focus. Reflect on unnecessary time, such as preparation for the end of a class period or recess time. Often, students are given too much time and then problems can occur.
- 7) Check constantly for student understanding. Plan for the ways in which the lesson can be adjusted as the needs of the students change.

- 8) Vary the types and levels of questions teacher use. It is a great idea to plan various questions at different levels of thinking. Consider skill ability and, if necessary, levels of language acquisition if teacher have English language learners in Teachers' class. Have a plan, such as color-coded popsicle sticks that help teacher quickly direct the right kind of question toward the proper level of student.
- 9) Keep The students actively involved. There should be plenty of time for students to participate in all four domains reading activities, writing activities, speaking activities, and listening activities throughout Teachers' planned lessons.<sup>25</sup>

**c. How to Help Children Feel Good About Themselves**

A classroom with a positive learning environment will hopefully include children who feel confident about their abilities and efforts in their learning journeys. In order for people to perceive themselves as able to cope with life's changing demands and to achieve what they need and want to in life, they need to develop the sense that they can reach their personal goals.<sup>26</sup> This process strongly relates to the development of a child's self-esteem. Children often judge themselves by the way they think the important people in their lives feel about them. Many times, these "important people" are the peers around them. This becomes increasingly true as students grow older. These peers are also caught up in their own processes of identifying themselves, making them less

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<sup>25</sup>Ibid., p. 35-36

<sup>26</sup>Walz, G. R. 1991 *Counseling to enhance self-esteem*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services.(ERIC Document Reproduction Service No. ED328827)

willing to build up the self-esteem of others around them. Therefore, parents and teachers must do all they can to help children feel that they are unique and special. Teachers spend a very large portion of the day with students, making them significant people in their lives. When important people intentionally use kind words and actions, they increase the probability of receiving positive behaviors in return.<sup>27</sup>

It is imperative that teachers start the school year by treating everyone inside and outside of the classroom with equal respect. Self-esteem will be most evident in classrooms where students receive the right kind of positive meaningful feedback in the form of appreciation, not empty praise. One of the best ways to help a child develop healthy self-esteem is to find and emphasize his/her strengths. This process requires moving beyond activities that merely encourage narcissism, e.g., students simply listing positive things about themselves, into activities that provide curiosity to genuinely explore themselves and others around them.<sup>28</sup> Students generally do not need to hear about their weaknesses, as they are normally already aware of them, but teachers can encourage exploration into how they can further effectively strengthen weak areas. Students should have the chance to utilize and apply criteria for evaluating their own work, thus strengthening their own self-

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<sup>27</sup>Wong, H. K., & Wong, R. T. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications.

<sup>28</sup>Katz, L. G. 1993. *Self-esteem and narcissism: Implications for practice*. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED358973)

esteem<sup>29</sup>The issue of self-esteem can be even more complicated for students in the classroom who are English language learners. These students are struggling with learning English, learning the academic content, and sometimes dealing with a large mismatch of the culture they are learning and the culture they return home to each night. Because of the cultural mismatch, their parents may not understand the procedures and activities at school either. These are added pressures on these students. The school and the teacher can considerably help these students.

Teachers should encourage children in areas of both strengths and weaknesses and find ways to recognize each child as special. They should avoid the natural tendency to compare one child with another. In order to encourage the students, teachers often have to stop and listen. As a teacher, practice active listening, in which teacher repeat what students have said to teacher and then speculate and recap how certain situations might make them feel. This will help teacher to better understand their points of view. When teachers have the time, invite students to express all their feelings appropriately.

There will be many times when teachers have to redirect students. It is important to separate the incorrect behaviors that lead to mistakes from a student's actual identity of being a good or bad person. Use words that redirect the student's behavior, not words that evaluate his/her actual identity. A child's natural tendency will be to internalize any criticism. It is very important to

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<sup>29</sup>Ibid

give children tools that they can use to avoid making the same mistakes in the future. Teach them to discover acceptable ways to behave in areas where they are having difficulty. In these ways, educators can emphasize to students the expectation that they are people who can manage life's realities and demands and that they are worthy of happiness<sup>30</sup>

**d. Consider the Affective Filter**

As every teacher knows, students often enter a classroom with a multitude of problems that can get in the way of learning. Sometimes, they have already been criticized that day by parents, other teachers, friends, or other students. They may also be experiencing anxiety about something going on at home, a situation with the peer group, a future test in another class, or other concerns. English language learners or students with special needs enter Teachers' classroom with even more concerns as they prepare to try to understand the day's lessons and the fear of being misunderstood, becoming frustrated, or keeping up with the pace and materials of the class. All of these issues can cause the student's affective filter, which is best envisioned as an invisible screen that rises when stressful or emotional situations occur, to come up so that all learning will be blocked for that time period.

Some teachers continue using teaching that is more aggressive practices, such as calling on a student and then asking a question. The reason this can raise an affective filter is that the student gets nervous about being able to answer a question before he/she even hears what it is. Lack of sufficient wait

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<sup>30</sup>Walz, Op.Cit., p. 135

time or lack of time to process and practice rehearsing learned information with peers can also cause the affective filter to rise.<sup>31</sup>

The teacher should plan strategies that do not result in anxiety. Rather than the typical practice of calling a name, asking a question, and expecting the answer, a few more successful strategies when asking questions are: allow sufficient think time; allocate time for sorting notes or cards related to the questions beforehand; or permit partners to think of the answer together before calling on students to answer the questions. Teachers lower the affective filter when they plan various activities to help the students dissect difficult material in the text-book. Teachers should offer procedures for students to seek help during activities. When the learning environment is structured, instruction is scaffolded, and there are opportunities for students to experience success, then student frustration can be alleviated). These are all ways that teachers can lower the affective filter and increase a student's ability to learn the planned content for that day.

**e. What Are Teachers' Expectations?**

Before teacher can create a positive experience in classroom, teacher must plan how teacher will provide clear expectations for The students. It is important to continually restate expectations in an ongoing basis. When telling students what is desired, positive statements have a more powerful influence than negative ones. "Teacher 'll never pass this test if teacher don't study!" Also, allowing students to share in the decision-making process behind

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<sup>31</sup>Jim Walters, and Shelly Frei,., op. Cit., p. 42

classroom processes can allow them to feel positive about expressing their voices as they help in the direction of their learning processes. Expectations should be expressed clearly to students about the classroom procedures, the day's lesson's task activities, the lesson-learning objectives and goals, and the expected outcomes from each day's lessons.

Role play is a powerful way to demonstrate expected behaviors for lesson activities and learning goals. Once teacher have had some fun acting out a skill, practice it repeatedly. Rather than being wasted time, consider it an investment for the rest of the school year. Teacher will get student buy-in if they think of it as a game rather than a chore. When planning for a lesson activity, sometimes a "fish bowl" process can be effective, wherein a small group of students volunteer to practice in front of the whole group, and then the class discusses which actions were appropriate and which actions could have been improved. As the teacher strives for a positive learning environment and teaches the rules and procedures that will facilitate that in daily instructional activities, he/she also needs to decide beforehand which behavioral issues will be dealt with immediately and which are minor and can be ignored, or at least delayed during instructional time.<sup>32</sup>

Establishing a positive learning environment includes an entire spectrum of teacher actions and expectations. A teacher's smile and the way the teacher greets students entering the classroom can guide students toward the academic means desired, just as the actual setup of the classroom and a well-planned

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<sup>32</sup>Ibid., p. 43

lesson can facilitate a student's ability to learn the day's lesson objectives. Teacher demonstrates some alternative actions for creating a positive learning environment. They are positive approaches for encouraging and motivating students toward success in their content learning. Teachers can look at each tip and reflect on how their classrooms rate.<sup>33</sup>

**f. How Do Teacher Create a Peaceful Classroom?**

The concept of a peaceful classroom should be desired by every teacher. The connotation of the word *peace* brings up images of happiness and an absence of strife and problems. "A peaceable classroom or school results when the values and skills of cooperation, communication, tolerance, positive emotional expression, and conflict resolution are taught and supported throughout the culture of the school"<sup>34</sup>. This section will explore some of the practical strategies a teacher can employ in order to reach these goals.

**g. Show Interest in The students**

First, consider how teacher greetThe students when they enter Teachers' class. Students look to the teacher's facial expressions and first words to let them know if they should feel invited into the classroom or whether they should feel that they are not welcome.<sup>35</sup> Furthermore, if teacher are truly interested in having a peaceful classroom, teacher have to involve The

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<sup>33</sup>Ibid., p. 43

<sup>34</sup>Girard, K. L. (1995). *Preparing teachers for conflict resolution in the schools*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.(ERIC Document Reproton Service No. ED387456), p. 1.

<sup>35</sup>Wong & Wong, Loc.Cit

students so that they feel like the peaceful outcome is something that they had a part in creating themselves.

Start by showing interest in them. Spend about one minute listening to them before teacher begin the class proceedings. Set aside a few minutes at the end of the day or class period for them to talk to teacher and share what's happening in their lives. Ask questions about their different cultures and allow for student expression as they contribute to individual and group assignments and projects. Students don't generally mind sharing their differences if teacher have created a climate of fairness and respect. Teachers need to ask sensitive questions, listen carefully to the responses, and be intentionally thought-ful as they evaluate student work, especially when this work is directly related to students' writing and talking about their own interests and experiences

#### **h. Clearly Communicate What Teacher Want and Expect**

Teachers' as fairly and consistently as possible. Remember that sometimes the planned rules won't work. Teachers need to excel in the areas of adaptability and flexibility. They need to be constantly analyzing, reflecting on their practices, assessing the effects of their teaching, and finally refining and improving their instructional strategies in order to continuously evaluate how students are thinking and understanding in their classes. There may be circumstances beyond the teacher's (or the student's) control that make it very difficult to follow the everyday rules. Working with students of all ages means the teacher will have to be flexible much of the time.<sup>36</sup>

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<sup>36</sup>Jim Walters, and Shelly Frei,., op. Cit., p.46

**i. Be Objective, Not Judgmental**

Teachers will have more success with achieving peaceful management outcomes when they learn to be objective rather than judgmental. Whenever possible, look at a situation from the student's perspective. Sometimes, teacher may miss the most obvious cause of student behaviors, frustrations, or reactions if teacher jump to a fast conclusion. Teachers should take the time to understand before enforcing heavy consequences. If the time cannot be taken right away to do so, it may be appropriate to tell the student teacher want to revisit the situation later privately before discussing the consequence.<sup>37</sup>

**j. Let Them See That Teacher Are Human**

The teacher can be a powerful ally in learning this life skill. The teacher can model how to reflect on work and identify a mistake made. Sometimes the mistake is obvious, but other times it is a matter of reflecting on how a better choice could have been made. The teacher needs to model how to graciously accept imperfection. The students need to see various methods for correcting mistakes, such as apologizing, doing the extra work to redo an activity, and making a plan not to make the same mistakes in the future. A great content area to demonstrate these skills is writing. Using samples of Teachers' own writing, model the thinking process behind improving writing when teacher

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<sup>37</sup>Ibid., p. 46

know a mistake has been made or when Teachers' best work is not represented in the finished product.<sup>38</sup>

**k. Spend a Lot of Time Among The students**

Not only does a teacher's desk provide a barrier between students and the teacher, it can send the message that the teacher does not take an active interest in how students are processing the learning of content if the teacher is constantly seated at his/her desk during all instructional time. The most effective teachers spend a lot of time among the students while learning is taking place. While presenting information, the teacher can walk around to check that students are taking the right notes and recording the most important things. During independent work, the teacher monitors progress. During group activities, the teacher monitors tasks. The teacher is actively encouraging, directing, and adjusting the lesson according to how the students are working. In these efforts, the teacher is actively pursuing peaceful management and flow through activities in the classroom.<sup>39</sup>

**l. Work to Get Buy-In From the Students**

Teachers are constantly pressured to meet the rising demands of content standards and pacing charts. Therefore, they are often tempted to rush through their content in the attempt to reach all of the goals. When students are confused or do not understand, the teacher may not even be aware of it until final assessments are made. "Students engage in learning when they

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<sup>38</sup>Ibid., p. 47

<sup>39</sup>Ibid., p. 48

recognize a connection between what they know and the learning experience”

During lessons, teachers can preplan opportunities to give the students as much choice as possible. When they are finished with a task, the teacher can provide avenues to plan what they will work on next. When possible, the teacher can put a list of activities on the board so that the students know what’s expected for the day. Another way to create this buy-in experience is to give students a purpose for everything they will be learning. When a teacher actively pursues positive results regarding student success, odds increase that this will be the result.<sup>40</sup>

| No | Steps   | Description  |
|----|---|--|
| 1. | The Emotional and Physical Environments                         | <ul style="list-style-type: none"> <li>- Teacher maintain and control and emotional.</li> <li>- teacher to maintain a collegial, enthusiastic, and positive learning environment</li> <li>- Teachers had more positive attitude and higher expectations, they will be able to give teacher back more than teacher expected from them</li> <li>- Teacher are happier and more productive. It makes sense to learn how to meet the common frustrations and disappointments that can be commonly met in a classroom in a constructive way.</li> </ul> |
| 2. | Connecting the Constructed Environment to Instructional Lessons | <ul style="list-style-type: none"> <li>- Teachers facilitate the types of activities that are most motivating for student progress.</li> <li>- Use more than one strategy when teaching each lesson.</li> <li>- teacher will be giving student’ class a lesson in which they hear, see, and manipulate to better understand what teacher want them to learn.</li> <li>- Create physical space for the movement, from direct classroom lecturing, to group-oriented cooperative or centers activities, to room for</li> </ul>                       |

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<sup>40</sup>Ibid., p. 49

|    |   |  |
|----|---|--|
|    |   | <p>quiet independent work</p> <ul style="list-style-type: none"> <li>- Prepare Teacher and students to make smooth transitions and rehearse transitions so they are all under 30 seconds, the students will need ample opportunities to practice.</li> <li>- Establish and practice independent work, group work, and whole-class activities</li> <li>- Conduct lessons at a brisk pace and provide continuous tasks on which students can focus. Reflect on unnecessary time, such as preparation for the end of a class period or recess time</li> <li>- Check constantly for student understanding.</li> <li>- Vary the types and levels of questions teacher use.</li> <li>- Keep students actively involved to participate in all four domains reading activities, writing activities, speaking activities, and listening activities throughout Teachers' planned lessons.</li> </ul> |
| 3. | How to Help Children Feel Good About Themselves | <ul style="list-style-type: none"> <li>- Teachers spend a very large portion of the day with students,</li> <li>- Students should have the chance to utilize and apply criteria for evaluating their own work, thus strengthening their own self-esteem The issue of self-esteem can be even more complicated for students in the classroom who are English language learners.</li> <li>- The school and the teacher can considerably help these students.</li> <li>- Teachers should encourage children in areas of both strengths and weaknesses and find ways to recognize each child as special.</li> <li>- teachers often have to stop anlisten. As a teacher, practice active listening,</li> <li>- Teach them to discover acceptable ways to behave in areas where they are having difficulty</li> </ul>  |
| 4. | Consider the Affective Filter                   | <ul style="list-style-type: none"> <li>- teachers continue using more aggressive teaching practices, such as calling on a student and then asking a question</li> <li>- teacher should plan strategies that do not result in anxiety</li> <li>- Teachers lower the affective filter when they plan various activities to help the students dissect difficult material in the text-book.</li> </ul>   |

|     |  |  |
|-----|--|--|
|     |  | Teachers should offer procedures for students to seek help during activities   |
| 5.  | What Are Teachers' Expectations?                 | <ul style="list-style-type: none"> <li>- teacher must plan how teacher will provide clear expectations for their students</li> <li>- teacher's smile and the way the teacher greets students entering the classroom can guide students toward the academic means desired,</li> <li>- the classroom and a well-planned lesson can facilitate a student's ability to learn the day's lesson objectives.</li> <li>- Teacher demonstrates some alternative actions for creating a positive learning environment</li> </ul> |
| 6.  | How Do Teacher Create a Peaceful Classroom?      | - Teacher build cooperation, communication, tolerance, positive emotional expression, and conflict resolution are taught and supported throughout the culture of the school" <sup>41</sup> . This section will explore some of the practical strategies a teacher can employ in order to reach these goals.  |
| 7.  | how Interest their students                      | <ul style="list-style-type: none"> <li>- teacher have to involve students so that they feel like the peaceful outcome is something that they had a part in creating themselves</li> <li>- teacher have created a climate of fairness and respect. Teachers need to ask sensitive questions, listen carefully to the responses, and be intentionally thought-ful as they evaluate student work,</li> </ul>  |
| 8.  | Clearly Communicate What Teacher Want and Expect | - Teachers need to excel in the areas of adaptability and flexibility. They need to be constantly analyzing, reflecting on their practices, assessing the effects of their teaching, and finally refining and improving their instructional strategies   |
| 9.  | Be Objective, Not Judgmental                     | - teacher may miss the most obvious cause of student behaviors, frustrations, or reactions if teacher jump to a fast conclusion. Teachers should take the time to understand before enforcing heavy consequences.  |
| 10. | Let Them See That Teacher Are Human              | <ul style="list-style-type: none"> <li>- The teacher can model how to reflect on work and identify a mistake made.</li> <li>- The teacher needs to model how to graciously</li> </ul>  |

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<sup>41</sup>Girard, K. L. (1995). *Preparing teachers for conflict resolution in the schools*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.(ERIC Document Reproduction Service No. ED387456), p. 1.

|     |  |  |
|-----|--|--|
|     |  | <p>accept imperfection.</p> <ul style="list-style-type: none"> <li>- The students need to see various methods for correcting mistakes, such as apologizing, doing the extra work to redo an activity, and making a plan not to make the same mistakes in the future.</li> </ul>  |
| 11. | Spend a Lot of Time Among The students | <ul style="list-style-type: none"> <li>- During independent work, the teacher monitors progress. During group activities, the teacher monitors tasks. The teacher is actively encouraging, directing, and adjusting the lesson according to how the students are working. In these efforts, the teacher is actively pursuing peaceful management and flow through activities in the classroom</li> </ul> |
| 12. | Work to Get Buy-In From the Students   | <ul style="list-style-type: none"> <li>- During lessons, teachers can preplan opportunities to give the students as much choice as possible. When they are finished with a task, the teacher can provide avenues to plan what they will work on next. When possible, the teacher can put a list of activities on the board so that the students know what's expected for the day.</li> </ul>             |

### A. Review Of Related Finding

DedeSumiati, 2013, An Analysis Of Motivating Classroom Activities In Learning At English Study Program In STAIN Curup". Classroom activities involved the active learning like the method were used in learning process on the mastering the skills. The important in classroom activities was the handle of the learning process and bring the students on active learning. **The problem in this research was** the motivating classroom activities in learning English in English study program in STAIN Curup and The students reason for preferring the activities. This research was concluded in the form of quantitative method.this research just take 10% is 29 students. Techniques of

collecting data by using interview and questionnaire. Techniques of analysis data used percentage formula. Based on finding showed that **From the finding there are** In whole class involvement has three types and it will be described:

1), questioning techniques where there is **11 or 1,98% in strongly agree and 7 or 12,06% on agree category** 2) **In Whole Class Involvement there are 13 students or 22,41% in strongly agree and in agree category there are 5 students or 8,62%.** 3) **Reading and Writing Exercise 10 or 17,24% students on strongly agree, on agree category there is 1 students or 1,72%.** 4) **in Small Group so there 3 students or 15,17% on strongly agree and 8 students or 13,79% agree.** The reason by probing question will get clarification to make certainly there is 7 or 13,72% students motivating this reason in strongly and 10 or 19,60% on agree motivating the probing question.

Reason for preferring leading question is no 1: this techniques can change students way in someone's thinking power there is 3 or 11,53 students on strongly agree for this reason and 5 or 19,23 % in agree statement for this reason, No 2: this technique is interest because it make us get new knowledge there is 5 or 19,23% students on agree statement. No 3: this techniques can shift form of thinking there 3 or 11,53% in strongly agree for this reason then in agree statement there is 6 or 23,07%. **The reason for choosing classroom assessment technique first: I like this technique because each of process there is score there is 10 or 30,30% students in strongly agree and 1 or 3,03% in agree statement. Second: it can improve students' ability in**

**writing there is 9 or 27,27% in strongly agree and 2 or 6,06% in agree statement,**

**Third; it will motivated me because it give advantages for students mainly in scoring. <sup>42</sup>**

**This research concluded on classroom management aspect which covered the classroom activities by students interesting for learning. The similarities of this study are on classroom management style in learning process. Then differentials of displaying on quantitative way. Then, this about the providing positive learning environment, it focus on the teacher strategies in created classroom learning which dominant between behaviors of learning environment. It displayed on qualitative research which the data getting from the interview and observation.**

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<sup>42</sup>DedeSumiati, 2013, An Analysis Of Motivating Classroom Activities In Learning At English Study Program In STAIN Curup”

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Type of Research

The type of research in this study was a descriptive qualitative study, which focuses on the analysis of textual data. This research used qualitative research was caused the problem ` not clear yet, complexes, and dynamics, the researcher will analyze after the data was collected in the form of the result interview guidance. Qualitative research was concerned with developing explanations of social phenomena.<sup>43</sup> According to Subana, descriptive research method as explain the data on the fact, condition, and the phenomenon on the field research and it report the data in realized.<sup>44</sup> This research would include the quotation or the result of interview from the interviewer (English teacher) to show the types and teachers' way for providing positive classroom environment at Smpit Rabbi Radhiya.

#### B. Pre Observation

Pre Observation is the first observation result before researcher did study or research. The grand tour is a result for supporting the phenomenon in the research. It was following :

**Table 1**

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<sup>43</sup> Hancock, Beverley. *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research*. Trent Focus Group. Retrieved in QResearch.

<sup>44</sup> M. Subana. *Dasar-Dasar Penelitian Ilmiah*, (Bandung : Puska Setia. 2000), p.89

### Pre Observation Result

| No | Indicators of Positive Learning   | Category |    |
|----|---|----------|----|
|    |   | Yes      | No |
| 1  | Teacher focus from controlling problems to building strengths or providing positive learning environment          | √        |    |
| 2  | Teacher possess a fundamental need to belong. We are social beings that need the company and attention of others. | √        |    |
| 3  | Teacher provides the opportunity to achieve, a student learns that they have talent.                              | √        |    |
| 4  | Mastery is more than mere intelligence as tested in standardized tests.   | √        |    |
| 5  | The testing regime in a school only confirms to students how dumb they think they are.                            | √        |    |
| 6  | giving opportunities to develop problem-solving abilities and demonstrate their level of creativity and talent.   | √        |    |
| 7  | Developing competence and have the chance to realize that they have talent.                                       | √        |    |
| 8  | Teacher control their lives and influence events  |          | √  |
| 9  | Adolescents risk-take and push the limits of adult control  |          | √  |
| 10 | Confronting to establish roles or positions of responsibility that assist the student in developing autonomy.     | √        |    |
| 11 | Teacher exposed to the feedback that they are valued and esteemed   | √        |    |

The result of grand tour were following: 1) Teacher focus from controlling problems to building strengths or providing positive learning environment. 2) Teacher possess a fundamental need to belong. We are social beings that need the company and attention of others. 3) Teacher provides the opportunity to achieve, a student learns that they have talent. 3) Mastery is more than mere intelligence as tested in standardized tests.

4) The testing regime in a school only confirms to students how dumb they think they are. 5) giving opportunities to develop problem-solving abilities and demonstrate their level of creativity and talent. 6) Developing competence and have the chance to realize that they have talent. 7) Confronting to establish roles or positions of responsibility that assist the student in developing autonomy. 8) Teacher exposed to the feedback that they are valued and esteemed

### C. Subject of the research

According to Idrus, Muhammad subjectis someone or something that hits the wish obtained information.<sup>45</sup> Then, according Suharsimi Arikunto provides limits of research subjects as objects, thing or person where the data for the variables inherent research, and question.<sup>46</sup> The conclusion of both above subject is an individual in research, they used as a source of information that the collection of research data. This research, researcher choose purposive sampling for determining subject of the research.

According to Arikunto, purposive sampling is choosing sampling by the consideration.<sup>47</sup> Therefore, in this research, there are 2 of English teachers at SMPIT Rabbi Radhiyya. They choose because based on the pre observation from several of English teachers can be categorized as an effective teacher, and have good competences in teaching English and Positive learning.

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<sup>45</sup>Idrus, Muhammad, 2009, *Metode Penelitian Ilmu Sosial*, Yogyakarta: Erlangga, p. 30

<sup>46</sup>Arikunto, Suharsimi, 2012. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumiaksara, p.67

<sup>47</sup>*Ibid.*, p. 112

## **D. Data Collecting Technique**

The data are the power of a research, so they are needed in a research. There are no researches without collecting for the data. To collect the data in this research, the researcher will be use two strategies for collecting data, as follows:

### **1. Observation**

Observation was technique for collecting data by analyze the note, documents. The observation used for getting about the location of the field. Using observation could find the problem in the field or place that would be researched. In this research, researcher used direct observation; direct observation means the observing on directly from the first process until the end by observer or researcher. In spite of, researcher used unparticipant observation type.<sup>48</sup> The purpose of observation is to explain the situation that will be studied, activities in that area and the relation between the situation and the activities. In this type researcher was not as participant but as a a watcher of activities at classroom . In this way, direct marked the students speaking actively in classroom the types and teachers' way for providing positive classroom environment at SMPIT Robi Rodiyah.

### **2. Interview**

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<sup>48</sup>Bambang, Setiyadi Ag. *Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif Dan Kualitatif)*, (Yogyakarta: Graha Ilmu, 2006). p 240

Interview was a dialogue which done by interviewer to get information from interviewee.<sup>49</sup> Sugiono said: “An interview is used as technique for collecting the data as the early study to find the problem that should be studied, and the interview can be used if the researcher wants to know small respondent information deeply.”<sup>50</sup>In addition, the interview is done also depend on the the types and teachers’ way for providing positive classroom environment at SMPIT Rabbi Radhiyya.

In this research used semi structure type. According to Catherine Dawson Structure interview is fixed format interview in which all questions are prepared beforehand and are put in the same order to each interviewed.It provides the precision and reliability required in certain situations.The interviewer asks respondent a series of questions and ticks boxes with respondent response.<sup>51</sup>In this research, English teacher are interviewed for getting more information about the types and teachers’ way for providing positive classroom environment .

## **E. Instrument of the research**

### 1. Checklist observation

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<sup>49</sup> . Riduan, M.B.A,*Dasar-dasarStatistik*,(Bandung: Alfabeta, 2003), p. 89

<sup>50</sup>Nasution. S. *MetodePenelitianNaturalistikKualitatif*. (Bandung : Tarsito, 2003), p.115

<sup>51</sup>Catherine Dawson, *Practical Research Methods*,(United Kingdom: Oxford OX4 1RE, 2002), p. 22

Checklist observation was the observer's notes of what he had seen, heard, experienced, and thought about during an observation session. The researcher wrote down or notes the entire the the types and teachers' way for providing positive classroom environment at SMPIT Rabbi Radhiyya.

The researcher just wrote check (√) that balance in each subject that was observed. It adopted Elizabeth F Barkley Jim Walters, and Shelly Frei's theories. The checklist would be given when observer get the indicators in strategies for promoting active learning. Where in section have some strategies, each of strategies have some indicators. In the interview table there four version. For example: in variable, variable cover the research question. The strategies covered the types of strategies provided. From some strategies have some indicator which can applied on the item of the research. Then the next column consist of the implementation of the indicators of strategies provided. When some indicators have criteria in implementation observer give checklist on the coulomb "yes category" but if it is not implemented observer would give checklist code in "no category". The last, field note was probably even when the observing taken place. However, before that researcher had design the schedule of checklist observation as following:

**Table 2**

**CHECKLIST OBSERVATION**

| No  | Indicators                                | Sub indicators                              | Description   | Category |    |
|-----|---|---|---|----------|----|
|     |   |   |   | Yes      | No |
| 13. | Providing a Positive Learning Environment | Form of Physical Environments               | <ul style="list-style-type: none"> <li>- Teacher maintain and control and emotional.</li> <li>- teacher to maintain a collegial, enthusiastic, and positive learning environment</li> <li>- Teachers had more positive attitude and higher expectations, they will be able to give teacher back more than teacher expected from them</li> <li>- Teacher are happier and more productive. It makes sense to learn how to meet the common frustrations and disappointments that can be commonly met in a classroom in a constructive way.</li> </ul>  |          |    |
| 14. | The Emotional and Physical Environments   | Helping Children Feel Good about Themselves | <ul style="list-style-type: none"> <li>- Teachers facilitate the types of activities that are most motivating for student progress.</li> <li>- teacher will be giving student' class a lesson in which they hear, see, and manipulate to better understand what teacher want them to learn.</li> <li>- Teacher Create physical space for the movement, from direct classroom lecturing, to group-oriented cooperative or centers activities, to room for quiet independent work</li> <li>- Teacher establishes and practice independent work, group work, and whole-class activities</li> <li>- Teacher conducts lessons at a brisk pace and provide continuous tasks on which students can focus. Reflect on unnecessary time, such as preparation for the end of a class period or recess time</li> <li>- Teacher check constantly for</li> </ul> |          |    |

|     |   |                                 |  |  |  |
|-----|---|---------------------------------|--|--|--|
|     |   |                                 | <p>student understanding.</p> <ul style="list-style-type: none"> <li>- Teacher keeps students actively involved to participate in all four domains reading activities, writing activities, speaking activities, and listening activities throughout Teachers' planned lessons.</li> </ul>  |  |  |
| 15. | How to Help Children Feel Good About Themselves | Helping students                | <ul style="list-style-type: none"> <li>- Teachers spend a very large portion of the day with students,</li> <li>- Students should have the chance to utilize and apply criteria for evaluating their own work</li> <li>- Teachers should encourage children in areas of both strengths and weaknesses and find ways to recognize each child as special.</li> <li>- Teacher practices active listening</li> </ul> |  |  |
| 16. | Consider the Affective Filter                   | Consider the Affective learning | <ul style="list-style-type: none"> <li>- Teachers continue using more aggressive teaching practices, such as calling on a student and then asking a question</li> <li>- Teacher should plan strategies that do not result in anxiety</li> <li>- Teachers lower the affective filter when they plan various activities</li> </ul>   |  |  |
| 17. | What Are Teachers' Expectations?                | Teacher expectation             | <ul style="list-style-type: none"> <li>- Teacher must plan how teacher will provide clear expectations for their students</li> <li>- teacher's smile and the way the teacher greets students entering the classroom can guide students toward the academic means desired</li> <li>- Teacher demonstrates some alternative actions for creating a positive learning environment</li> </ul>                        |  |  |
| 18. | How Do Teacher Create a Peaceful Classroom?     | Creating Peaceful Classroom at  | <ul style="list-style-type: none"> <li>- Teacher build cooperation, communication, tolerance, positive emotional expression, and conflict resolution are taught and supported throughout the culture of the school</li> </ul>  |  |  |

|     |  |   |   |  |  |
|-----|--|---|---|--|--|
| 19. | how Interest their students                      | Interest the students                       | <ul style="list-style-type: none"> <li>- Teacher have to involve students so that they feel like the peaceful outcome is something that they had a part in creating themselves</li> <li>- Teacher have created a climate of fairness and respect. Teachers need to ask sensitive questions, listen carefully to the responses, and be intentionally thoughtful as they evaluate student work,</li> </ul>              |  |  |
| 20. | Clearly Communicate What Teacher Want and Expect | Clearly Communicate Teacher and Expectation | <ul style="list-style-type: none"> <li>- Teachers need to excel in the areas of adaptability and flexibility.</li> </ul>  |  |  |
| 21. | Be Objective, Not Judgmental                     | Be Objective, Not Judgmental                | <ul style="list-style-type: none"> <li>- Teacher may miss the most obvious cause of student behaviors, frustrations, or reactions if teacher jump to a fast conclusion. Teachers should take the time to understand before enforcing heavy consequences.</li> </ul>   |  |  |
| 22. | Let Them See That Teacher Are Human              | Let Them See That Teacher Are Human         | <ul style="list-style-type: none"> <li>- The teacher can model how to reflect on work and identify a mistake made.</li> <li>- The teacher needs to model how to graciously accept imperfection.</li> <li>- The students need to see various methods for correcting mistakes, such as apologizing, doing the extra work to redo an activity, and making a plan not to make the same mistakes in the future.</li> </ul> |  |  |
| 23. | Spend a Lot of Time Among The students           | Spend a Lot of Time among The students      | <ul style="list-style-type: none"> <li>- Teacher monitors progress. During group activities, the teacher monitors tasks.</li> <li>- The teacher is actively encouraging, directing, and adjusting the les-son according to how the students are working. In these efforts,</li> <li>- the teacher is actively pursuing peaceful management and flow through activities in the classroom</li> </ul>                    |  |  |

|     |                                      |                                      |   |  |  |
|-----|--------------------------------------|--------------------------------------|---|--|--|
| 24. | Work to Get Buy-In From the Students | Work to Get Buy-In From the Students | - Teachers can prepare opportunities to give the students as much choice as possible. |  |  |
|-----|--------------------------------------|--------------------------------------|---|--|--|

## 2. Interview Guidelines

The researcher might had interview guidance to indicate what questions were asked, in what order and how much additional prompting or probably was permitted.<sup>52</sup> Used an interview guide consisting skill several questions about the types and teachers' way for providing positive classroom environment at SMPIT Robi Rodiyah

It adopted the Jim Walters, and Shelly Frei's theories. The researcher designed the interview items, where in blueprint based on the main theory. After constructing the blueprint and the written interview. Interview would be validated by professional judgment. The researcher chose the other lecturer at IAINCurup teacher as validator. The researcher gave interview to her to get the comment and feedbacks about the interview which had been made. First revision was to evaluate interview whether there were an interview or some points that should be revised. The researcher would revise the interview based on the suggestions of lecturer has qualification. Additionally, The designing of question form and after constructing the blueprint and the written interview. It was following:

### Table 3

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<sup>52</sup> Catherine Dawson. 2002. Practical Research Methods. Cromwell Press. Withlshire.

### INTERVIEW GUIDELINE

| No | Strategy                            | Indicators                                       | Sub Indicators                              | Questions   |
|----|-------------------------------------|--|---|---|
| 1. | Strategy to Promote active learning | The Emotional and Physical Environments          | Form of Physical Environments               | 1. Do you build Emotional and Physical Environments?<br>2. How do you build and provide Emotional and Physical Environments                                       |
|    |                                     | How to Help Children Feel Good About Themselves  | Helping Children Feel Good about Themselves | 3. Do you Help Children Feel Good About Themselves?<br>4. How do you Help Children Feel Good About Themselves?  |
|    |                                     | Consider the Affective Filter                    | The Affective Filter                        | 5. How do you consider the Affective Filter in classroom when you teaching?   |
|    |                                     | What Are Teachers' Expectations?                 | Teachers' Expectations                      | 6. How do you provide your expectation in learning?<br>7. What are your expectation in learning?  |
|    |                                     | How Do Teacher Create a Peaceful Classroom?      | Teacher Create a Peaceful Classroom         | 8. How do you provide Create a Peaceful Classroom?  |
|    |                                     | How Interest their students                      | Interest the students                       | 9. How do you provide the students' interesting in learning?<br>10.   |
|    |                                     | Clearly Communicate What Teacher Want and Expect | Clearly Communicate Teacher and Expectation | 11. How do you provide Clearly Communicate What your Want and Expect? Hoe do you engage your expectation?   |
|    |                                     | Be Objective, Not Judgmental                     | Be Objective, Not Judgmental                | 12. How do you provide the objective not judgmental in teaching?  |
|    |                                     | Let Them See That Teacher Are Human              | Let Them See That Teacher Are Human         | 13. How do you provide the students respect for your teaching?<br>14.   |
|    |                                     | Spend a Lot of Time Among The students           | Spend a Lot of Time among The students      | 15. Are you spend time among to students?<br>16. Why do you spend time among to students in classroom? What the activities that you spend time among to students? |

|  |  |   |   |  |
|--|--|---|---|--|
|  |  | Work to Get Buy-In<br>From the Students | Work to Get Buy-In<br>From the Students | 17. How did you prepare opportunities to give the students as much choice as possible?<br>18. What the opportunities to give the students as much choice as possible.? |
|--|--|---|---|--|

## F. Data Analysis Technique

Technique of the data analysis by the steps where on Milles state that there were some strategies like the reduction data, explaining data and the last steps was the conclusions the data. The steps were the important to collect the data. Following bellow: <sup>53</sup>

### 1. Collecting data

The collecting data in this case mean, writer collect the data by using interview and observation result before reduce the data. The writer collects the information about the the types and teachers' way for providing positive classroom environment at SMPIT Robi Rodiyah

### 2. Reduction data

In this steps researcher choose the important data.<sup>54</sup> From the all of result gotten. by using interview, and observation. It choose the data about the the types and teachers' way for providing positive classroom environment at SMPIT Robi Rodiyah

### 3. The identification

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<sup>53</sup>Miles and Huberman. *Analysis data Qualitative*. Jakarta. I press 2007 P 5-19.

<sup>54</sup>Ibid.

This research used content analysis as procedure for the categorization of verbal or behavioral data. The identification data selected the data directly. That means, writer give identification toward the data finding based on research question.

#### 4. Clarification

Clarifications based on the context of sentences or other information from interviewer answer and observation result continually as long as this research was done. It give explaining of the data. There were some the data into curve table and so on. For purposes of classification, summarization and tabulation and the basic level of analysis was descriptive account of the data, it was actually said with nothing read into it and nothing assumed about it.<sup>55</sup>

#### 5. Verification

Verification is a concluded on the conclusion of the data from interview, observation and field note finding. it take the conclusion based on the research question ( the types and teachers' way for providing positive classroom environment at SMPIT Robi Rodiyah)

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Hancock, Beverley. 1998 Update (2002). *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research*. Trent Focus Group. Retrieved in [QResearch](#).p 1

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

In SMPIT Robi Rodiyah there are two of English teacher are concluded effective teacher in teaching English. The data had been gotten by using observation before and after that cross check the checklist observation by using interview guideline. They were explained bellow:

##### **1. Teachers' Types for providing positive English Learning environment at SMPIT Rabbi Radhiyya**

For ensuring the effective classroom learning the teacher used some strategies to engage the providing positive learning environment at SMPIT Rabbi Radhiyya. For getting the data researcher did observation for 4 times at this school. English teachers have different Types of teachers' providing positive English Learning environment at SMPIT Rabbi Rahiyya. Researcher did crosscheck to both of them by checklist observation. It can be review as the result of checklist observation. It is as been following the result of observation and field note bellow:

**Tabel I**  
**Steps for providing a positive English Learning Environment**

| No | Steps   | Description   |  |
|----|---|---|--|
|    |   | Teacher A   | Teacher B  |
| 1. | The Emotional and physical Environment                  | Teacher almost used this sub strategies but there was one item did not used such as lower level of personal stress, happier. In the field researcher had fie! note such as teacher display the interesting classroom learning by putting some posters and interesting color at class. Teacher engaged students enthusiasm in learning by giving students some notivation. The in class as a humor condition teacher used warp up activities and brainstorming.                    | Teacher almost used this sub strategies but there was one item did not used such as lower level of personal stress, happier. In the field mseancher had field note such as by designing learning.  |
| 2. | Connecting constructed environment instructional lesson | Teacher used some sub indicators. Such as teacher did not use teacher remember last lessons have work, set up classroom by iieldnot : 1. Teacher manage the classroom. Explain about the material before and then give some exercise, 2. Let student finding some informationfrom google or intemet.3. practicing speaking by using by debating, 4. Using individual and group works, 5. Giving some exercise, 6. Practice English skills at classroom (reading, speaking writing | Teacher applied all these item in learning, let students remember for the last lesson, remember students to bring dictionary when learning English subject, teacher give opportunities for practice of English skill, speaking (debating),reading.(reading the English text ). |

|    |  | And listening)  |  |
|----|--|---|--|
| 3. | How to Help Children Feel Good About Themselves  | Teacher used all sub indicators. By noting field for engage students confident teacher give reward for students   | teacher used all sub indicators. By noting field for engage students confident teacher give reward for students  |
| 4. | Consider the Affective Filter                    | Teacher used some sub indicators, but teacher did not plan strategies that do not result in anxiety. Then, there were some notes such as: Teachers do calling on a student and then asking a question by checking students understanding and students problem in learning. Teacher allocated the time in teaching, teacher teach based on lesson . lan .rooedure Teacher applied all these item in learning | Teacher used some sub indicators, but teacher did not encourage children in areas of both strengths and weaknesses and find ways to recognize each child as special            |
| 5. | What Are Teachers' Expectations?                 | Teacher applied all these item in learning  | teacher used some sub indicators, but teacher did not plan strategies that did not result in anxiety, and did not lower the affective filter when they plan various activities |
| 6. | How Do Teacher Create a Peaceful Classroom?      | Teacher applied all these item in learning  | teacher applied all these item in learning, by explaining the learning goal to students  |
| 7. | how Interest their students                      | Teacher applied all these item in learning, motivating students   | teacher applied all these item in learning, giving reward for students had got good score  |
| 8. | Clearly Communicate What Teacher Want and Expect | Teacher applied all these item in learning  | teacher applied all these item in learning   |

|     |  |   |  |
|-----|--|---|--|
| 9.  | Be Objective, Not Judgmental           | Teacher applied all these item in learning  | Teacher tappable all these in learning   |
| 10. | Let Them See That Teacher Are Human    | Teacher applied all these item in learning. For give reflection teacher did discussion or correction together at class in order students can feel feedback direct | Teacher applied all these in learning. Teacher did connection (koreksi ilang) at classroom |
| 11. | Spend a Lot of Time Among The students | Teacher applied all these item in learning  | Teacher applied all those in learning  |
| 12. | Work to Get Buy-In From the Students   | Teacher applied all these item in learning. Students can choose their group and sometime they have free for finding different material or discussion              | Teacher applied this entire , in learning. discussion classroom                            |

The table above explained The emotional of Physical Environments: Teacher almost used this sub strategies but there was one item did not used such as Lower level of personal stress, happier. Connecting the constructed environment to instructional lesson Teacher used some sub indicators. Such as teacher did not use Teacher remember last lesson have work, set up classroom by field note: 1) teacher manage the classroom, explain about the material before and then give some exercises, 2) Let student Ending some infatuation from Google or internet, 3) practicing speaking by using by debating, 4) Using individual and group works,

5) Giving some exercise 6) Practice English skills at classroom (reading, speaking, writing and listening). How to Help Children Feel Good About Themselves: Teacher used all sub indicators. By noting field for engage students confident teacher give reward for students. Consider the Affective Filter: Teacher used some sub indicators, but teacher did not plan strategies that do not result in anxiety. What Are Teachers' Expectations?: Teacher applied all these item in learning. How Do Teacher Create a Peaceful Classroom?: Teacher applied all these item in learning. How Interest their students: Teacher applied all these item in learning, motivating students. Clearly Communicate What Teacher Want and Expect: Teacher applied all these item in learning. Be Objective, Not Judgmental: Teacher applied all these item in learning. Let Them See That Teacher Are Human: Teacher applied all these item in learning. For give reflection teacher did discussion or correction together at class in order students can feel feedback directly. Spend a Lot of Time Among The students: Teacher applied all these item in learning. Work to Get Buy-In From the Students: Teacher applied all these item in learning. Students can choose their group and sometime they have free for finding different material or discussion

## 2. The Implementation of providing positive English Learning at Environment at SMPIT Rabbi Radhiyya.

For ensuring the effective classroom learning the teacher used some strategies to engage the of providing positive English Learning Environment at SMPIT Rabbi Radhiyya. For getting the data researcher did interview to English teacher have different implementation of teacher's of providing positive English Learning Environment at SMPIT Rabbi Radhiyya. It can be reviewed as the result of interview. It is as been following the result of observation and field not below :

**Table 1**

### Implementation of providing a positive English Learning Environment

| No | Steps   | Description   |   |
|----|---|---|---|
|    |   | Teacher A   | Teacher   |
| 1. | Providing a positive English learning environment | <p>Teacher had to pay attention to the classroom situation. Understand the situation of students is very important.</p> <p>- Provide a pleasure atmosphere teaching and friendly situation. As attention to the comfort and needs of students in learning. Building a positive interaction when learning is also able to create a learning atmosphere that is in accordance with what was expected.</p> | <p>- Creating a comfortable climate would eliminate the awkwardness of students, both follow teachers and among students themselves.</p> <p>- Creating communication with students, teachers can also find out what the needs for the students.</p> |

|    |   |  |   |
|----|---|--|---|
| 2. | Connecting the constructed environment to instructional lessons | Adjust the learning environment, such as explaining the matter first before giving the students some exercises   | Adjust the learning environment, such as explaining the matter first before giving the students some exercises  |
| 3. | The Emotional and Physical Environments                         | By establishing good cooperation and understanding solving the problems faced by students. creating the classroom atmosphere becomes uncomfortable                                   | The communicati. process as is required in the learning process, because in communication there must be reciprocal (feedback) between communicators ' u communicant.                                |
| 4. | How to Help Children Feel Good About Themselves                 | By paying attention to some of the difficulties students and guide students in doing   | - Teacher needs an abilities of our students. Teacher create a class and the class they affected by teaching material.  |
| 5. | Consider the Affective Filter                                   | Teacher customize the material, appropriate methods of learning time   | - to create and maintain conditions such that the learning process can take place effectively and efficiently for the achievement of learning goals.  |
| 6. | What Are Teachers' Expectations?                                | -Setting any objectives to be achieved and how to obtain these expectation<br><br>-Students are able to obtain a value that exceeds the existing minimum standard achievement or KKM | -Giving tasks, in possible, sometimes the student should be given the freedom to determine whether he wants to the work alone or in group.<br><br>-to enable students to achieve all the indicators |

|     |  |   |   |
|-----|--|---|---|
|     |  |   | Of learning so that students get good grades  |
| 7.  | How do teacher create a peaceful Classroom?      | By Creating a comfortable learning atmosphere fun and exciting for example using the media fun  | Forming a community among students by organizing group work processes to improve their ability to socialize inter-group   |
| 8.  | How interest their students                      | By Giving reward and praises  | Teacher gave reward   |
| 9.  | Clearly Communicate what teacher want and expect | <ul style="list-style-type: none"> <li>- involving group work among students</li> <li>- By guiding students to be able exceeded the targets or goals setting</li> </ul> | <ul style="list-style-type: none"> <li>- By choosing an easier learning activity without facilitate lower level difficulty of the material</li> <li>-</li> <li>- By guiding students t: be able to targets</li> </ul>                       |
| 10. | Be Objective, Not Judgmental                     | By asking the students to pay attention to the lesson. Asking, them to focus when the time to learn   | - To choose activities based on the existing material and adapts to the student's ability on a regular basis, knowing a difficulties and weakness of students in learning we can choose the right activity by conducting comprehension test |
| 11. | Let them see that teacher are human              | Students need a lot of guidance from learning even solve problems that they face. So to make the students studying the language skills are                              | Teacher advise student in learning  |

|  |  |   |  |
|--|--|---|--|
|  |  | necessary to be guided by the teacher   |  |
|  | Spend a Lot of Time Among The students | <ul style="list-style-type: none"> <li>- In the practice of linguistic skills eg speaking practice, here take a lot of time to pay attention to students' skills in speaking from the pronunciation, grammar, accuracy, etc.</li> <li>- By giving them options such as a more attracted ' Creating many opportunities for them to explore their skills</li> </ul> | <ul style="list-style-type: none"> <li>- Advising students deepen understanding English language skills</li> <li>- BYconducti discussions and questi and mswcr disi fulfilling their end of lesson after completion of th e learning process</li> </ul>  |
|  | Work to Get Buy-In From the Students   | <ul style="list-style-type: none"> <li>- Giving opportunity to practice skills</li> </ul>   | <ul style="list-style-type: none"> <li>- By giving them Option such as a more attracted to the skills which? well here we provide many opportunities for them to explore their skills</li> <li>- Giving opportunitiy for explanation give responsand practice their skills or understanding</li> </ul> |

The table above explained that Providing a Positive Learning

Environment: 1)Teacher had to pay attention to the classroom situation.2) Understand the situation of students is very important.3)provide a pleasant atmosphere learning and friendly situation. 4) As attention to the comfort and needs of students in learning. 5)Building a positive interaction when learning is also able to create a learning atmosphere that is in accordance with what was expected. 6). Connecting

the constructed environment to instructional lessons. 7) Adjust the learning environment, such as explaining the matter first before giving the students some exercises. The Emotional and Physical Environments: 1) By establishing good cooperation and understanding, 2) solving the problems faced by students. 3) creating the classroom atmosphere becomes uncomfortable. How to Help Children Feel Good About Themselves: 1) By paying attention to some of the difficulties students and guide students in doing. Consider the Affective Filter: Teacher customize the material, appropriate methods of learning time. What Are Teachers' Expectations?: Setting any objectives to be achieved and how to obtain these expectation, Students are able to obtain a value that exceeds the existing minimum standar achievement or KKM. How Do Teacher Create a Peaceful Classroom?: 1) By creating a comfortable learning atmosphere, fun and exciting. For example, using the media hm. how Interest their students: by giving reward and praises. Clearly Communicate What Teacher Want and Expect: 1) Involving group work among students , 2) By guiding students to be able exceeded the targets or goals setting. Be Objective, Not Judgmental: By asking the students to pay attention to the lesson. Asking, them to focus when the time to learn. Let Them See That Teacher Are Human: students need a lot of guidance from learning even solve problems that they face. So to make the students studying the language skills are necessary to be guided by the teacher. Spend a Lot of Time Among The students: 1) In the practice of linguistic skills eg speaking practice, here

take accuracy, etc. 2) By giving them options such as a more attracted, 3) Creating many opportunities for them to explore their skills. Work to Get Buy-In From the Students: 1) Giving opportunity to practice skills, 2) By giving them options such as a more attracted to the skills which? Well here we provide many opportunities for them to explore their skills. 3) Giving opportunity for explanation give response and practice their skills or understanding .

## **B. Discussion**

### **1. Teachers' Types for providing positive English Learning environment at SMPIT Rabbi Radhiyya**

Based on finding The emotional of Physical Environments: both of teacher almost used this sub strategies but there was one item did not used such as Lower level of personal stress, happier. In the field researcher had field note such as teacher display the interesting classroom learning by putting some posters and interesting color at class. Teacher engaged students enthusiasm in learning by giving students some motivation. The in class as 3 humor condition teacher used warp up activities and brainstorming and by designing classroom learning

Connecting the constructed environment to instructional lesson: Both of teachers used some sub indicators. Such as teacher did not use Teacher remember last lessons have work, set u p classroom by field note: 1) teacher manage the classroom, explain about the material

before and then exercise, 2) Let student finding some information from google or internet, 3) practicing speaking by using by debating, 4) Using individual and group works, 5) Giving some exercise 6)Pratice english skills at classroom (reading, speaking, writing and listening), 7) let students remember for the last leson, remember students to bring dictionary when learning English subject, teacher give oportunities for practice of english skill, speaking (debating), reading (reading the english text). How to Help Children Feel Good About Themselves: Both of teacher used all sub indicators. By noting field for engage students confident teacher give reward for students

Consider the Affective Filter: T eacher used some sub indicators, but teacher did not plan strategies that do not result in anxiety. Then, there were some notes such as: Teachers do calling on a student and then asking a question by checking students understanding and students problem in learning. Teacher allocated the time in teaching, teacher teach based on lesson plan procedure. Spend a Lot of Time Among The students: both teachers applied all these item in learning. Work to Get Buy-In From the Students: Teacher applied all these item in learning. Students can choose their group and sometime they have free for fmding different material or discussion

What Are Teachers' Expectations? Teacher A applied all these item in learning Teacher B used some sub indicators, but teacher did not plan strategies that do not result in anxiety, and did not lower the affective

filter when they plan various activities. How Do Teacher Create a Peaceful Classroom? Teacher A applied all these item in learning. Teacher B applied all these item in learning, by explaining the learning goal to students how Interest their students: Teacher A applied all these item in learning, motivating students. Teacher B applied all these item in learning, giving reward for students had got good score . Clearly Communicate What Teacher Want and Expect: all teachers applied all these item in learning. Be Objective, Not Judgmental: all of teachers applied all these item in learning. Clearly Communicate What Teacher Want and Expect: all teachers applied all these item in learning. Be Objective, Not Judgmental: all of teachers applied all these item in learning

Let Them See That Teacher Are Human: Teacher A applied all these item in learning. For giving reflection teacher did discussion or correction together at class in order students can feel feedback directly. Teacher B applied all these item in learning. Teacher did peer correction (koreksi silang) at classroom

According to theories there were some types providing positive English Learning environment. They were following:

The emotional of Physical Environments: 1) Lower level of personal stress, happier, 2) Students feel good with classroom condition, 3) Teacher classroom by choosing color display, poster and soon. 4) Teacher engages

students enthusiasm in learning 5) Teacher use humor in classroom 6) shows friendly attitude and help their students, 7)Teacher chooses formation of the desk, type of activities at classroom. Connecting the constructed environment to instructional lesson; Teacher considerate the time spend at classroom, determine the students move through classroom monitoring activities, facilitate students in learning using consequences, used well plant instructional time allow student to learn the necessary curriculum topics. Facilitate learning activities. Teacher create physical space for movement, from direct classroom learning, Teacher remember to address the particular students' needs, opportunities to practice, preparation for the end of class, give students to much time then problem can occurs, check students understanding. used various types of question. Then, Teacher let student to participate in all four domains (reading, speaking, listening and writing activities). How to Help Children Feel Good About Themselves. engage the students feel confident about their ability, encourage children in areas of both strengths and weaknesses and find ways to recognize each child as special, give expectation and some respect Consider the Affective Filter: asking a question, plan strategies that do not result in anxiety, various activities, allocated the time in teaching, give opportunities. What Are Teachers' Expectations?, provide clear expectations for their students, greets students entering the classroom, creating a positive learning environment. How do teacher create a peaceful classroom? Build cooperation, communication.

tolerance, positive emotional expression, and conflict resolution are taught and supported throughout the culture of the school. How Interest their students : a climate of fairness and respect. Clearly Communicate What Teacher Want and Expect Be Objective, Not Judgmental: obvious cause of student behaviors, frustrations, or reactions if teacher jump to a fast conclusion, understand before enforcing heavy consequences. Let Them See That Teacher Are Human; reflect on work and identify a mistake made. Spend a Lot of Time Among The students: monitors progress. actively pursuing peaceful management and flow through activities in the classroom; Work to Get Buy-In From the Students prepare opportunities to give the students as much choice as possible.<sup>56</sup>

From the comparison between theories and finding. There some elements or strategies were not applied by the teachers for providing positive English Learning environment at SMPIT Rabbi Radhiyya, for example there were some sub strategies were not used, but over all the strtegies are used by teacher although not all of them. It can be concluded the strategies were not complete.

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<sup>56</sup> Girand, K.L. ( 1995 ). *Preparing teachers for conflict resolution in the schools*. Wasington, DC : ERIC Clearinghouse on Teaching and Teacher Education. ( ERIC Document Reproton Service No. ED387456),p.1-27

## 2. The implementation of providing positive English Learning environment at SMPIT Rabbi Radhiyya

Researcher did interview to teachers for getting the some finding about the strategies providing positive English Learning environment at SMPIT Rabbi Radhiyya of English teachers. It was following below :

### a. To provide positive learning environment

Teacher had provide positive learning environment. Both of teachers had some way. It was proven bellow:

“Yes, first of all we have to pay attention to the classroom situation. Understand the situation of students is very important. Secondly we must provide a pleasant atmosphere and away from tension. So the atmosphere IS more friendly”<sup>57</sup> Makeing it convenient for students, Comfortable climate would eliminate the awkwardness of students, both fellow teachers and among students themselves. It could also encourage students to ask questions, so that communication between educators and students can be awakened. Maybe then he will feel confident. In addition, if the find is a problem of lack of trust that makes it silent during class, then the next task is to give it a task that could help him to communicate. For example, the task of Speech in the classroom.<sup>58</sup>

From the interview result above, teacher have to pay attention to the classroom situation. Understand the situation of students is very important. Secondly we must provide a pleasant atmosphere. It aimed to make the classroom will be for providing classroom learning environment.

That means, students can be arranged in a strewn pattern deviating from the typical classroom setup. Students who typically sit in front of

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<sup>57</sup> Teacher A, Interview of English teacher on February 21, 2019

<sup>58</sup> Teacher B, , Interview of English teacher on February 21, 2019

the group can be arranged so that they are scattered throughout the room and sit in closer proximity to students who would typically sit on the sides or in back of the group to potentially serve models or provide assistance to their peers, when needed. Developing classroom rules is a critical step toward increasing positive interactions and communicating in advance the expectations for classroom behavior and the consequences. Rules help teachers identify which behaviors to positively reinforce and define which behaviors will elicit approval from the teacher. Therefore, rules serve an effective antecedent control technique when developed and implemented properly.

Teachers used some event to provide positive learning environment. It was proven on interview bellow:

Creating attention to the comfort and needs of students in learning. Besides building a positive interaction when learning is also able to create a learning atmosphere that is in accordance with what was expected.<sup>59</sup> Creating communication with students, teachers can also find out what the needs for the students. If this situation did not wake up, it could be the student will feel awkward to talk with the teacher and the communication will not run properly. As a result, teachers will also be difficult to know what the students' wishes<sup>60</sup>

That means, There are a number of ways in which teachers can create positive classroom environments. Some suggestions for creating a positive classroom environment includes: starting the year with high expectations, encouraging student involvement, making the classroom

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<sup>59</sup> Teacher A, Interview of English teacher on February 21, 2019

<sup>60</sup> Teacher B, Interview of English teacher on February 21, 2019

visually appealing, getting parents involved, and using effective praise and effective feedback by attending students' difficult to know what the students' wishes k. It is essential for teachers to start the school year with high expectations in order to guarantee a positive. classroom environment. The implementation of positive expectations ' should occur on the first day of school. By doing this, the students will gain a sense of ownership & responsibility for their actions. This implementation will encourage them to behave and act appropriately with an academically structured setting. Teachers should adhere to these expectations throughout the school year. Teachers must strictly adhere to the structured guidelines set forth at the onset of the school year. Failure to do so will undermine the process and students will revert to previous undesirable behaviors

b. Connecting the constructed environment to instructional lessons

Teachers make connecting the constructed environment to instructional lesson. It was explaining below:

Adjusting the learning environment, such as explaining the matter first before giving the students some exercises.<sup>61</sup> Adjust the learning environment, such as explaining the matter first before giving the students some exercises.<sup>62</sup>

While lesson plans represent a map of the territory want to cover in a lesson and the route want to take to get there, a successful lesson also

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<sup>61</sup>Teacher A , Interview of English teacher on February 21, 2019

<sup>62</sup>Teacher B , Interview of English teacher on February 21, 2019

depends on the kinds of interaction provide for during the lesson. This will include opportunities for interactions between and the class as well as interactions among the students by explaining the matter first before giving the students some exercises

c. The Emotional and Physical Environments

Teachers build and provide Emotional and Physical Environments.

It was following:

By establishing good cooperation and understanding and solving the problems faced by students. So that students feel more calm and cordial with the teacher. And the classroom atmosphere becomes uncomfortable.<sup>63</sup> The communication process as is also required in the learning process, because in communication there must be reciprocal (feedback) between communicators with communicant. Likewise with education requires good communication, so that what is presented, in this case the subject matter, by the communicator (the teacher) to the communicant (students) can be digested by the student to the optimum, so the educational goals to be achieved can be realized. Not possible when the communication is not good then the result will be good.<sup>64</sup> In short, A lesson may begin with a whole-class activity and then

move to pair, group, or individual work. Whole-class, teacher fronted teaching can serve to focus students' attention quickly on a learning task.

When carefully carried out, it can lead to the quick and effective achievement of lesson objectives, since time management is maximally under the teacher's control. When planning teaching, however, will need

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<sup>63</sup> Teacher A , Interview of English teacher on February 21, 2019

<sup>64</sup> Teacher B , Interview of English teacher on February 21, 2019

to consider when whole-class teaching is appropriate and when will make the transition to other types of learning in order to promote student-to-student interaction (communication ways) and allow students to work on tasks at their own pace.

d. How to Help Children Feel Good About Themselves

Teachers Help students feel good about themselves. It was following:

By paying attention to some of the difficulties students and guide students in finishing their task.<sup>65</sup> we develop classroom based on students' needs and abilities of our students. Really, we can create a class and it was affected by material were thought.<sup>66</sup>

Teacher often have procedural issues to attend to: returning assignments by advising students for finishing the task, discussing an activity have prepared and describing how it is to be carried out, and so on. Some lessons have a good sense of pace and movement and maintain their needs an important part of retaining students' needs and ability in the lesson.

e. Consider the Affective Filter

Teachers consider the Affective Filter in classroom when they teaching. It was proven below:

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<sup>65</sup> Teacher A , Interview of English teacher on February 21, 2019

<sup>66</sup> Teacher B , Interview of English teacher on February 21, 2019

we can customize the material, appropriate methods of learning time.<sup>67</sup> To create and maintain conditions such that the learning process can take place effectively and efficiently for the achievement of learning goals. Classroom management is an aspect of education that is often used as a major concern by the prospective teachers who have experienced desirous that the students could learn optimally in terms of teachers capable of delivering learning materials that can be absorbed by learners well.<sup>68</sup>

It means, teacher had customized the material, appropriate methods of learning time,. In spite of create and maintain conditions such that the learning process can take place effectively and efficiently for the achievement of learning goals. It aimed to make in classroom had appropriate activities and had relevance with material in teaching.

#### f. What Are Teachers' Expectations

Teachers provided the expectation in learning. It was following:

We design any objectives to be achieved and how to obtain these expectation. Students are able to obtain a value that exceeds the existing KKM..<sup>69</sup> teacher gave tasks, if possible, sometimes the student should be given the freedom to determine whether he wants to do the individual work or in groups. For pupils covered and feel much more comfortable to individual work. Then, to enable students to achieve all the indicators of learning so that students get good grades.<sup>70</sup>

In the other word, teacher provide the expectation in teaching by designing learning objectives achieved and how to obtain these

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<sup>67</sup> Teacher A , Interview of English teacher on February 21, 2019

<sup>68</sup> Teacher B , Interview of English teacher on February 21, 2019

<sup>69</sup> Teacher A , Interview of English teacher on February 21, 2019

<sup>70</sup> Teacher A , Interview of English teacher on February 21, 2019

expectation. Students should exceed the existing KKM. In spite of, teacher gave tasks bot of individual or in group works. That work should be attended based on the difficulties.

g. How Do Teacher Create a Peaceful Classroom?

Teacher provided create a peaceful classroom. It was shown in interview result below:

By creating a comfortable learning atmosphere, fun and exciting. For example, using the fun media.<sup>71</sup> Form a community among students by organizing group work processes to improve their ability to socialize inter-group.<sup>72</sup>

Teacher provided create a peaceful classroom by creating comfortable learning atmosphere, fun and exciting. It aimed to make students feel relax in learning. Using media for attract students' interesting. Then, teachers also design way in giving activities at classroom such as group and individual. By group students' can increase their ability to cooperative in doing task.

h. How Interest their students

Teachers had way to attract students interest in leaming. It was following:

By giving gifts and compliments <sup>73</sup>. By describing the correction and scoring of student learning outcomes, students would be

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<sup>71</sup> Teacher A , Interview of English teacher on February 21, 2019

<sup>72</sup> Teacher B , Interview of English teacher on February 21, 2019

<sup>73</sup> Teacher A , Interview of English teacher on February 21, 2019

motivated to learn. Then teacher gave a reward on a satisfactory result. teacher usually gave a reward when students are indicated to had satisfactory achievement, for example, get a score of too or a description of the highest value in its class.<sup>74</sup>

In short, teacher respect students' works by correction or assessment. Then teacher give a reward on a satisfactory result teacher usually teacher give a reward when students are indicated to had satisfactory achievement, and giving the scoring the students' exercised to motivated and interesting for following the learning process. In spite of English teacher, also give reward for respect students' work. The reward motivated students tend to prefer challenging tasks and to understand information in depth. Students were more likely to choose projects that demand greater effort than extrinsically students' motivation who usually work to receive some reward or to avoid a penalty. Intrinsically students' motivation bend to gravitate toward easier tasks and was inclined put forth minimal amount of effort for the maximum reward.

i. Clearly Communicate What Teachers Want and Expect

Teacher provided clearly communicate what want and expect. It was following:

Involving Group Work among students.<sup>75</sup> By choosing, an easier learning activity without facilitate or lower level of difficulty of the

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<sup>74</sup> Teacher B, Interview of English teacher on February 21, 2019

<sup>75</sup> Teacher A, Interview of English teacher on February 21, 2019

material, and can also use groups and students can discuss and transform them more lot of thought discussed in the group.<sup>76</sup>

So, teacher created a community between students by organizing group work processes to improve their ability to socialize among the group. Teachers had students to work together in discussing material or give exercised covered the community. So by working cooperative made their community ongoing.

j. Be Objective, Not Judgmental

Teachers applied objective, not judgmental. It was following:

In the classroom for keeping them and monitoring the sanctions for those who undisciplined that has been made. In addition, I might still manage the class well.<sup>77</sup> ask the students to the discipline created. By discussion and question and answer free time on end of the lesson after the hnished of the learning process and sharing changing between students and teachers on the sidelines of the learning process. I discussed for students did not finishing the task and fined them by bring book to the teacher”<sup>78</sup>

In the other word, in the classroom for keeping them and monitoring the sanctions for those who undisciplined that had been made. Teacher asks the students to the discipline that created. Then teacher should discusses to students for helping their in learning by providing fmed for students did not finish task and undisciplined.

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<sup>76</sup> Teacher B , Interview of English teacher on February 21, 2019

<sup>77</sup> Teacher A , Interview of English teacher on February 21, 2019

<sup>78</sup> Teacher B , Interview of English teacher on February 21, 2019

k. Let Them See That Teacher Are Human

Teacher provide the students respect for teaching. As interview result above:

By asking the students to pay attention to the lesson. And ask them to focus when the time to learn.<sup>79</sup>To choose activities based on the existing material and adapts to the student's ability on a regular basis, knowing difficulties and weaknesses of students in learning we can choose the right activity by conducting a test comprehension.<sup>80</sup>

That means, teachers asked student to attend to the lesson. In the fact, English teacher choose activities and method based on the level of difficulty of the material and selecting learning activities more easily without ease or less the difficulty level material. In using various method in teaching such as answer question, discussion, game and so on. It avoided students boring in the learning situation.

i. Work to Get Buy-In From the Students

Teachers spend time among to students in classroom, it had explained below:

It caused by students need a lot of guidance from teaming even solve problems that they face. So to make the students studying the language skills are necessary to be guided by the teacher. In the practice of linguistic skills such as speaking practice, here take a lot of time to pay attention to students' skills in speaking from the pronunciation. grammar. accuracy. Etc.<sup>81</sup> Because they want to lead them to deepen understanding of English language skills. By

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<sup>79</sup> Teacher A , Interview of English teacher on February 21, 2019

<sup>80</sup> Teacher B , Interview of English teacher on February 21, 2019

<sup>81</sup> Teacher A , Interview of English teacher on February 21, 2019

conducting discussions and question and answer fulfilling their end of the lesson after the completion of the learning process and a time of sharing between students and teachers on the sidelines of the learning process.<sup>82</sup>

It means teacher spend much time for students mainly in classroom. It caused by students need a lot of guidance from learning even solve problems that they face. In spite of teacher applied practice of linguistic skills such as speaking practice, here take a lot of time to pay attention to students' skills in speaking from the pronunciation, grammar, accuracy, etc. Sometimes teachers had conducting discussions and question and answer fulfilling their end of the lesson after the completion of the learning process and a time of sharing between students and teacher at classroom.

Based on tinding had found that Providing a Positive Learning Environment: 1) Teacher had to pay attention to the classroom situation.2) Understand the situation of students is very important.3)prhvide a pleasant atmosphere learning and friendly situation. 4) As attention to the comfort and needs of students in learning. 5)Building a positive interaction when learning is also able to create a learning atmosphere that is in accordance with what was expected. 6) Connecting the constructed environment to instructional lessons. 7) Adjust the learning environment, such as explaining the matter hrst before giving the students some exercises. The

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<sup>82</sup> Teacher B , Interview of English teacher on February 21, 2019

Emotional and Physical Environments: 1) By establishing good cooperation and understanding, 2) solving the problems faced by students.” creating the classroom atmosphere becomes uncomfortable.

How to Help Children Feel Good About Themselves: 1) By paying attention to some of the difficulties students and guide students in doing.

Consider the Affective Filter: Teacher customize the material, appropriate methods of learning time.

What Are Teachers’ Expectations?: Setting any objectives to be achieved and how to obtain these expectation, Students are able to obtain a value that exceeds the existing minimum standar achievement or KKM.

How Do Teacher Create a Peaceful Classroom?: 1) By creating a comfonable learning atmosphere, fun and exciting. For example, using the media fun. how Interest their students: by giving reward and praises.

Clearly Communicate What Teacher Want and Expect: 1) Involving group work among students , 2) By guiding students to be able exceeded the targets or goals setting.

Be Objective, Not Judgmental: By asking the students to pay attention to the lesson.asking, them to focus when the time to learn.

Let Them See That Teacher Are Human: students need a lot of guidance from learning even solve problems that they face. So to make the students studying the language skills are necessary to be guided by the teacher

Spend a Lot of Time Among The students: 1) In the practice of linguistic skills speaking practice, here take a lot of time to pay

attention to students' skills in speaking from the pronunciation, grammar, accuracy, etc. 2) By giving them options such as a more attracted, 3) Creating many opportunities for them to explore their skills. Work to Get Buy-In From the Students 1) Giving opportunity to practice skills, 2) By giving them options such as a more attracted to the skills which? Well here we provide many opportunities for them to explore their skills. 3) Giving opportunity for explanation give responses and practice their skills or understanding

According to theories there were some types providing positive English Learning environment. They were following:

The emotional of Physical Environments: 1) Lower level of personal stress, happier, 2) Students feel good with classroom condition, 3) Teacher sett the classroom by choosing color display, poster and soon. 4) Teacher engages students enthusiasm in learning 5) Teacher use humor in classroom 6) shows friendly attitude and help their students, 7) Teacher chooses formation of the desk, type of activities at classroom. Connecting the constructed environment to instructional lesson; Teacher considerate the time spend at classroom, determine the students move through classroom monitoring activities, facilitate students in learning using consequences, used well plant instructional time allow student to learn the necessary curriculum topics. Facilitate learning activities. Teacher create phsycal space for movement,

from direct classroom learning, Teacher remember to address the particular students' needs, opportunities to practice, preparation for the end of class, give students too much time then problem can occur, check students understanding. Use various types of question. Then, Teacher let student to participate in all four domains (reading, speaking, listening and writing activities).

**How to Help Children Feel Good About Themselves.** Engage the students feel confident about their ability, encourage children in areas of both strengths and weaknesses and find ways to recognize each child as special, give expectation and some respect.

**Consider the Affective Filter:** asking a question, plan strategies that do not result in anxiety, various activities, allocated the time in teaching, give opportunities.

**What Are Teachers' Expectations?** provide clear expectations for their students, greets students entering the classroom, creating a positive learning environment.

**How Do Teacher Create a Peaceful Classroom?:** build cooperation, communication, tolerance, positive emotional expression, and conflict resolution are taught and supported throughout the culture of the school.

**How Interest their students :** a climate of fairness and respect.

**Clearly Communicate What Teacher Want and Expect** Be Objective, Not Judgmental: obvious cause of student behaviors, frustrations, or reactions if teacher jump to a fast conclusion, understand consequences. Let Them See That Teacher Are Human; reflect on work and identify a mistake made.

**Spend a Lot of Time Among The students:** monitors progress. actively

pursuing peaceful management and flow through activities in the classroom; Work to Get Buy-In From the Students prepare opportunities to give the students as much choice as possible.

From the comparison between theories and finding. There some elements or strategies were not applied by the teachers for providing positive English Learning environment at SMPIT Robi Rodiyah, for example there were some sub strategies were not used, but overall the strategies are used by teacher although not all of them. It can be concluded the strategies were not complete

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

##### 1. Teachers' Steps for providing positive English Learning environment at SMPIT Rabbi Radhiyya

The emotional of Physical Environments: Teacher almost used this sub strategies but there was one item did not used such as Lower level of personal stress, happier. Connecting the constructed environment to instructional lesson: Teacher used some sub indicators. Such as teacher did not use Teacher remember last lessons have work, set up classroom by field note: 1) teacher manage the classroom, explain about the material before and then give some exercises, 2) Let student finding some information from Google or internet, 3) practicing speaking by using by debating, 4) Using individual and group works, 5) Giving some exercise 6) Practice English skills at classroom (reading, speaking, writing and listening). How to Help Children Feel Good About Themselves: Teacher used all sub indicators. By noting field for engage students confident teacher give reward for students. Consider the Affective Filter: Teacher used some sub indicators, but teacher did not plan strategies that do not result in anxiety. What Are Teachers' Expectations?: Teacher applied all these item in learning. How Do Teacher Create a Peaceful Classroom?: Teacher applied all these item in learning. How Interest their students: Teacher applied all these item in learning, motivating students.

Clearly Communicate What Teacher Want and Expect: Teacher applied all these item in learning. Be Objective, Not Judgmental: Teacher applied all these item in learning. Let Them See That Teacher Are Human: Teacher applied all these item in learning. For give reflection teacher did discussion or correction together at class in order students can feel feedback directly. Spend a Lot of Time Among The students: Teacher applied all these item in learning. Work to Get Buy-In From the Students: Teacher applied all these item in learning. Students can choose their group and sometime they have free for finding different material or discussion

## **2. Teachers' Implementation for providing positive English Learning environment at SMPIT Rabbi Radhiyya.**

Providing a Positive Learning Environment: 1)Teacher had to pay attention to the classroom situation.2) Understand the situation of students is very important.3)provide a pleasant atmosphere learning and friendly situation. 4) As attention to the comfort and needs of students in learning. 5)Building a positive interaction when learning is also able to create a learning atmosphere that is in accordance with what was expected. 6)Connecting the constructed environment to instructional lessons. 7) Adjust the learning environment, such as explaining the matter first before giving the students some exercises. The Emotional and Physical Environments: 1) By establishing good cooperation and understanding 2) solving the problems faced by students.3) creating the classroom atmosphere

attention to some of the difficulties students and guide students in doing. Consider the Affective Filter: Teacher customize the material, appropriate methods of learning time. What Are Teachers' Expectations?: Setting any objectives to be achieved and how to obtain these expectation, Students are able to obtain a value that exceeds the existing minimum standar achievement or KKM. How Do Teacher Create a Peaceful Classroom?: 1) By creating a comfortable learning atmosphere, fun and exciting. For example, using the media fun. how Interest their students: by giving reward and praises. Clearly Communicate What Teacher Want and Expect: 1) Involving group work among students , 2) By guiding students to be able exceeded the targets or goals setting. Be Objective, Not Judgmental: By asking the students to pay attention to the lesson. Asking, them to focus when the time to learn. Let Them See That Teacher Are Human: students need a lot of guidance from learning even solve problems that they face. So to make the students studying the language skills are necessary to be guided by the teacher. Spend a Lot of Time Among The students: 1) In the practice of linguistic skills eg speaking practice, here take a lot of time to pay attention to students' skills in speaking from the pronunciation, grammar, accuracy, etc.2) By giving them options such as a more attracted, 3) Creating many opportunities for them to explore their skills. Work to Get Buy-In From the Studentsz1) Giving opportunity to practice skills, 2) By giving them options such as a more attracted to the skills which? Well here we provide opportunities for them to explore their skills.

3) Giving Opportunity for explanation give responu and practice skills or understanding

## **B. SUGGESTION**

### 1. For students

Students should enrich the achievement and motivation in learning plums. Then, they should show the good motivation and active learning, and always obedient toward the some consequence.

### 2. Teacher

Teacher should increase the strategies for motivating student learning, it may be concerning toward providing positive English Learning environment the teacher can improve the students' motivation and achievement in learning English

### 3. For the next researcher

The next researcher should investigate the problems and fmd out the information about the strategies for providing positive English Learning environment find out the strategies to applied it.

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KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN CURUP)

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KEPUTUSAN  
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP  
Nomor : /Sti.02/I/PP.00.9/01/ 2018

Tentang  
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
- b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
- Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

- Menetapkan  
Pertama : 1. Sakut Ansori, M.Hum 19811020 200604 1 002  
2. Sarwo Edy, S.Pd.I., M.Pd 160801008

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Dika Rahmat Hidayat

N I M : 12552013

JUDUL SKRIPSI : Providing A Positive Learning Environment In SMPIT Rabbi Radhiyah.

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;  
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal, 25 Januari 2018

Ketua STAIN Curup

Wakil Ketua,

Hendra Harmi



Tembusan :

- 1 Pembimbing I dan II;  
2 Bendahara STAIN Curup;  
3 Kasubbag AK;  
4 Kepala Departemen STAIN;



KARTU KONSULTASI PEMBIMBING SKRIPSI

MAHASISWA : Dika Rahmat Hidayat  
 NIM : 1752013  
 PEMBIMBING I : Sobat Matori, S.Pd., M.Hum  
 PEMBIMBING II : Sonno Edhi, S.Pd., M.Pd.  
 JUDUL SKRIPSI : PERUNDINGAN POSITIF ENGLISH LEARNING EMERGENCY  
 M. S. M. T. P. A. B. B. P. A. D. H. Y. A.

Kami konsultasi ini harap di bawa pada setiap konsultasi dengan pembimbing 1 dan pembimbing 2;

jurusan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi dengan pembimbing 2 minimal 3 (tiga) kali dibuktikan dengan kolom yang disediakan;

harus ada waktu cukup untuk memperbaiki Skripsi sebelum di ujikan di hadapan pembimbing 1 dan pembimbing 2. Konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

MAHASISWA : Dika Rahmat Hidayat  
 NIM : 1752013  
 PEMBIMBING I : Sobat Matori, S.Pd., M.Hum  
 PEMBIMBING II : Sonno Edhi, S.Pd., M.Pd.  
 JUDUL SKRIPSI : PERUNDINGAN POSITIF ENGLISH LEARNING EMERGENCY  
 M. S. M. T. P. A. B. B. P. A. D. H. Y. A.

Kami berpendapat bahwa skripsi ini sudah dapat dijadikan untuk ujian skripsi IAIN Curup.

Pembimbing I  
 Am. K. P. R. S. I. K. S.  
 Pembimbing II

Sobat Matori, S.Pd., M.Hum  
 NIP. 19811020 200604 1307.  
 Sonno Edhi, S.Pd., M.Pd  
 NIP. 16080100 82016

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM SURABAYA**  
**FACULTAS TARBIYAH**  
 Jl. Jember Raya No. 1 Kelak, Kota Surabaya 60131  
 Telp. (031) 2310100 Himpunan Mahasiswa Islam Universitas Islam Indonesia di Kediri - Indonesia

Surabaya, 4 Maret 2019

Nomor : B. 379 /In.SMPT/19P/00.003/2019  
 Lampiran : Proposal Dan Instrumen  
 Rekomendasi Ijin Penelitian  
 Adl

Yth. Kepala Dinas Penanaman Modal dan PTSP  
 Kab. Rejang Lebong

Assalamu'alaikum W/ Wb,

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Begera Cemp  
 Nama : Dika Rahmat Hidayat  
 NIM : 12562013  
 Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris (TBI)  
 Judul Skripsi : Providing a Positive Learning Environment in SMART Rabbul Ri'adhiyya  
 Waktu Penelitian : 5 Maret 2019 s.d 5 Juni 2019  
 Tempat Penelitian : SMPT Rabbul Ri'adhiyya Kabupaten Rejang Lebong

Honon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan

Demikian atas kerjasama dan izinnya diucapkan terima kasih

  
 Dr. M. Mubali Nurmal, M.Pd  
 NIP. 19650524 200003 1 002



Terlampir :  
 1. Roster  
 2. Surat I  
 3. Foto ALJAK


**PEMERINTAH KABUPATEN REJANG LEBONG**  
**DINAS PENANAMAN MODAL**  
**DAN PELAYANAN TERPADU SATU PINTU**  
 Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

**SURAT IZIN**  
 Nomor : 503/ 044 /IP/DPMPISP/1/2019

**TENTANG PENELITIAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

1. Peraturan Bupati Nomor 03 Tahun 2017 tentang Pendelegasian Kewenangan Pelayanan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.

2. Surat dari Wakil Dekan Bidang Akademik Institut Agama Islam Negeri Curup Nomor :B.370/In.34/FT/PP.00.9/03/2019 Hal Permohonan Izin Penelitian Permohonan diterima Tanggal, 8 Maret 2019

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

|                           |   |
|---------------------------|---|
| Nama /TTL                 | : Dika Rahmat Hidayat/Mardiharjo 24 -03- 1994                                     |
| NIM                       | : 12552013  |
| Pekerjaan                 | : Mahasiswa   |
| Program Studi             | : Tadris Bahasa Inggris (TBI)   |
| Judul Proposal Penelitian | : <b>Providing A Positive English Learning Environment In Smpit Rabbi Radhiya</b> |
| Lokasi Penelitian         | : Smpit Rabbi Rhadiya kab. Rejang Lebong  |
| Waktu Penelitian          | : 5 Maret 2019 s/d 5 Juni 2019  |
| Penanggung Jawab          | : Dekan IAIN Curup  |

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup  
 Pada Tanggal : 8 Maret 2019  
 Kepala Dinas  
 Kabid Pelayanan Perizinan  
 Dan Perizinan Non Usaha



  
**VENNY MARTIANAH SE**  
 Penata Tk. 1  
 NIP. 19790318 199903 2 001

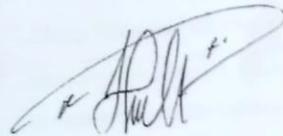


| Blue Print |   |   |  |
|------------|---|---|--|
| No         | Indicators  | Sub Indicator   | Items  |
| 1.         | The emotional of Physical Environments                          | Teacher maintain and control and emotional.                                   | <ol style="list-style-type: none"> <li>1. Students level of respectful are low</li> <li>2. Students feel good with classroom condition</li> <li>3. Teacher sets the classroom by choosing color display, poster and soon.</li> </ol> |
|            |   | Teacher to maintain a collegial, enthusiasm and positive learning environment | <ol style="list-style-type: none"> <li>4. Teacher engages students enthusiasm in learning</li> <li>5. Teacher use humor in classroom</li> <li>6. Teacher shows friendly attitude and help their students</li> </ol>                  |
|            |   | Teacher had more positive attitude and higher expectations,                   | <ol style="list-style-type: none"> <li>7. Teachers choose motivational phrases, inspirational photograph, encouraging display students' academic progress</li> </ol>   |
|            |   | Teachers are happier and more productive.                                     | <ol style="list-style-type: none"> <li>5. Teacher chooses formation of the desk, type of activities at classroom</li> </ol>  |
| 2.         | Connecting the constructed environment instructional lessons to | Teachers used adjustments   | <ol style="list-style-type: none"> <li>6. Teacher considers the time spend at classroom</li> </ol>   |
|            |   | Teacher using physical set up   | <ol style="list-style-type: none"> <li>7. Teacher determine the students move through classroom monitoring activities</li> </ol>   |
|            |   | Teacher applies overall management system                                     | <ol style="list-style-type: none"> <li>8. Teacher facilitates students in learning by using consequences</li> <li>9. Teacher uses well plan instructional time to allow student in learning for curriculum topics</li> </ol>         |
|            |   | Teacher think about students best learn                                       | <ol style="list-style-type: none"> <li>10. Teacher remembers last lessons have work, set up classroom</li> <li>11. Teacher facilitates learning activities</li> </ol>  |
|            |   | Teacher uses more than one strategy each lesson                               | <ol style="list-style-type: none"> <li>12. Teacher gives lesson in which students hear and see</li> <li>13. Teacher creates physical space for movement, from</li> </ol>   |

|   |   |   |  |
|---|---|---|--|
|   |   |   | direct classroom learning  |
|   |   | Teacher remembers to address the particular students' needs                 | 14. Teacher remembers to address the particular students' needs  |
|   |   | Teacher prepares students to make smooth transition and rehearse transition | 15. Teacher gives students opportunities to practice   |
|   |   | Teacher establishes and practice signal                                     | 16. Teacher gives students opportunities to work in independent, group and whole class   |
|   |   | Teacher conduct lesson at a brisk pace and provide continuous task          | 17. Teacher prepares for the end of class<br>18. Teacher gives students to much time then problem can occurs   |
|   |   | Teacher checks constantly for students understanding                        | 19. Teacher checks students understanding  |
|   |   | Teacher uses vary the types and level of question                           | 20. Teacher use various types of question  |
|   |   | Teacher keep students actively involved                                     | 21. Teacher lets student to participate in all four domains (reading, speaking, listening and writing activities)  |
| 3 | How to Help Children Feel Good About Themselves | Teacher maintain a positive learning environment will hopeful               | 22. Teacher engages the students feel confident about their ability<br>23. Teacher <del>should</del> encourage children in areas of both strengths and weaknesses and find ways to recognize each child as special |
|   |   | Teacher maintain Self-esteem  | 24. Teacher gives expectation<br>25. Teacher informs about the important to do<br>26. Teacher give some respect  |
| 4 | Consider the Affective Filter                   | Teacher uses aggressive teaching practice                                   | 27. Teacher does calling on a student and then asking a question<br>28. Teacher <del>should</del> plan strategies that do not result in anxiety  |
|   |   | Teacher should plan   | 29. Teacher allocates the time in  |

|    |  |  |   |
|----|--|--|---|
| 10 | Let Them See That Teacher Are Human    | Teacher let students See that Teacher are Human      | consequences.<br>43. Teacher <del>can</del> model how to reflect on work and identify a mistake made.<br>44. The teacher needs to model how to graciously accept imperfection.  |
| 11 | Spend a Lot of Time Among The students | Teacher spends a lot of time among the students      | 45. Teacher monitors progress.<br>46. Teacher is actively pursuing peaceful management and flow through activities in the classroom   |
| 12 | Work to Get Buy-In From the Students   | Teacher applies Work to Get Buy-In From the Students | 47. Teacher <del>can</del> prepares opportunities to give the students as much choice as possible.<br>48. Teacher <del>can</del> put a list of activities on the board so that the students know what's expected for the day. |

Validator



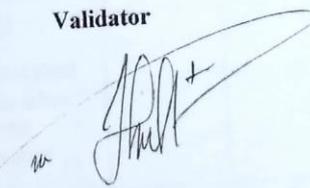
Henny Septia Utami, M.Pd

## INTERVIEW BLUE PRINT

| No | Indicators                                       | Questions  |
|----|--|--|
| 1. | Providing a Positive Learning Environment        | 1. How did you provide positive learning environment? Please Explain !<br>2. In what event you provide positive learning environment? Please Explain !         |
| 2. | The Emotional and Physical Environments          | 3. Do you build Emotional and Physical Environments? Please Explain !<br>4. How do you build and provide Emotional and Physical Environments? Please Explain ! |
| 3. | How to Help Children Feel Good About Themselves  | 5. Do you Help Children Feel Good About Themselves? Please Explain !<br>6. How do you Help Children Feel Good About Themselves? Please Explain !               |
| 4. | Consider the Affective Filter                    | 7. How do you consider the Affective Filter in classroom when you teaching? Please Explain !   |
| 5. | What Are Teachers' Expectations?                 | 8. How do you provide your expectation in learning? Please Explain !<br>9. What are your expectation in learning?  |
| 6. | How Do Teacher Create a Peaceful Classroom?      | 10. How do you provide Create a Peaceful Classroom? Please Explain !   |
| 7. | how Interest their students                      | 11. How do you <sup>make</sup> provide the students* feel <sup>interested</sup> interesting in learning? Please Explain !                                      |
| 8. | Clearly Communicate What Teacher Want and Expect | 12. How do you provide Clearly Communicate What your Want and Expect? Please Explain !   |

|     |  |  |
|-----|--|--|
|     |  | 13. How do you engage your expectation?<br>Please Explain !  |
| 9.  | Be Objective, Not Judgmental           | 14. How do you provide the objective not judgmental in teaching? Please Explain !  |
| 10. | Let Them See That Teacher Are Human    | 15. How do you provide the students respect for your teaching? Please Explain !  |
| 11. | Spend a Lot of Time Among The students | 16. Are you spend time among to students?<br>17. Why do you spend time among to students in classroom? Please Explain !<br>18. What the activities that you spend time among to students? Please Explain ! |
| 12. | Work to Get Buy-In From the Students   | 19. How did you prepare opportunities to give the students as much choice as possible?<br>20. What the opportunities to give the students as much choice as possible.? Please Explain !                    |

Validator



Henny Septia Utami, M.Pd

Teacher B<sub>3</sub>

## CHECKLIST OBSERVATION

| No | Indicators   | Items   | Checklist | Note  |
|----|--|---|-----------|---|
| 1. | The Emotional and physical Environments                        | 1. Students level of respectful are low   | -         |   |
|    |  | 2. Students feel good with classroom condition  | ✓         |   |
|    |  | 3. Teacher sets the classroom by choosing color display, poster and soon.                             | ✓         | Designing classroom learning                          |
|    |  | 4. Teacher engages students enthusiasm in learning  | ✓         |   |
|    |  | 5. Teacher uses humor in classroom  | ✓         |   |
|    |  | 6. Teacher shows friendly attitude and help their students  | ✓         |   |
|    |  | 7. Teacher chooses formation of the desk, type of activities at classroom                             | ✓         |   |
| 2  | Connecting the constructed environment to instructional lesson | 8. Teacher considers the time spend at classroom  | ✓         |   |
|    |  | 9. Teacher determines the students move through classroom monitoring activities                       | ✓         |   |
|    |  | 10. Teacher facilitate students in learning using consequences  | ✓         |   |
|    |  | 11. Teacher used well plant instructional time allow student to learn the necessary curriculum topics | ✓         |   |
|    |  | 12. Teacher remember last lessons have work, set u p classroom  | ✓         | let student remember about the next had been learned. |
|    |  | 13. Teacher Facilitate learning activities  | ✓         |   |
|    |  | 14. Teacher give lesson in which they hear and see  | ✓         |   |
|    |  | 15. Teacher create physcal space for movement, from direct classroom learning                         | ✓         |   |
|    |  | 16. Teacher remember to address the particular students' needs  | ✓         | remember for bring atcha                              |
|    |  | 17. Teacher give students opportunities to practice   | ✓         | for + skill.  |
|    |  | 18. Teacher gives students opportunities to work in independent, group and whole class                | ✓         |   |
|    |  | 19. Teacher preparation for the end of class  | ✓         |   |
|    |  | 20. Teacher give students to much time then problem can occurs  | ✓         |   |
|    |  | 21. Teacher check students understanding  | ✓         |   |

|   |   |   |   |   |
|---|---|---|---|---|
|   |   | 23. Teacher let student to participate in all four domains (reading, speaking, listening and writing activities)  | ✓ | Teacher let them practice the speaking skill by asking them to read the text. |
| 3 | How to Help Children Feel Good About Themselves | 24. Teacher engage the students feel confident about their ability  | ✓ |   |
|   |   | 25. Teachers encourages children in areas of both strengths and weaknesses and find ways to recognize each child as special   | ✓ |   |
|   |   | 26. Teacher give expectation  | ✓ |   |
|   |   | 27. Teacher informs about the important to do   | ✓ |   |
|   |   | 28. Teacher give some respect   | ✓ |   |
| 4 | Consider the Affective Filter                   | 29. Teachers do calling on a student and then asking a question   | ✓ |   |
|   |   | 30. Teacher plans strategies that do not result in anxiety  | ✓ |   |
|   |   | 31. Teachers lower the affective filter when they plan various activities   | ✓ |   |
|   |   | 32. Teacher allocated the time in teaching  | ✓ |   |
|   |   | 33. Teacher lower the affective filter when they plan various activities  | ✓ |   |
|   |   | 34. Teacher give opportunities to students fore students to experience success  | ✓ |   |
| 5 | What Are Teachers' Expectations?                | 35. Teacher provide clear expectations for their students   | ✓ | explain the goal of lesson  |
|   |   | 36. Teacher is kind with studnets and the way the teacher greets students entering the classroom  | ✓ |   |
|   |   | 37. Teacher demonstrates some alternative actions for creating a positive learning environment  | ✓ |   |
| 6 | How Do Teacher Create a Peaceful Classroom?     | 38. Teacher build cooperation, communication, tolerance, positive emotional expression, and conflict resolution are taught and supported throughout the culture of the school | ✓ |   |
| 7 | how Interest their students                     | 39. Teacher have created a climate of fairness and respect.   | ✓ |   |
|   |   | 40. Teacher needs to ask sensitive questions, listen carefully to the responses, and be intentionally thought-ful as they evaluate student work,                              | ✓ |   |
| 8 | Clearly Communicate                             | 41. Teacher needs to excel in the areas of adaptability and   | ✓ |   |

|    |  |  |        |  |
|----|--|--|--------|--|
| 9  | Be Objective, Not Judgmental           | 42. Teacher may miss the most obvious cause of student behaviors, frustrations, or reactions if teacher jump to a fast conclusion.<br>43. Teachers takes the time to understand before enforcing heavy consequences. | ✓      |  |
| 10 | Let Them See That Teacher Are Human    | 44. The teacher can model how to reflect on work and identify a mistake made.<br>45. The teacher needs to model how to graciously accept imperfection.   | ✓<br>— |  |
| 11 | Spend a Lot of Time Among The students | 46. Teacher monitors progress.<br>47. Teacher is actively pursuing peaceful management and flow through activities in the classroom  | ✓<br>— |  |
| 12 | Work to Get Buy-In From the Students   | 48. Teachers can prepare opportunities to give the students as much choice as possible.  | ✓      |  |

## BIOGRAPHY



Dika Rahmat Hidayat was born on March 24<sup>th</sup>, 1994 . He came from P1 Mardiharjo - Purwodadi - Musi Rawas - Sumatera Selatan. He is Boy from Mr. Tarjana, A.Md ( ALM ) and Wagiyah. In his mind, all of hisfamily are friendly and his family is the best family in the world . He is the Oldest child from 2 brother. Younger brother his name is Nur Sidik

Abdurrohman.. He finished his elementary school at SDN P1 Mardiharjo, 2006 and, continued to Junior high school at SMPN O Mangunharjo, 2009 next his choused Madrasah Aliyah Almuhajirin Tugumulyo as the Senior high school, 2012. And He Decided in entering in Institute for Islamic Studies ( IAIN ) Curup and choose English Study Program as His faculty in Non Regular class.



