



**CLASSROOM MANAGEMENT USED BY THE LECTURERS
OF INTENSIVE COURSE (IC) AT ENGLISH EDUCATION DEPARTMENT
OF TEACHING TRAINING AND EDUCATION FACULTY
OF MURIA KUDUS UNIVERSITY
IN THE ACADEMIC YEAR 2010/2011**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in The English Education**

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MOTTO AND DEDICATION

Motto:

- ♥ When we do everything with love, so that everything will become lovely
- ♥ Everything will be okay in the end, if it is not okay it is not the end
- ♥ Do not be afraid of changes, embrace the changes because the world changes all the time
- ♥ No days without smile

Dedication:

This skripsi is dedicated to:

- ♥ Her beloved family who always gives support and huge love
- ♥ Her beloved husband who always gives the eternal love and affection, pray and support to encourage her in finishing this skripsi
- ♥ Her colleagues in PNPM Mandiri Perkotaan Kudus who always gives her motivation, support and care everything of her
- ♥ Her dearest best friends “Skynet”
- ♥ Everyone who knows and cares her

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Anessa Agnes Hidriya has been approved by the advisors for further approval by the Examining Committee.

Kudus, March 2012

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Alhamdulillah, glory to Allah SWT the Almighty, the Lord of Universe that blesses her with health and tremendous power in accomplishing the skripsi entitled “Classroom Management Used by the Lecturers of Intensive Course (IC) at English Education Department of Teaching Training and Education Faculty of Muria Kudus University in the Academic Year 2010/2011”.

This skripsi is not merely her own work because of having been greatly improved by some great people who suggested and guided her by giving some comment and notes to make it better. Therefore, the writer would like to express her deep gratitude to:

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There is no the greatest obstacle in writing this research than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer expects that this research will be useful for those, especially who are in the field of education.

Kudus, March 2012

Anessa Agnes Hidriya

ABSTRACT

Hidriya, Anessa Agnes. 2012. *Classroom Management Used by the Lecturers of Intensive Course (IC) at English Education Department of Teaching Training and Education Faculty of Muria Kudus University in the Academic Year 2010/2011*. Skripsi, English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Fitri Budi Suryani, S.S, M.Pd, (2) Rismiyanto, SS, M. Pd

Key words : Classroom Management, Classroom Management Problems, The Lecturers of Intensive Course

The effectiveness of learning process is influenced by many factors. One of them is classroom management used by the lecturers when teach in the class. Based on the researcher's personal experience in learning, most of the lecturers know how to manage their class theoretically. Practically, the learning process still does not proceed effectively. So, the writer feels curious to know how is the classroom management used by the lecturers of Intensive Course (IC) at English Education Department of Teaching Training and Education Faculty of Muria Kudus University in the academic year 2010/2011 is and what the most common classroom management problems experience by Lecturers of Intensive Course (IC) at English Education Department of Teaching Training and Education Faculty of Muria Kudus University in the academic year 2010/2011 are.

The objective of this research is to describe the classroom management used by the lecturers of Intensive Course (IC) at English Education Department of Teaching Training and Education Faculty of Muria Kudus University in the academic year 2010/2011, and To find out the classroom management problems experience by the Lecturers of Intensive Course (IC) at English Education Department of Teaching Training and Education Faculty of Muria Kudus University in the academic year 2010/2011.

The descriptive qualitative is used in this research. Whereas, the data used in this research are the classroom management of the lecturer and students of Intensive Course classes of English Education Department at Muria Kudus University in the academic year 2010/2011, and the data source of this research is the utterances and gestures of video recording of teaching practice, and the questionnaire of the lecturers who teach in Intensive Course.

From analyzing the data of this research, the researcher can conclude that the using classroom management by the four lecturers in teaching Intensive Course (IC) is only 63,75%. So, it means that it is not optimal yet. For the reason is the lecturers in teaching IC do not use it. Using no classroom management here is because the context situational and also probably they do not know the classroom management itself. Moreover, the highest score in classroom management problems is students are coming to class unprepared 81% .

Therefore, the writer suggests that it is better for the lecturers of EED UMK when they teach Intensive Course classes they apply the classroom management

rather than just follow the materials and instructions in IC handbook. It will give so many benefits in teaching and learning process for both lecturer and students. As a model, the classroom management used by the lecturers will be implanted by the students. So, they must be effective, and appropriate. The students should recognize properly toward the classroom management used by the lecturers in teaching. It is because as teacher candidates, they should apply classroom management when they teach their students later on. And they should study the materials first which are going to teach by the lecturers, so they can come to class prepared. For further researches, other analysis of classroom management will be more innovative than this one. So it can be as the reference for the next research which related to classroom management.

ABSTRAKSI

Hidriya, Anessa Agnes. 2012. *Manajemen Kelas Yang Digunakan oleh Dosen-Dosen Intensive Course (IC) di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus*. Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Fitri Budi Suryani, S.S, M.Pd, (2) Rismiyanto, SS, M. Pd

Kata kunci : Manajemen Kelas, Permasalahan Manajemen Kelas, Para Dosen di Intensif Course

Keefektifan proses pembelajaran dipengaruhi oleh banyak faktor. Salah satunya adalah pengelolaan kelas yang digunakan oleh dosen ketika mengajar di kelas. Berdasarkan pengalaman pribadi peneliti dalam pengajaran, sebagian besar dosen tahu bagaimana mengelola kelas secara teoritis. Praktikanya, proses pembelajaran masih tidak berjalan efektif. Jadi, penulis merasa ingin tahu untuk mengetahui bagaimana pengelolaan kelas yang digunakan oleh dosen Intensive Course (IC) di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun akademik 2010/2011 dan permasalahan-permasalahan dalam manajemen kelas yang dihadapi oleh dosen-dosen Intensive Course (IC) di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun akademik 2010/2011.

Tujuan dari penelitian ini adalah untuk mendeskripsikan pengelolaan kelas yang digunakan oleh dosen Kursus Intensif (IC) di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun akademik 2010/2011, dan untuk mengetahui permasalahan-permasalahan dalam manajemen kelas yang dihadapi oleh dosen-dosen Intensive Course (IC) di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun akademik 2010/2011.

Untuk memperoleh tujuan dari penelitian, deskriptif kualitatif digunakan sebagai desain penelitian. Sedangkan, data yang digunakan dalam penelitian ini adalah pengelolaan kelas dari dosen dan mahasiswa dari kelas Intensive Course di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun akademik 2010/2011, dan sumber data penelitian ini adalah ucapan-ucapan dan gerak tubuh, video pengajaran, dan kuesioner dari para dosen yang mengajar di Intensive Course.

Dari analisa data penelitian ini, penulis dapat menyimpulkan bahwa penggunaan manajemen kelas oleh empat dosen yang mengajar Intensive Course (IC) hanya 63,75%. Ini berarti bahwa penggunaanya belum optimal. Alasannya karena dosen yang mengajar IC tidak menggunakannya. Tidak menggunakan manajemen kelas di sini adalah karena konteks situasional dan juga mungkin

mereka tidak tahu manajemen kelas itu sendiri. Selain itu, nilai tertinggi dalam permasalahan manajemen kelas adalah 81% siswa tidak siap saat memasuki kelas.

Oleh karena itu, peneliti menyarankan bahwa ketika dosen Pendidikan Bahasa Inggris FKIP UMK mengajar kelas IntensiveCourse, lebih baik mereka menerapkan manajemen kelas bukan hanya mengikuti materi dan petunjuk di buku paket IC. Ini akan memberi begitu banyak manfaat dalam proses belajar mengajar baik bagi dosen dan mahasiswa. Sebagai model, manajemen kelas yang digunakan oleh dosen akan ditanamkan oleh para siswa. Jadi, penerapannya harus efektif, dan tepat. Para siswa harus menyadari benar tentang pengelolaan kelas yang digunakan oleh dosen dalam mengajar. Hal ini karena sebagai calon guru, mereka harus menerapkan manajemen kelas ketika mereka mengajar siswa mereka di kemudian hari. Dan mereka harus mempelajari materi sebelumnya sebelum oleh dosen, sehingga mereka bisa siap masuk ke kelas. Untuk peneliti selanjutnya bisa menjadi referensi untuk penelitian selanjutnya yang berhubungan dengan manajemen kelas.

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