A DESCRIPTIVE ANALYSIS OF SOCIO EMOTIONAL CLIMATE IN ENGLISH CLASS (AN APPROACH IN CLASSROOM MANAGEMENT OF SEVENTH GRADE STUDENTS OF SMP NEGERI 5 SALATIGA IN THE ACADEMIC YEAR 2015/2016)

A Graduating Paper

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute Islamic Studies (IAIN) Salatiga

By:

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ENGLISH AND EDUCATION DEPARTMENT OF TEACHER TRAINING AND EDUCATION FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA

2016
DECLARATION

بسم الله الرحمن الرحيم

"In The Name of Allah the Most Gracious and the Most Merciful"

Hereby the writer declares that this graduating paper is made by the writer herself, and it is not containing materials written and has been published by other people and other peoples ideas except the information from the references.

The writer is capable to be responsible for her graduating paper if in the future, it can be proved of containing others’ idea or in fact, the writer imitates the others’ graduating paper.

Thus, the declaration is made by the writer and she hopes that this declaration can be understood

Salatiga, August 4th, 2016

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ATTENTIVE COUNSELOR’S NOTE
Case Sri Nuryati’s Graduating Paper

Dear,
Dean of Teacher Training and Educational Faculty

Assalamu’alaikum wr. wb.
After reading and correcting name’s graduating paper entitled “A DESCRIPTIVE ANALYSIS OF SOCIO EMOTIONAL CLIMATE IN ENGLISH CLASS (AN APPROACH IN CLASSROOM MANAGEMENT OF SEVENTH GRADE STUDENTS OF SMP NEGERI 5 SALATIGA IN THE ACADEMIC YEAR 2015/2016)”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

Counselor

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GRADUATING PAPER

A DESCRIPTIVE ANALYSIS OF SOCIO EMOTIONAL CLIMATE IN ENGLISH CLASS (AN APPROACH IN CLASSROOM MANAGEMENT OF SEVENTH GRADE STUDENTS OF SMP NEGERI 5 SALATIGA IN THE ACADEMIC YEAR 2015/2016)

WRITTEN BY:
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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on 1st September 2016, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

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MOTTO

“HOLD ON TO YOUR PRAYERS, BECAUSE IF YOU LOSE THAT, YOU WILL LOSE EVERYTHING ELSE”

~ UMAR IBN AL KHATAB (R.A) ~
DEDICATION

This graduating paper is graduating to:

1. Allah Subhanahu Wata’ala

2. My beloved mother and father (Supriyati and Banani), thanks for your pray and supports.

3. My dearest young brother (Ihsan Nur Udin) thanks for your motivation and always gives spirit to my paper.
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Assalamu’alaikum Wr. Wb.

Alhamdulillahirabbil’alamin, in the name of Allah, The Most Gracious and The Most Merciful who always keep me when I was in done and up. Because of Allah, I could finish this graduating paper. And not forget, bless and mercy is upon great to Proper Muhammad SAW for his guidance that leads me to the truth.

However, this paper will not be finished without support, help, advice, guidance, and encouragement from people and institution, deepest gratitude for:

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2. Mr. Suwardi, M.Pd., as the Dean of Teacher Training and Educational Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Mrs. Noor Maliyah, Ph.D., as the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Mr. Rifqi Aulia Erlangga, S.Fil, M.Hum., as counselor who has espoused, given me motivation, and given me advices, suggestions and recommendations for this graduating paper from beginning until the end. Thank you so much, I learn a lot from you and that all useful for me.
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11. Who cannot be mentioned one by one.
ABSTRACT


Keywords: socio emotional climate, socio emotional climate approach, classroom management, positive climate.

The objectives of this research are: 1) to find out the techniques of managing socio-emotional between student and teacher in the English classroom of the seventh grade students of SMP Negeri 5 Salatiga in academic year of 2015/2016. 2) to find out the techniques of creating positive classroom climate in English Class. 3) to find out the factors determine the quality of classroom climate. The subjects of this research are two English teachers of seventh grade and seventh grade students. This research uses a qualitative method. The researcher collect data used interview and questioner. Data interview obtained from both of English teacher, and data questioner obtained from 54 students. From result interview finding of the analyze socio emotional climate and positive classroom climate build from teacher and student good relationship, conducive classroom, teachers should not favoritism students, treat all students equally and justice. From analysis questioner data to answer factor determine the quality of classroom climate there are teachers understands student’s background showed that most student answers often (48%). Teachers treat all students equally showed that most students answer often (57%). Teacher sympathy with students showed that most students answer often (67%). Teachers avoid rant showed that most students answer often (54%). Teachers praise students publicly and criticize student in private showed that most students answer often (69%). Teachers consistent showed that most of students answer often (87%). Teachers make conducive showed that most students answer often (56%).
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CHAPTER I
INTRODUCTION

A. Background of the Research

Classroom management is one of the things that determine successful or whether the process of teaching and learning. Setting the class needs to be complied and arranged so that created a conducive atmosphere for teaching and learning. Classroom management is one of the skills that should be possessed by the teacher. Skills in deciding, understand, diagnose, and act in a dynamic class.

There are a few problems that occur in classes that cause the climate class is not conducive of them such as the relationship between pupils and the relationship between teacher and students are not good. Harmony and positive climates in the classroom depend on the match and appropriate between the values, the social, the emotional, and the personality of the student and those of teacher (Kagan & Lang, 1978:445).

One of the effort of improving classroom management through of socio-emotional approach. Socio-emotional approach in the management of class rooted in psychological counseling that emphasizes on interpersonal relationships (Mulyadi, 2009:46). The teacher is the main determinant of interpersonal relationships and the climate in the classroom. How to build interpersonal relationships and how the process of develop socio-emotional positive climate in the classroom. A teacher can create a positive socio-emotional climate for students will affect the spirit of student learning.
Instead of teachers who are less able to develop socio-emotional climate can affect the student.

Socio-emotional approach will be positive when the good interpersonal relations thrive in the classroom. Socio-emotional approach is one of the principal things that must be met in the classroom. The learning process will feel comfortable in a good personal relationship are created in the classroom.

Jones (1995:63) state young teachers have difficult task for the ability to be warm and caring with realistic limits. Other hand, this confusing advice suggesting that beginning teacher should be less warm and more distant with their students. The main issues is not whether teacher should be less warm or friendly, but they must organize both their right decision to be treated with respect and responsible for ensuring that student treat with kindness.

The climate of the classroom can describe emotional relationship between teacher and student in how to perception a teacher and students in the class. In creating a positive climate in the classroom should using smooth words. Teacher and student can communicate many messages. Using good and polite language make a good sense of mutual respect and appreciate. Teacher gives students opportunity of expressing their feelings and idea.

When students could communicate openly it makes it easy to create positive socio-emotional climate in the classroom. In earlier state (Jones, 1985:65) beginning teacher should be involved in very open, personal
relationship with the students. The can join with student, share with student’ interest, use student slang words, so on.

In other side, friendship relationships affect student achievement in some way. First, friends who are pursuing academic aspirations will affect the achievement of students in all schools and their behavior (Wentzel, 2006 in Jones, 2012:109). Both the quality of personal support and friendship relations in class affects the degree of fulfillment of the personal needs of students and affects their ability to engage in the learning process.

Third, the relationship of friendship can directly affect achievement through cooperative learning activities. Lastly, the results showed that the main factors that affect students with the disorder to gain academic and social success in education is the extent to which the teacher facilitates the interaction of positive and supportive friendship (Soodak & McCarthy, 2006 in Jones, 2012:109).

Therefore, the researcher wants to know how technique socio-emotional approach in classroom management in English class of Junior High School (SMP) Negeri 5 Salatiga. It is one of reason why the researcher chooses the title “A DESCRIPTIVE ANALYSIS OF SOCIO EMOTIONAL CLIMATE IN ENGLISH CLASS (AN APPROACH IN CLASSROOM MANAGEMENT OF SEVENTH GRADE STUDENTS OF SMP NEGERI 5 SALATIGA IN THE ACADEMIC YEAR 2015/2016).”

B. Problem Statement

In order to get better order on discussing of the study, the researcher would like to compose research problems as follows:
1. How the teachers manage socio-emotional climate between student and teacher in the English classroom of the seventh grade students of SMP Negeri 5 Salatiga in the academic year 2015/2016?

2. How to create positive classroom climate in English Class of the seventh grade students of SMP Negeri 5 Salatiga in the academic year 2015/2016?

3. Which factors determine the quality of classroom climate of the seventh grade students of SMP Negeri 5 Salatiga in the academic year 2015/2016?

C. Objective of the Research

In order to get better order in discussing of the research, the researcher would like to compose objectives of the study as follows:

1. To find out the techniques of manage socio-emotional between students and teacher in the English classroom of the seventh grade students of SMP Negeri 5 Salatiga in the academic year 2015/2016.

2. To find out the techniques of creating positive classroom climate in English Class of the seventh grade students of SMP Negeri 5 Salatiga in the academic year 2015/2016.

3. To find out the factors determine the quality of classroom climate of the seventh grade students of SMP Negeri 5 Salatiga in the academic year 2015/2016.
D. **Benefit of the Research**

The researcher hopes that this research will be useful for the teacher, students and also the readers who read the result of the research.

1. The teacher

   The researcher expects that this research can help the teacher to create good socio-emotional climate in classroom. This research is expected to give positive contribution to SMP Negeri 5 Salatiga through socio-emotional climate approach in the classroom.

2. The student

   The students are expected to be able to create and keep good socio-emotional climates in classroom. They can learn with comfortable and to be more interested in studying English.

3. The reader

   The researcher expects that this research result can be usefully for the reader and other researcher to do a deeper research.

E. **Limitation of the Research**

In order to avoid miss understanding in interpreting the problem, the researcher would like to limit the scope of the research to the following problems:

1. This research especially focuses on the socio-emotional climate approach in the classroom management in teaching learning English class for teacher and students report.

2. This research is applied to the seventh grade students of SMP NEGERI 5 Salatiga in the academic year 2015/20016.
F. Clarification of Key Terms

1. Descriptive Analysis

Descriptive analysis is process to describe or explain finding data that systematically searched and arranging interview transcripts, field notes, documentations, and other materials that you accumulated to increase and develop your own understanding of them and to enable to present to others (Sugiyono, 2013:335).

2. Socio-emotional

Social and emotional development involves the acquisition of a set of skills. Boyd et al., (2005) among them the ability to:

a. Know someone own feeling
b. Understand specifically emotional level in others
c. Organize power emotions and their expression and sensation in a developing manner.
d. Manage someone own behavior.
e. Increase empathy for others.
f. Show and defend relationships.

3. Classroom Climate

Classroom climate sometimes is commonly referred to as the learning about environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. Classroom climate is a perceived quality of the setting. Problem raises environmental factors, such as
physical, material, organizational, operational, and social variables (Adelman & Taylor, 1997).

4. Classroom management

   According to Mulyadi (2009:4) Classroom management is a set of activities to develop the desired student behavior and reduce or exclude the unwanted behaviour, develop interpersonal relationships and a positive socio emotional climate as well as to develop and maintain an effective classroom organization and productive.

   According to Sudirman (1991) in (Djamarah, 2000:172) management class is an effort in exploring the potential of a class. Therefore, the class has a specific function and role in supporting the success of the process of educational interaction. Then to give encouragement and stimulation of learners to learn, as well as possible should be managed by the class teacher.

G. Research Outline

   The paper consist of five chapters. Each chapter will be discussed as follows:

1. The first chapter tells about introduction, which consist of background of the research, research problems, objective of the research, benefit of the research, limitation of the research, clarification of key terms, and research outline.

2. The second chapter consist review of related literature, including socio emotional climates and classroom management.
3. The third chapter extends the methodology of research. It discusses research methods, research time and location, research subject, techniques of data collection, research procedures, data processing techniques, techniques of data analysis, and measurement.

4. The fourth chapter presents the research findings of data followed by the discussion that could be derived from the analysis.

5. The fifth chapter is closure which consists of conclusion and suggestion. The last part are bibliography and appendix.

CHAPTER II
THEORETICAL REVIEW

A. Concept of Socio Emotional Climate Approach

1. Definition of Socio-Emotional Climate Approach

   a. Socio-emotional approach

      In this approach the socio-emotional management class is an activity that is done to create a climate of positive socio-emotional in the classroom. Socio emotional positive means there is a positive relationship between teachers with students and students with students. In this approach the teacher became key in the formation of personal relationships and characters is creating healthy personal relationships (Djamarah, 2010:147).

      Socio emotional approach can be defined as a way of view which considers that a conducive classroom can be achieved by
creating a harmonious relationship between teachers with students and pupils with the disciples (Wiyani, 2014:120).

According to Permana (2001) in (Wiyani, 2014:121) some important things in the use of socio-emotional approach, among others:

1) Teacher attitudes and habits to appear honest, sincere, open, vibrant, dynamic, and energetic.
2) Sense of self on a teacher in accept and understand who their students with a full sense of sympathy.
3) Skills possessed by teachers in communicating effectively, make decisions quickly and accurately, develop problem-solving procedures, develop a sense of social responsibility, and develop the conditions for a democratic and open learning.

b. Classroom Climate

Classroom climate sometimes is commonly referred to as the learning about environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. Classroom climate is a perceived quality of the setting. Problem raises environmental factors, such as physical, material, organizational, operational, and social variables (Adelman & Taylor, 1997).
2. The views of Socio-emotional Climate Approach from Professionals Figure

a. View of Carl A. Rogers

Rogers (1993) in (Mulyadi, 2009:47) argues that a very influential factor to learning is the quality of the attitude that exists in the interpersonal relationships between the teacher (as facilitator) and students (as a learner). This opinion suggests some attitude for teacher can maximum help students in learning that is the attitude of the present themselves, the attitude of acceptance and understanding are full of sympathy.

The teacher should act openly and don't pretend. The development of interpersonal relationships and a positive socio emotional climate strongly influenced by the ability of teachers showing itself as it were. Rogers (1993) in (Mulyadi, 2009:47) considered that the appearance of the self as it were, it is an attitude that is most important in the learning process.

Acceptance of the teacher is the second important attitudes that influence the study. Reception teacher suggests that teachers perceive students as individuals. This is evidence of the belief of the teachers to the students. If the behavior of students accepted by teachers so that students will feel that he respected and appreciated. Thus teachers who appreciate and trust the students had a great chance in creating the socio emotional climate that will help success learning.
With the full understanding of sympathetic is the ability of teachers to understand the circumstances of students in accordance with the views of the students themselves. That capability can create sensitivity of teachers towards students' feelings and sensitivity of teachers does not give an assessment for the students. Thus students will feel that teachers understand what is perceived by the students. If this occurs then the interpersonal relationships and a positive socio emotional climate will evolve in the next influential contribution to the learning activities of students.

b. View Haim c. Ginot

In the development of a positive socio emotional climate Ginnot (1993) in (Mulyadi, 2009:48) stressed the importance of the ability of teachers conducting effective communication with students in communications effectively, further Ginnot put forward a few suggestions that teachers need to be made, such as:

1) An alternative talk on students, don't judge the nature or private student because it can lower dignity of students.

2) Explain the situation of just as there are, let your feelings about the situation and explain things to expect with regard to that situation.

3) Describe the feeling completely out of hearts to excite students' understanding about the circumstances they face.
4) Reduce a rejection of the student with not ordering or demanding they do something, because it will excite attitude of self-preservation.

5) Recognize, accept, and respect the ideas and feeling of the students, it will raise awareness of students about their dignity.

6) Avoid diagnosis and prognosis that not correctly.

7) Explain the process, not assessing its results over his men. Give guidance, not a criticism.

8) Avoid questions or comments that may cause anger and inviting attitude to survive.

9) Avoid rant, because it can eliminate the self-esteem of students.

10) Hold the desire to provide a resolution soon on the issue-faced students, please use the time available to guide students so that they are able to resolve the problem yourself.

11) Attempt to speak short, avoid giving lectures that are long and rambling because it will not motivate students.

12) Use of praise-praise which is appreciative students.

13) Listen to what the students and encourage them to express their ideas and feelings.
3. **Positive Classroom Climate**

   According to Thomas Goerdon (1974) in (Jones,1995:63 ) a good relationship between teachers with students, among others, is a relationship:

   a. Have the openness (tranparency) so each feel free to act and keep your honesty

   b. Contain mutual keep, need each other, and mutually useful to others.

   c. Sense of interdependence with each other.

   d. Each party to feel separate from each other so as to give a chance to develop his creativity, uniqueness, and individualismmenya.

   e. Felt by each party as a place to meet needs so that needs can be met.

   A positive school climate occurs when students believe that they have share responsibility in developing and maintaining an environment that is warm and supportive. Partin (2009:14) holds some tips in creating a positive climate in the classroom:

   a. Remember, a byword for "students don't care how much you know until they know how much you care". We get respect only by showing respect to that, we get a sense of trust with trust. Develop a class that focuses on students rather than concentrate on subjects.
b. Decisions on engaging students in the classroom, appreciating idea from students, as well as respecting the individual differences help to meet their needs.

c. Treat all students fairly. The attitude of favoritism that aroused can create a climate that distinguish and regrettable.

d. Make serious effort to be consistent about the regulations, the assessment and treatment of students.

e. Take the time to listen to the students.

f. Extend the teacher's expectations clearly, both for academic assignments as well as the norms of behavior. Don't let the students guess what the teacher wants.

g. Be polite, friendly, and sympathy with the students.

h. Do not use harsh words and scoffed when talking to students.

i. Remember, a byword for "praise publicly criticize in private." Never drop the student in front of his friends, because it will effect in the long term.

B. Classroom Management

1. Definition of Classroom Management

According to Eka Prihatin (2011) in (Wiyani, 2014:49) management comes from the word managiare which means to manage or train the horses stepped in. In terms of management contained two activities, namely an activity of thought and activity behaviors.
Management is a series of activities that form the process of planning, organizing, implementing, and assessments to accomplish the objectives of the organization which has been established together. From the definition in the management there are three important elements, namely a group of people, cooperation, and the intended purpose (Wiyani, 2014:59).

Arikunto (2012) in (Wiyani, 2014:49) explains the notion of class as a group of learners at the same time receiving lessons from the same teacher. So, if there is a group of participants who were detained at the same time receiving lessons from different teachers that cannot be called a class. While Nawawi in (Wiyani, 2014) defines a class as a small community which is a part of the school community as a whole is organized into work units that are dynamically organized teaching-learning activities are creative to achieve the goal.

Classroom management is a skill teacher as a leader Manager in creating a climate conducive to classroom success teaching and learning activities (Wiyani, 2014:59).

2. **The purpose of classroom management**

   Classroom management generally aims to create an atmosphere of the comfortable classes as the place for the teaching and learning activities. While the goal of management specifically according to Rusdie (2007:47) as follows.

   a. Facilitate learning activities for learners
Teachers are required to be able to realize the ideal class for teaching-learning activities. The class as a learning environment must be able to support learners in developing its capability as fully as possible. Learners study requires concentration to be able to understand and work on the tasks of their learning. That is why classroom management can facilitate learning activities for learners.

b. Overcoming the barriers that hinder the realization of interaction in the teaching and learning activities

With a good classroom management, various obstacles that hinder the realization of interaction in the teaching and learning activities can be addressed easily.

c. Set the range of use of facilities

In an ideal classroom, in it there should be a means or facilities supporting teaching and learning activities. Management classes required to govern the use of the facilities of a well so that it can support and enable learners studying in accordance with existing facilities.

d. Nurture and guide learners in accordance with the different background of social, economic, cultural as well as individual properties.

The character of learners in a diverse classroom such diversity can certainly give rise to numerous problems. If the teacher can't manage the class well, ultimately it will interfere
with teaching and learning activities in the classroom. That's the reason why management classes required to nurture and guide the student in accordance with the different background of the social, economic, cultural, as well as the properties of individual learners.

e. Assist learners learn and work in accordance with its own capabilities and potential

   Classroom management can basically be a facility for learners when they learn processed. A good classroom management, student learning appropriate background encompasses the potential and capabilities.

f. Create a good social atmosphere in the classroom.

   With the creation of a good social atmosphere in the classroom then that condition can give satisfaction, an atmosphere of discipline, intellectual development, emotional, attitude, as well as a positive appreciation for the learners.

g. Helps learners to be able to learn with the orderly

   The class orderly atmosphere is always yearning to every teacher. That is why there some rules in the school and in the classroom. Classroom management is intended to help learners learn orderly so that learning objectives effectively and efficiently in class can be achieved.

   While Djamarah (2010:147) reveal the purpose of the management of special class as follows.
a. For learners

1) Encourage students to develop individual responsibility of the act and the need to control themselves.

2) Help the learners know the behavior that appropriate with the rules in class and understand class if the teacher strike is a warning and not anger.

3) Build of responsibility to involve themselves in the tasks and activities that are taught.

b. For teachers

1) Develop an understanding in the presentation of the lessons with the successful opening and the right speed.

2) Be aware of the needs of learners and have the ability to give instructions clearly to learners.

3) Learn how to respond effectively to the behavior of naughty learners.

4) Have a more comprehensive remedial strategy that can be used in conjunction with the problem of behavior of learners in the classroom.

3. Classroom Management Activities

Classroom management activities are undertaken to support the implementation of a quality learning program. The core activities are presented by Wiyani (2014:65) as follows:
a. Creating the right learning climate

Creating a climate that is conducive and fun classes in order to motivate learners to be able to learn with a good development and its ability. To be able to create the right climate class, a teacher as a Manager in a class should be:

1) Examine the basic concept of class management.
2) Examine the principles of management classes.
3) Examine aspects and management functions of the class.
4) Examine the components and principles of management classes.
5) Review of approaches management class.
6) Review of the factor that influences the teaching-learning atmosphere.
7) Creating a good classroom atmosphere
8) Addressing instruction processed.

b. Set the learning room

Setting or arrangement of the contents of the class and rang to note to the process of teaching and learning activities. Classroom environment need to arrange and laid out well so as to allow the occurrence of active interaction between learners and teachers with learners. In the setting of learning activities, teachers are doing several things, among others:

1) The plan means the class is needed.
2) Examine the various spatial learning.

3) Examine various means class.

4) Arrange learning space.

c. Managing teaching-learning interaction

   Teaching and learning interactions need to be managed.

   Some of the activities carried out by teachers in managing teaching-learning interaction, among others:

   1) Examine ways to observe the teaching-learning activities.

   2) can observe the teaching-learning activities

   3) Various basic skills teaching.

   4) Practicing a wide range of basic skills teaching.

   5) Set the learners in the teaching-learning activities.
A. Research Method

In a research, researchers could choose the types of method in carrying out his research. According to Sugiyono (2013:3) research methods is essentially a scientific way to get the data with a specific purpose and usefulness. For clarity, the selected method is closely related to procedures, tools, and research designs are used.

In this research, researchers used qualitative methods in a research. According to Creswell (2009) in Sugiyono (2013:14) qualitative research is a means for observing, exploring, knowing, and understanding the social or human problem of an individual or groups. The process of qualitative research consists of appearing questions and procedures; collecting data in the participants’ setting; analyzing data using inductive style; building from particular to general themes; and making interpretations of the meaning of data. The final report of research written use flexible writing structure.

B. Research Time and Location

The researchers chose the location of research in SMP Negeri 5 Salatiga. The reason the researcher choose this school a place of research because this school is one of the state school in Salatiga that has value in accreditation A and this school has experienced English teachers. SMP Negeri 5 Salatiga is located on the street Bima 10 Dukuh village, Distric
Sidorukti, Salatiga. The researcher did research in SMP Negeri 5 Salatiga during April 29th 2016 until June 11th 2016.

SMP Negeri 5 Salatiga has a vision that is to print out the younger generation who are adopting clever, noble, polite, skilled, faithful and devoted. While has several mission increases the understanding and practice of the religion, implement effective learning, instilling that fit the personality of the nation of Indonesia, optimizing the potential of human resources, assist students in identifying their own potential, and create a clean and safe school.

C. Research Subject

In this research, researcher has two subject of research. First, the subjects are two English teacher of seventh grade in SMP Negeri 5 Salatiga. The teachers name is Hj. Susanti, S.Pd and Surawan Agus Tomo. The researcher collects data from documentation, and interview. Second, the subjects are two class of class VII E as teaching by Mr. Surawan Agus Tomo and class VII G as teaching by Mrs. Hj. Susanti, S.Pd. For this subject researcher collected data using questioner.

D. Techniques of Data Collection

1. Documentation

Documentation comes from the word document means the written stuff. In the method of research, documentation is to see, read and investigate things like writing, magazines, document, regulations,
meeting minutes, diaries, so on (Arikunto, 2010:201). It is researcher do to get the data written, documented in hard copy and images relevant to the topic of research. This research used documentation for lesson plan and photograph to prove of collecting data interview and questioner.

2. **Interview**

The definition of interview by Arikunto (2010:198) interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. This research used interview method with two teacher of seventh grade to collect information.

3. **Questionnaire**

According to Cristensen (2004) in (Sugiyono, 2013:192) questionnaire is a data collection instrument, the respondents fill in the questions or statements provided by the researchers. So the researchers can obtain the required data for his research. The data obtained can be thoughts, feelings, attitudes, beliefs, values, perception, personality and behavior of the respondents. And researchers can use such data in various measuring characteristics. This research used questionnaire to collect data from students.

E. **Research Procedures**

This teacher undertaken in according with the following steps:
1. Pre Research
   
a. Researcher asked permission from the faculty that extended to headmaster of SMP Negeri 5 Salatiga. Then, ask to the Administrative of SMP Negeri 5 Salatiga about research procedures at that school.

b. Asked the permission of Researcher from the faculty that extended to the nation's Unity and Political Agency of Salatiga.

c. The Researcher asked for permission to head the nation's Unity and Political Agency of Salatiga. After obtained a permit, was given a letter of permission cc that must be submitted to the Mayor of Salatiga and the head of the National Education of Salatiga.

d. Researcher asked permission in SMP Negeri 5 Salatiga to did research by bringing a letter of permission from faculty and letter of permission from the head of the nation's Unity and political Agency of Salatiga.

2. Implementation
   
a. After received permission from the school, researcher met with the English teacher for seventh grade to explain what the researcher will do in SMP Negeri 5 Salatiga.

b. Set a schedule, the researcher do documentation, interview, and distribute questionnaire.

c. Researcher asked lesson plan, and next day started documentation and classroom observation of both classes.
d. Then, met with Mrs. Hj. Susanti to interviewed and continued with Mr. Surawan Agustomo to interview.

e. After that researcher distributed close questionnaire for class VII E and class VII G. Types of questionnaire related to socio emotional climate approach in classroom management.

F. Data Processing Techniques

According to Nazir (1988:406) there are some techniques to processing data.

1. Editing

   It is the early stages after acquiring data from questionnaires or interviews. Namely collecting and categorizing data that has been retrieved, then sort out because chances are there data less relevant.

2. Coding

   It is the activity of administering the codes on the data is already sorted. The code is aimed at identifying a data member that will be examined. Giving code is very useful and make easy data process using computer.

3. Tabulating

   Make tabulation include processing data work. The presentation of the data input the data in form of tables that have been given these codes, in accordance with the required analysis.
G. Techniques of Data Analysis

Data analysis techniques used in this research include, first, the data obtained from interview both of seventh grade English teacher of SMP Negeri 5 Salatiga. Questions of interview consist of 20 questions. Researcher used semi structure interviews, the purpose of this interview is to found issues publicly which of the respondent interviewed could argue with his ideas. Then, the data obtained from close questionnaire from 54 students from two classes of VII E and VII G. The close questionnaire consists of 10 questions and answer questions in questioner measured by Likert Scale. Each question has five options, there are often (score 3), rarely (score 2), and never (score 1).
CHAPTER IV
DATA ANALYSIS AND DISCUSSION

This chapter focused on presented the finding and discussions of the research. First, this analysis data processed through interview from two English teachers in seventh grade of SMP Negeri 5 Salatiga. Second, analysis data process through questioner from 54 students. The finding and discussion from interview for answer two research questions. First, find out the techniques to manage socio emotional between teacher and students in the English class. Second, find out techniques to creating positive classroom climate in English class. The finding questioners for answer from factors determine the quality of classroom climate.

A. Research Schedule

The researcher chose location research in SMP Negeri 5 Salatiga. This school has 60 teacher and 680 students. For the subject of this research, researcher chooses two English teachers of seventh grade to collect data from interview. There is Mrs. Santi as English Teacher of VII G and Mr. Rawan as English teacher of VII E. The researcher used sample 25% from 224 seventh grade students. Researcher used 54 samples from seventh grade student in class VII E and VII G to collected data questioner.

The researcher did research in SMP N 5 Salatiga During two months and there are the research schedules, the first day on Friday, April 29th 2016, researcher asked permission from the faculty that extended to the nation's Unity and Political Agency of Salatiga and researcher asked permission
from the faculty that extended to headmaster of SMP Negeri 5 Salatiga. Second day on Thursday, May 2nd 2016 the Researcher asked for permission to head the nation's Unity and Political Agency of Salatiga.

After obtained a permit, was given a letter of permission cc that must be submitted to the Mayor of Salatiga and the head of the National Education of Salatiga. Then, Researcher asked permission in SMP Negeri 5 Salatiga to do research by bringing a letter of permission from faculty and letter of permission from the head of the nation's Unity and political Agency of Salatiga.

After received permission from the school, third day on Wednesday, May 4th 2016 researcher met with the English teacher for seventh grade to explain what the researcher would do in SMP Negeri 5 Salatiga. Fourth day on Monday, May 9th 2016 the researcher set schedule with both teacher and ask for lesson plan. Fifth day on Friday, May 13rd 2016 the researcher made documentation for 7G class as Mrs. Santi English Class. Six day on Saturday, May 14th 2016 the researcher made documentation for 7E class as Mr. Rawan English Class. Seventh day on Monday, May 16th 2016 the researcher did interview with Mrs. Santi first, then researcher did interview with Mr. Rawan.

Eighth day on Friday May 22nd 2016 researcher dealing out the questioner for 7G. Ninth day on Saturday May 23rd 2016 researcher dealing out the questioner for 7E. During two weeks for student’s final test, researcher process obtained data. Tenth day on Tuesday June 9th 2016 researcher asked Curriculum Vitae for Mrs. Santi. Next day on Tuesday
June 10th 2016 researcher asked Curriculum Vitae for Mr. Rawan. Last day on Saturday June 11th 2016 researcher asked pure score English of final test students.

**Table 4.1 Research Schedule**

<table>
<thead>
<tr>
<th>No.</th>
<th>Day and Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Friday, April 29th 2016</td>
<td>Researcher asked permission from the faculty that extend to the nation's Unity and Political Agency of Salatiga and headmaster of SMP Negeri 5 Salatiga</td>
</tr>
<tr>
<td>2.</td>
<td>Thursday, May 2nd 2016</td>
<td>Researcher asked for permission to head the nation's Unity and Political Agency of Salatiga</td>
</tr>
<tr>
<td>3.</td>
<td>Wednesday, May 4th 2016</td>
<td>Researcher met with the English teacher for seventh grade to explain what the researcher would do in SMP Negeri 5 Salatiga</td>
</tr>
<tr>
<td>4.</td>
<td>Monday, May 9th 2016</td>
<td>Researcher set schedule with both teacher and asked for lesson plan.</td>
</tr>
<tr>
<td>5.</td>
<td>Friday, May 13rd 2016</td>
<td>Researcher made documentation for 7G class as Mrs. Santi English Class</td>
</tr>
<tr>
<td>6.</td>
<td>Saturday, May 14th 2016</td>
<td>Researcher made documentation for 7E class as Mr. Rawan English Class</td>
</tr>
<tr>
<td>7.</td>
<td>Monday, May 16th 2016</td>
<td>Researcher did interview with Mrs. Santi first, then researcher did interview with Mr. Rawan.</td>
</tr>
<tr>
<td></td>
<td>Date and Day</td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8.</td>
<td>Friday May 22\textsuperscript{nd} 2016</td>
<td>Researcher dealing out the questioner for 7G.</td>
</tr>
<tr>
<td>9.</td>
<td>Saturday May 23\textsuperscript{rd} 2016</td>
<td>Researcher dealing out the questioner for 7E.</td>
</tr>
<tr>
<td>10.</td>
<td>Tuesday June 9\textsuperscript{th} 2016</td>
<td>Researcher asked Curriculum Vitae for Mrs. Santi.</td>
</tr>
<tr>
<td>11.</td>
<td>Tuesday June 10\textsuperscript{th} 2016</td>
<td>Researcher asked Curriculum Vitae for Mr. rawan.</td>
</tr>
<tr>
<td>12.</td>
<td>Saturday June 11\textsuperscript{st} 2016</td>
<td>Researcher asked pure score English of final test students</td>
</tr>
</tbody>
</table>

**B. Documentation**

According to Sugiyono (2013:329) Documentation is the method of research, documentation is to see, read and investigate things like writing, magazines, document, regulations, meeting minutes, and diaries, so on. In this research, the researcher uses some of type document to complete and help to collect data.

Researcher uses record document to collect data interviewed from subject English teachers. Researcher used record from hand phone because this record could be proof for a research. Then data process could write down transcript base on the record interviewed from both teachers. Researcher could analyze the transcript from interview.

Researcher also used written document for collected data. Data from lesson plan to analyze teacher activity in class. Data from questioner to
analyze answered from students about classroom climate. Data from curriculum vitae used to know autobiographies of teachers. And data from absence and list student final score used to analysis data result.

To proof all section of this research, researcher used camera photograph to taken picture and video for evidence some of activity. Such as when researcher followed and observed English Class, when the researcher dealing out questioner for students, and when researcher interviewed the English teacher.

C. Interview Results

Here are the result interview obtained from two English teacher of seventh grade in SMP Negeri 5 Salatiga Mr. Surawan Agus Tomo (Mr. Rawan) and Mrs. Hj. Susanti (Mrs. Santi).

The atmosphere of teaching and learning in the classroom would go well if the teacher and students relationship established. Researchers asked the teachers what kind of good relationship between teachers and students. Mrs. Santi believed that the good relationship between teachers and students is the teacher should know the character of students and teachers closer to the students.

Meanwhile, according to Mr. Rawan found that a good relationship between teachers and students that should intertwined good family relationship and communicative. So a good relationship between teachers and students based on both the opinion that teachers should knew the character of students, close to the students, kept family relationships, and communicative.
At the start of classes, the early atmosphere would give a first impression about the learning environment at the time. Researchers asked teachers to bring the atmosphere of the class before teaching. Perhaps with asked the students about their news today or feelings of students. Mrs. Santi brings the atmosphere of the class by asking the students to begin learning readiness, for example by giving the question “Are you ready to study English?”

While Mr. Rawan bring the atmosphere of the beginning of the class by asking the students news today, health inquiry the students, had breakfast yet, and on their way to school comfortable or not. Based on the above opinion before starting lessons should be able to bring the atmosphere of the classroom, such as asking the student news and asked a student's readiness to start the lesson.

In establish good communication with students, researchers asked the teachers about whether the teacher asked the students about the learning environment as what they want. Mrs. Santi said that she never asked the students. Because teachers should be very clever to see students, teachers should be able to use tools and media that match the learning material, so the teacher did not need to ask the students. Meanwhile, according to Mr. Rawan we could ask a learning atmosphere like what they want. To know the atmosphere also ideal in learning, learning could also be done outside the classroom and should not in the classroom.

Researchers want to know some of the factors that influence the learning atmosphere in class according with the opinion of both the teacher.
According to Mrs. Santi main factor was the class should be conducive and teachers in teaching used the media and the appropriate tools. Meanwhile, according to Mr. Rawan similarly like Mrs. Santi conducive classroom, and teachers should be able to master the class, the class should be neat and clean, and the readiness of students to start lessons like not to forgot to bring textbooks. Based on the opinion both of the teacher the factors that influenced the learning atmosphere in class such as conducive classroom, the way teachers teach, cleanliness, and the readiness of pupils in learning.

Every day the atmosphere was definitely not always stable. There would be times when teachers should teach students but teachers' health was not improving. In this case the researchers wanted to know when both teachers are being unwell whether they shared the students about their condition in ordered to get the students' attention.

Mrs. Santi usually shares their students if being unwell. Then give direction or guidance to their students to work on group work or study outside the classroom. While Mr. Rawan expressed his condition at the time of the beginning of the class, but he did not reveal when the lessons have already started. Mr. Rawan kept teaching fulltime, and students also realized that if Mr. Rawan was unwell so they stay quiet in class.

Every teacher usually makes the rules in the classroom for the achievement discipline in the classroom. Here the researchers wanted to know what rules and penalties that both the teachers used in the classroom. Mrs. Santi made the rules in the classroom, like students are required to bring a dictionary every English lesson. If there are students who do not
brought a dictionary would be subject to a fine of five hundred rupiah for the class cash.

Similarly, Mr. Rawan also made the rules in the classroom. As seating should be neat, children who wear glasses sitting in front, and the seating should be comfortable. And Mr. Rawan applied penalties among other students in class punished to write on the board, given the task to do the exercise until the correct and the student is given the responsibility.

Associated with characters of different teachers will affect the attitude of students and teachers in the classroom. Because the socio emotional climate in class was also influenced by the attitudes of teachers and students in class, researchers wanted to know the attitude of students to teachers in class. In the classroom Mrs. Santi, Mrs. Santi explained that all students behave well towards teachers. Because Mrs. Santi made students not to be afraid to teachers so that students felt enjoy, comfortable, and happy to teacher.

While Mr. Rawan, was similar to Mrs. Santi. All of the students be kind and polite. At the time outside the classroom Mr. Rawan encourage the students to communicate using Indonesian if they could not use the Java language. It aims to maintain good manners for students.

Each class consists of a variety of students with different abilities. In this case the researchers wanted to ask about the student's favorite English class taught by Mrs. Santi and Mr. Rawan. The results of both interview teachers, researchers obtained information that Mrs. Santi did not have favorite students. Because Mrs. Santi assumeed that all students are equally.
On one class there are also students were pleasant, polite, and attentive. But Mrs. Santi still treated them fairly. Mr. Rawan has favorite students in the classroom. He guided the favorite students, was given a harder task. Mr. Rawan asks the favorite students to help explained the lesson to a friend who did not understand the lesson.

On the other hand, there are students in the classroom was certainly intelligent and less intelligent. Researchers wanted to know how teachers addressed students who are intelligent and less intelligent. Mrs. Santi addressed the students with less intelligent by guiding and group work. The less intelligent students put together with students who are good in some groups, so intelligent students could helped their friends who are less intelligent in learning. The less intelligent students were also given a work to do at home. Letting it run like the other friends. If the test scores less, the teacher gives remedial in easy task. The important thing was that children could and have confidence that he could.

While Mr. Rawan respond in a way that intelligent students gathered it, given the material, given the matter more difficult, the discussion itself, and may asked when there was trouble. While the children are less intelligent classes themselves and explained again the material that they do not understand and are given easier question. The important thing they could did and it was also important to raise their confidence. They also should try as much as possible.

The atmosphere in the classroom was quiet and conducive was the desire of every teacher, having students who are obedient and always pay
attention when the teacher explained. But in general in the classroom there are one or several students who made noise in the classroom. In this case the researchers wanted to know how both teachers to control noisy students in the classroom.

Mrs Santi did not mind it, because Mrs. Santi already aware of his own wayward family. Mrs. Santi believed that in this case the teachers should educate children so as not naughty and educate him to be more disciplined. As for Mr. Rawan always remind naughty children and scold them. They were given the actions that arises deterrent effect. But naughty children do not cornered, they remain always given oversight.

In the classroom management, the teacher made regulations that should be adhered to students in the classroom. And even the teacher also applied some sanctions for students who violate the rules. There are times when teachers punished students who violate the rules or made noise in class so that the classroom climate became uncomfortable. In this case the researchers wanted to know after the teacher punished or scold the students did after the teacher became meditation.

Mrs. Santi and Mr. Rawan have the same answered that they were not the meditation. That would have been its gone, forgotten. According to Mrs. Santi scold the students still control not with harsh words, leading to a strict manners and no grudge. Meanwhile, according to Mr. Rawan, he was given a child who has been scolded and observed whether there is a change for the better or not. Yet Mr. Rawan still has given the approach again.
In kept positive socio emotional climate in the classroom, teacher should be able to appreciate the opinions and ideas of their students. In class there are usually aggressive pupils who wanted to always answer questions or expressed his ideas, but on the other hand there are also students were a bit slow in answered or expression did not even got a chance to answer.

In the case of the researchers wanted to know how the two teachers to addressed students who expressed an opinion and the students were a bit slow in the expression. Mrs. Santi and Mr. Rawan have the same answered that they gave freedom to the students to argue and they also appreciated the students' opinions. They provide an opportunity for students who have not answered the question and Mr. Rawan give priority to students rather slow.

At the time the teacher gave the assignment to the students, the students would work with the process and the results in vary. In this case the researchers wanted to know when the teacher gives assignments to the students the most observed by teachers was the process or result. Both teachers, Mrs. Santi and Mr. Rawan have the same view that they are observing the process than the results.

Mrs. Santi said that if the process was good, then the result would be good. But there are exceptions, there are students that the processed was not good but the results could be good. Mr. Rawan said when observed based on the results, the future of children who are less intelligent their score will fall. If the processed was good but the result is less, Mr. Rawan will still appreciate in score. He also realized that the student's ability is different.
Furthermore, in kept socio emotional climate in the classroom there is a saying Remember, a byword for "praise publicly criticize in private." Never drop the student in front of his friends, because it would effect in the long term. In this case the researchers wanted to know how often the teachers praise and criticize their students. And how teachers praise and criticize their students. Mr. Rawan and Mrs. Santi often gave praise to the students. Mrs. Santi gave praise to use oral as very good and gave praise in writing as excellent, good job, and very good. Mr. Rawan gave praise to all students, especially the less intelligent that they have more spirit.

Whereas in Mrs. Santi criticize the neatness of students, but never criticize a shortage of students. Criticizing students also performed outside the classroom so as not to offend them, did not do front of the class because it could embarrass them. Mr. Rawan criticizes the students in the classroom because of their bad behavior and not doing their task. So they shy and wary, so that the other students did not imitate his actions.

In maintaining good classroom climate, the teacher should be able to establish a good relationship with pupils. Each student certainly had a problem and it could make the spirit of learning decreases. When in the classroom teacher find a student who looked glum and has a problem, what should teacher did if a student has a problem the teacher will immediately give him a solution or take the time to guide students to solve the problem.

Researchers got an answered from both teachers, Mrs. Santi would attention of all the children who looked glum and approached him/her. After knowing what the problem when it comes to learning would be solving in
class so that other students who have similar problems could have solutions as well. However, students are usually embarrassed to tell them directly to the counseling teachers. Meanwhile Mr. Rawan, if there is a student who was moody questioned, but Mr. Rawan more often advised immediately see the counseling teachers to get a solution.

In a class must consist of diverse students, they come from a background of social, economic, cultural, and characters are different. They come from diverse environments. Some are come from a wealthy family, simple, and poor. There being the officials' children, children of Civil Servants, and child labor. From the things that researchers wanted to find out how teachers view students with diverse origin of such students. Mrs. Santi said that first of all teachers should knew the character of students. When the students smooth, she approached in a smooth way. When the students hard, she was approached by smooth too.

While Mr. Rawan said that he was more oriented towards the students a simple but diligent. Mr. Rawan not looks student officials' children or children of the rich. Mr. Rawan said that he should be fair. Mr. Rawan also observed the child's attitude is good. Even when it was the son of an officer, when pupils were wrong remains to be reprimanded and reminded.

D. Questioner Results

a. Questionnaire guidelines

Analysis process through questioner contains of 10 questions. Questions based on some different theory. The researcher wanted to
apply the question in questioner with related theory. These questioners used some theories in analysis students. There are following theory.

First theory it’s about understand student background, following question for first question. In related theory “develop and guidance students according to their social economic background, culture, and each individual characteristic (Wiyani, 2014: 62)”. Second theory about teacher treats students fairly, following question number two. In related theory “treat all students with justice. Favoritism act can create atmosphere that differential and regrettable (Partin, 2009: 14)”.

Third theory about sympathy, following questions number three. In related theory “have a certain attitude polite, humble, and sympatric with students (Partin, 2009:14)”. Fourth theory also about avoid rant, following question number four. In related theory “avoid crude words, because it can kill self esteem of students (Mulyadi, 2009:49)”.

Fifth theory also about praise publicly criticizes in private, following question number five. In related theory “Remember, a byword for "praise publicly criticize in private." Never drop the student in front of his friends, because it will effect in the long term (Partin, 2009:16)”. Sixth theory is about teacher’s expectations clearly, following question number six. In related theory “pass the teacher's expectations clearly, both for academic assignments as well as the norms of behavior. Don't let the students guess what the teacher wants (Partin, 2009: 14)”.
Seventh, theory is also about consistent, following question number seven. In related theory “make serious effort to be consistent about the regulations, the assessment and treatment of students (Partin, 2009: 14)”. Eighth theory is about good listener, following question for number eight. In related theory are “take a time to listen the students (Partin, 2009:14)”.

Ninth theory about appreciate student’s idea, following question for number nine. In related theory “decisions on engaging students in the classroom, appreciating ideas from students, as well as respecting the individual differences help to meet their needs (Partin, 2009: 14)”. Last theory is about conducive class, following question number ten. In related theory “create conducive atmosphere and pleasant can motivate students to study well according with their development and ability (Wiyani, 2014: 62)”.

The researcher use sample 25% from 224 seventh grade students. Researcher use 54 sample from seventh grade student in class VII E and VII G to collect data questioner. The questioner measured by Likert Scale. Each question has five options, there are often (score 3), rarely (score 2), and never (score 1). The result of this questioner will answer the third problem, namely factors • determine the quality of classroom climate in English class of seventh grade students of SMP Negeri 5 Salatiga.

Table 4.2 Questionnaires Results
<table>
<thead>
<tr>
<th>No</th>
<th>Factors of quality classroom climate</th>
<th>Answer</th>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Understand student’s background</td>
<td></td>
<td>Often</td>
<td>26</td>
<td>48 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rarely</td>
<td>22</td>
<td>41 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Never</td>
<td>6</td>
<td>11 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100 %</strong></td>
</tr>
<tr>
<td>2</td>
<td>Treat all students fairly</td>
<td></td>
<td>Often</td>
<td>31</td>
<td>57 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rarely</td>
<td>17</td>
<td>32 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Never</td>
<td>6</td>
<td>11 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100 %</strong></td>
</tr>
<tr>
<td>3</td>
<td>Sympathy</td>
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<td>Often</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Rarely</td>
<td>18</td>
<td>33 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100 %</strong></td>
</tr>
<tr>
<td>4</td>
<td>Avoid rant</td>
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<td>Often</td>
<td>29</td>
<td>54 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rarely</td>
<td>22</td>
<td>41 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Never</td>
<td>3</td>
<td>6 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100 %</strong></td>
</tr>
<tr>
<td>5</td>
<td>Praise publicly criticize private</td>
<td></td>
<td>Often</td>
<td>37</td>
<td>69 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rarely</td>
<td>11</td>
<td>20 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Never</td>
<td>6</td>
<td>11 %</td>
</tr>
<tr>
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<td></td>
<td><strong>Total</strong></td>
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<td><strong>100 %</strong></td>
</tr>
<tr>
<td>6</td>
<td>Teacher’s expectation</td>
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<td>41 %</td>
</tr>
<tr>
<td>Factor</td>
<td>Frequency</td>
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<td>Clear</td>
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<td>26</td>
<td>48 %</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Never</td>
<td>6</td>
<td>11 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>54</td>
<td>100 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent</td>
<td>Often</td>
<td>47</td>
<td>87 %</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Rarely</td>
<td>6</td>
<td>11 %</td>
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<tr>
<td></td>
<td>Never</td>
<td>1</td>
<td>2 %</td>
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<td></td>
<td>Total</td>
<td>54</td>
<td>100 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good listener</td>
<td>Often</td>
<td>7</td>
<td>13 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>30</td>
<td>56 %</td>
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<td>100 %</td>
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<td></td>
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<tr>
<td>Appreciate student’s idea</td>
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<td>14</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
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<td>30</td>
<td>56 %</td>
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<td>Rarely</td>
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<td>Never</td>
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<td>13 %</td>
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<td></td>
<td>Total</td>
<td>54</td>
<td>100 %</td>
<td></td>
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</tr>
</tbody>
</table>

b. Questionnaires Discussion

Table 4.2 showed the results of questionnaires from seventh grade student related with factors determines quality of classroom
climates. The frequency of teachers understood student’s background showed that most student answers often (48 %). The researcher assumed that answered students related with teachers interview result. Others students who answer rarely or never teachers and students could increase their understanding of each other.

Second, the frequency of teacher treated all students equally showed that most students answer often (57 %). The researcher assumed that answered students appropriate with teacher interview results. The teachers said that they did not have favorite’s students and treat students according their ability. Then, the frequency of teacher sympathy with students showed that most students answer often (67 %). The researcher assumed that students answered appropriate with teacher interview results. Teachers said that all students kind and polite with teachers.

The frequency of teacher avoided rant showed that most students answer often (54 %). The researcher assumed that students answer appropriate with teacher’s interview results. The teachers said that he/she do not use harsh word, speak with students smoothly, and humble with students. Then, the frequency of teacher praise students publicly and criticize student in private showed that most students answered often (69 %). The researcher assumed that students answered appropriate with teacher interview results. Teachers said that they always give praise to students and criticize students outside class.
The frequency of teacher’s expectation clearly showed that most students answered rarely (48 %). The researcher assumed that students answered were not appropriate with teacher interview results. Because the teachers said that they made rule, give instructions, give lesson clearly. But most of students did not understand with the teacher delivered. Then, the frequency of consistent showed that most of students answer often (87 %). The researcher assumed that students answered appropriate with teacher interview results. Teachers could consistent about regulation, assessment score, and treatment the students.

The frequency of teacher was good listener showed that most students answer rarely (56 %). The researcher assumed that students answer was not appropriate with teacher interview results. The teacher said that he/she always open to listened students problem, but in other case students felt shy or afraid told their problem to the teachers. For the related theory the teacher could took the time to listen the students. When students wanted to tell their problem or students wanted to express their opinion. The teachers and students could build communication better.

The frequency of teacher appreciates student’s idea showed that most students answer rarely (52 %). The researcher assumed that students answered were not appropriate with teacher interview results. The teacher said that he/she gave opportunity for student to express their opinions and ideas. In other way student cannot expressed their
ideas because they unconfident or have no idea. Teachers could help student and give motivation to be brave expressed their opinion.

The frequency of conducive showed that most students answered often (56 %). The researcher assumed that students answer is appropriate with teacher interview results. Teachers can create conducive classroom climate in teaching learning English. Although some students answer rarely, the teachers have tried to make conducive classroom climates. Both of students and teacher must keep conducive classroom climate. So the process of teaching learning English would comfort and quality.
CHAPTER V
CLOSURE

A. Conclusion

1. Based on the finding the researcher concludes that how the teacher manage socio emotional climate between teacher and students in the English class of the seventh grade students of SMP N 5 Salatiga such as.
   a. Teachers before started lessons could bring the atmosphere of the classroom, such as asked the student news and asked a student's readiness to start the lesson.
   b. Teachers and students attitude in class was very good. Teacher could build conducive classroom.
   c. Teachers made the rules in the classroom for the achievement discipline in the classroom.
   d. Teachers could control noisy and naughty students and the teachers punished or scolded the fault students.
   e. Teachers gave students task according their ability and observed the processed than the results.

2. Based on the finding the researcher concludes that how the teachers create positive climate in the English class of the seventh grade students of SMP N 5 Salatiga.
   a. Teachers build good relationship between teachers and students.
   b. Teachers and students knew the health condition each other, so they could realize the condition each other.
c. Teachers did not favoritism students, treated all students equally. Teachers treated the students with justice and fair.

d. Teachers asked the more intelligent students to help explained the lesson to a friend who did not understand the lesson. It could build good relationship with classmate.

e. Teachers appreciated the opinions and ideas of their students. Teachers always praise students for gave them spirit. And criticize private outside the classroom.

f. Teachers could take time to listen the students’ problem.

3. Based on the finding result about factors determine quality of classroom climates, the researcher find that factors such as teachers understands student’s background showed that most student answered often (48 %). Teachers treated all students equally showed that most students answered often (57 %). Teacher sympathy with students showed that most students answered often (67%). Teachers avoid rant showed that most students answered often (54 %). Teachers praise students publicly and criticize student in private showed that most students answered often (69 %). Teachers consistent showed that most of students answered often (87 %). Teachers made conducive showed that most students answered often (56 %).

B. Suggestion

1. For the teachers:
a. Teacher should more understand about socio emotional climate approach. This approach can use to increase positive classroom climate.

b. Teacher should build good relationship with student, teachers should know the character of students, close to the students, keep family relationships, and communicative.

c. Teacher should show favoritism student in front of class. Treat all students with justice and fair.

d. Start to be good listener for students. Because is school teacher is second parents for students.

2. For the students:

a. Students always kind and polite with teacher. Do not afraid to explore your opinion. Keep students attitude with teachers, act teachers as your second parents.

b. Students do not afraid to ask or tell to teacher about their problems. Students’ problem can obstruct or disturb the process of learning. Students looking for solve of their problem.

c. Help teacher to create conducive classroom to get feel enjoy, comfortable, and feel happy to study.
BIBLIOGRAPHIES


Meta-Analysis of School-Based Universal Intervention Vol. 82, No. 1.


APPENDICES
CURRICULUM VITAE

1. Personal Identity

Name : Sri Nuryati
Sex : Female
Date and Place Birth : Salatiga, August 18\textsuperscript{th}, 1993
Address : Jl. Surowijoyo II Rt.04/Rw.13 Pengilon.
Mangunnsari. Sidomukti. Salatiga
Religion : Islam
Mobile Phone : 085740716339

2. Educational Background

TK Islam Taruna Tama Kalioso 1999
SD Negeri Dukuh 01 Salatiga graduated 2005
SMP Negeri 5 Salatiga graduated 2008
SMK Negeri 2 Salatiga graduated 2011
State Institute for Islamic Studies (IAIN) Salatiga
CURRICULUM VITAE

Nama : Hj. Susanti, S.Pd

TTL : Magelang, 06 Oktober 1962

Alamat : Jln. Fatmawati, Modangan Rt.03/Rw. 08 Blotongan Salatiga

Riwayat Pendidikan : 1. SD Negeri Pucanganum, Srumbung Magelang
2. SMP N 1 Muntilan, Magelang
3. SMA Katholik Pendowo Muntilan
4. DII Bahasa Inggris UKSW
5. S1 Bahasa Inggris UT Semarang

Riwayat Mengajar : 1. SMP N 2 Salam, Kab. Magelang
2. SMP N 5 Salatiga
CURRICULUM VITAE

Nama : Surawan Agus Tomo

TTL : Salatiga, 18 Agustus 1956

Alamat : Perum Sraten Permai, Blok H-2, Rt.03/Rw.07, Sraten,
Kec. Tuntang, Kab. Semarang.

Riwayat Pendidikan : 1. SD N Kutowinangun 3 Salatiga
2. SMP N 3 Salatiga
3. SMA N 3 Salatiga
4. DIII Bahasa Inggris UKSW

Riwayat Mengajar : 1. SMP N 1 Bringin, th 1983-1990
2. SMP N 5 Salatiga, th 1991 - Sekarang
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama satuan pendidikan : SMP Negeri 5 Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VII/2
Materi pokok : Teks fungsional pendek sangat sederhana (short notices)
Alokasi waktu : 4 x 40 menit

A. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkaan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi dasar dan indicator pencapaian kompetensi:
Kompetensi Dasar (KD):

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3.9. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tanda atau rambu (short notice) sesuai dengan konteks penggunaannya.
4.10. Menangkap makna teks tanda atau rambu (short notice) lisan dan tulis sangat pendek dan sederhana.
4.11. Menyusun teks tanda atau rambu (short notice) lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
C. Tujuan pembelajaran:

**Pertemuan 1**
Setelah mempelajari Bab X, peserta didik dapat:
- menunjukkan kesungguhan belajar Bahasa Inggris dalam memahami teks tanda atau rambu (short notice).
- mengidentifikasi fungsi sosial dan struktur teks tanda atau rambu (short notice) sesuai dengan konteks penggunaannya.

**Pertemuan 2**
Setelah mempelajari Bab X, peserta didik dapat:
- menunjukkan perilaku peduli dan tanggung jawab dalam berkomunikasi menggunakan Bahasa Inggris.
- mengidentifikasi unsur kebahasaan dari teks tanda atau rambu (short notice) sesuai dengan konteks penggunaannya.

D. Materi pembelajaran

Jenis Teks tanda atau rambu (short notice), baik lisan maupun tulis yang masing-masing jenis diajarkan secara terpisah.

1. Fungsi sosial
   Menjaga ketertiban dan keselamatan pribadi dan publik.

2. Struktur teks
   Menyebutkan tujuan dan informasi rinci dari:
   a. Rambu (short notice):
      - Keep the room clean and tidy.
      - Keep door closed at all times.
      - Do not enter.
      - An email has been received.
      - No mobile phones in the library.

3. Unsur kebahasaan
   a. Kata dan tata bahasa yang lazim digunakan dalam instruksi, rambu, dan peringatan dari sumber-sumber otentik
   b. Ucapan, tekanan kata, intonasi
   c. Ejaan dan tanda baca
   d. Tulisan tangan

4. Topik
   Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

E. Metode Pembelajaran:
- *Project Based Learning*
F. Media, Alat, dan Sumber Pembelajaran:
1. Media : Kartu Gambar
2. Alat : Kertas Plano
3. Sumber Belajar : Buku When English Rings Bell

G. Langkah-langkah pembelajaran

Pertemuan 1
a. Kegiatan Pendahuluan (10’)
   • Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
   • Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran teks teks tanda atau rambu (short notice);
   • Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan juga tentang gambar suasana di sekolah yang ditayang terkait dengan materi yang akan dipelajari;
   • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (60’)
   Mengamati (15’)
   • Peserta didik mengamati gambar dan instruksi-instruksi.
   • Peserta didik membuat garis yang menghubungkan teks tanda atau rambu (short notice) dengan gambar.
   • Di sini, guru dapat mengamati pemahaman peserta didik tentang berbagai teks tanda atau rambu (short notice).
   • Guru membacakan teks tanda atau rambu (short notice) dengan tepat.
   • Peserta didik secara bergantian membacakan instruksi dengan lafal yang tepat.

Menanya (10’)
• Peserta didik memungkinkan bertanya berkaitan dengan kata kerja dalam bahasa Inggris.

Mengumpulkan Informasi (15’)
• Peserta didik dengan teman sebangku mencermati gambar.
• Peserta didik dengan dibimbing guru diskusi tentang teks tanda atau rambu (short notice) yang tepat untuk tiap-tiap gambar.

Mengasosiasi (10’)
• Peserta didik mengamati gambar.
• Guru membacakan beberapa kalimat berupa teks tanda atau rambu (short notice).
• Peserta didik menentukan gambar yang tepat dengan kalimat lesan dari guru.

c. **Penutup (5’)**
• memberikan umpan balik terhadap proses dan hasil pembelajaran;
  Look at the pictures and study the instructions. Match each picture with the right instruction. Now let’s read the instruction together. Listen to me first then repeat after me.
• melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual untuk mencari instruction yang terdapat di lingkungan peserta didik.
• menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

**Pertemuan 2**

a. **Kegiatan Pendahuluan (10’)**
• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
• Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran teks tanda atau rambu (short notice);
• Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya yang terkait dengan materi yang akan dipelajari;
• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. **Kegiatan Inti (60’)**
**Mengomunikasikan (60’)**
• Peserta didik mengamati gambar.
• Peserta didik mengemukakan apa yang mereka ketahui tentang gambar dalam kelompok kecil.
• Peserta didik secara bergantian mempresentasikan hasil kerja kelompok.
• Peserta didik melafalkan teks tanda atau rambu (short notice) dengan tepat.

c. **Penutup (10’)**
• Memberikan umpan balik terhadap proses dan hasil pembelajaran;
• For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class. Okay? Now as usual Please write your feeling, your problem and your success during my class in your journal.
• Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris dalam jurnal belajar (learning journal).
• Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
H. Penilaian hasil pembelajaran

- Jenis/instrumen/rubric

1. Kinerja (praktik)
   a. Melakukan kerja berpasangan dengan menempelkan gambar disesuaikan dengan ungkapannya.
   b. Melaksakan Kegiatan saintifik (5 M)

<table>
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<tr>
<th>No.</th>
<th>Butir Sikap</th>
<th>Deskripsi</th>
<th>Perolehan skor</th>
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</table>
| 1   | Bertanggung jawab   | 5: selalu tanggung jawab  
|     |                      | 4: sering tanggung jawab  
|     |                      | 3: kadang-kadang tanggung jawab  
|     |                      | 2: jarang tanggung jawab  
|     |                      | 1: tidak pernah tanggung jawab  |
| 2   | Kerjasama           | 5: selalu kerjasama  
|     |                      | 4: sering kerjasama  
|     |                      | 3: kadang-kadang kerjasama  
|     |                      | 2: jarang kerjasama  
|     |                      | 1: tidak pernah kerjasama  |
| 3   | Disiplin            | 5: selalu disiplin  
|     |                      | 4: sering disiplin  
|     |                      | 3: kadang-kadang disiplin  
|     |                      | 2: jarang disiplin  
|     |                      | 1: tidak pernah disiplin  |

2. Observasi:
   a. Mengemukakan pendapat dalam kelompok.
   b. Mempresentasikan hasil kerja kelompok.

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<th>Perolehan skor</th>
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|     |             | 3 = ada beberapa kesalahan dan mengganggu makna  
|     |             | 2 = banyak kesalahan dan mengganggu makna  
|     |             | 1 = terlalu banyak kesalahan sehingga sulit dipahami  |
| 2   | Intonasi    | 5 = Hampir sempurna  
|     |             | 4 = ada kesalahan tapi tidak mengganggu makna  
|     |             | 3 = ada beberapa kesalahan dan mengganggu makna  
|     |             | 2 = banyak kesalahan dan mengganggu makna  
|     |             | 1 = terlalu banyak kesalahan sehingga sulit dipahami  |
3. Penilaian Diri
   Bentuk : jurnal belajar
   Contoh Format:

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<td>Tanda Tangan Wali Kelas,</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
</tbody>
</table>

   | ......................... |
   | .......................... |

4. Penilaian Teman Sebaya
   Berupa komentar

<table>
<thead>
<tr>
<th>Menurut penilaian saya, dalam belajar Bahasa Inggris, teman saya yang bernama ....</th>
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<table>
<thead>
<tr>
<th>Menurut penilaian saya, dalam belajar Bahasa Inggris, teman saya yang bernama ....</th>
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</thead>
</table>

5. Aspek Keterampilan

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<tr>
<th>No.</th>
<th>Butir Sikap</th>
<th>Deskripsi</th>
<th>Perolehan skor</th>
</tr>
</thead>
</table>
| 1. Melakukan tindak komunikasi yang tepat | 5 = Selalu melakukan kegiatan komunikasi yang tepat  
4 = Sering melakukan kegiatan komunikasi yang tepat  
3 = Beberapa kali melakukan kegiatan komunikasi yang tepat  
2 = Pernah melakukan kegiatan komunikasi yang tepat  
1 = tidak pernah melakukan kegiatan komunikasi yang tepat |

Mongetahui  
Kepala Sekolah  

Salatiga, 13 Mei 2016  
Guru Mata Pelajaran  

Hj. Susanti, S.Pd  
NIP. 19621006 198703 2 006
Name of Interviewee: Mr. Surawan Agus Tomo

Date of Interviewee : Monday, May 16\textsuperscript{th} 2016

Time of Interviewee : 10.25 - end

<table>
<thead>
<tr>
<th>Numb</th>
<th>Questions</th>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>How do you bring the atmosphere of the class before teaching? Whether by asking them the news this day or what their mood today?</td>
<td>Yes of course, ask about students, attendance, and the weather today. String attached before the lesson, ask if healthy, how comfortable the way to school or not, and had breakfast yet.</td>
</tr>
<tr>
<td>3.</td>
<td>Have you often asked the students learning atmosphere as what they want?</td>
<td>Yes often, I asked how ideal learning atmosphere. Learning can be outdoors, not necessarily indoors.</td>
</tr>
<tr>
<td>4.</td>
<td>In your opinion what factors are affecting the learning atmosphere in class?</td>
<td>The conducive atmosphere to master classes, classrooms are clean and tidy, the readiness of the child in the face of such subjects do not forget to bring a book.</td>
</tr>
<tr>
<td>5.</td>
<td>When you are teaching any chance you are not feeling well, do you share with students what you feel?</td>
<td>I relayed from the beginning but I did not show. I still teach fulltime. The students also realized, I was not feeling well, so it does not need to be warned to not rowdy</td>
</tr>
<tr>
<td>6.</td>
<td>Do you make the rules in the classroom?</td>
<td>I make the rules in class. As seating must be neat, less intelligent students sitting in front, children who wear glasses are also in front, the seating</td>
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<td>7.</td>
<td>In your opinion what are the penalties or punishment appropriate for students?</td>
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<td></td>
<td>Ordered to write on the board, given the task to do, give the security responsibility to discipline his friend, cleaning the classroom, given the confidence to avoid being marginalized, and still in the corridor of education.</td>
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<td>8.</td>
<td>What is the attitude of students to teachers in the classroom?</td>
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<td>Good all, polite. If you cannot wear the correct Java language I ask them to use Indonesian. So they still keep politeness.</td>
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<td>9.</td>
<td>Do you have a favorite student in class? And how do you treat it?</td>
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<td></td>
<td>There yes. They were mentored, encouraged not to decrease and was given a harder task. I asked them to help explain to friends who do not understand the lesson.</td>
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<td>10.</td>
<td>How do you address the students who are good and less intelligent?</td>
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<td></td>
<td>The smart ones are grouped itself given the material, the more difficult questions and discussion itself and may ask me if there are difficulties. While students who are less intelligent explained by myself and was given the material easier</td>
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<tr>
<td>11.</td>
<td>In your opinion how to treat the students were a bit slow in the classroom?</td>
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<td></td>
<td>They gathered themselves and were given lighter tasks. The important thing they can do. Questions given should be different with another friend. What is important to generate confidence and should try as much as possible.</td>
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<td>Question</td>
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<td>12.</td>
<td>How do you control the students who like making noise in class?</td>
<td>Reminds and scold them. Given action so that there is a deterrent effect. Naughty children do not cornered, but always monitored.</td>
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<tr>
<td>13.</td>
<td>After you reprimand or scold students do you still meditation afterwards?</td>
<td>Yes I have forgotten. But I remember the children who have been scolded, and I observe whether there are changes for the better. Still be given the approach again.</td>
</tr>
<tr>
<td>14.</td>
<td>What is your attitude toward students who have always wanted to express opinions or ideas?</td>
<td>I gave them freedom of speech. I told them to argue, but they instead rarely express.</td>
</tr>
<tr>
<td>15.</td>
<td>How do you address the aggressive pupils and students were a bit slow in answering the question?</td>
<td>Give priority to turn the children were slow.</td>
</tr>
<tr>
<td>16.</td>
<td>When you assign tasks to students, what is the most you observe, the process or the result?</td>
<td>Especially the process. If observed from the result, will students who scoreless will fall. If the process is good but the results are less good, I would appreciate their scores.</td>
</tr>
<tr>
<td>17.</td>
<td>Do you often criticize the students and how can you criticize the students?</td>
<td>I criticize students for bad behavior and not doing their works. I ordered to finish work in front of class. So they will shame and wary, so other friends do not imitate others.</td>
</tr>
<tr>
<td>18.</td>
<td>Do you often praised the students and how do you praise students?</td>
<td>I very often praised the students. Everything I praise. Especially children who are less intelligent. A naughty child and then be better again I give praise.</td>
</tr>
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<td></td>
<td>How do you address the students who have problems, you will immediately give him the solution or you take the time to guide students to solve their own problems?</td>
<td>Because of busy I usually recommend meet the teacher counseling, if I had asked a moment what the problem is. I minimally provide solutions according to my own ideas. My advice is limited. If you want more detail I suggest directly to Counseling.</td>
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<td>19.</td>
<td>How do you look at students with various backgrounds in social, economic, cultural, and a wide variety of different character?</td>
<td>I am more oriented to children is simple. I do not consider children of the rich or officials. I have to be fair. I would observe children's behavior.</td>
</tr>
</tbody>
</table>
Name of Interviewee: Hj. Susanti, S.Pd  
Date of Interviewee: Monday, May 16th 2016  
Time of Interviewee: 09.40 - end

<table>
<thead>
<tr>
<th>Numb</th>
<th>Questions</th>
<th>Answers</th>
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<tbody>
<tr>
<td>1</td>
<td>How do you think a good relationship between teachers and students?</td>
<td>Teachers know the character of students and close to the students.</td>
</tr>
<tr>
<td>2</td>
<td>How do you bring the atmosphere of the class before teaching? Whether by asking them the news this day or what their mood today?</td>
<td>Asking the student's readiness to start the lesson with questions like &quot;are you ready to study English?&quot;</td>
</tr>
<tr>
<td>3</td>
<td>Have you ever asked the students learning atmosphere as what they want?</td>
<td>No, because teachers must be very clever to see the students, using the tools and media are matched with the material so it does not ask the students.</td>
</tr>
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<td>4</td>
<td>In your opinion what factors are affecting the learning atmosphere in class?</td>
<td>Class conducive, the way teachers teach like using media and tools.</td>
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<td>5</td>
<td>When you are teaching any chance you are not feeling well, do you share with students what you feel?</td>
<td>Yes I share. I gave a direction then the task group or outside the classroom.</td>
</tr>
<tr>
<td>6</td>
<td>Do you make the rules in the classroom?</td>
<td>Of course, for example, every English class students are required to bring a dictionary. Because without learning dictionary will be not</td>
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<td></td>
<td>In your opinion what are the penalties appropriate for students?</td>
<td>Let children are required to bring their dictionary, if it did not bring penalized a financial penalty of five hundred rupiah to be included to finance class.</td>
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<tr>
<td>8.</td>
<td>What is the attitude of students to teachers in the classroom?</td>
<td>Good all. First of all make the students are not afraid to teachers so that there was a feeling enjoy, happy, and comfortable.</td>
</tr>
<tr>
<td>9.</td>
<td>Do you have a favorite pupil in class? And how do you treat it?</td>
<td>No, because it considers all students same. But there are also students who are pleasant, polite, and attentive.</td>
</tr>
<tr>
<td>10.</td>
<td>How do you address the students who are good and less intelligent?</td>
<td>Students who are less intelligent guided or group work, students who are good made one with the less intelligent so they can help their friends who are less intelligent.</td>
</tr>
<tr>
<td>11.</td>
<td>In your opinion how to treat the students were a bit slow in the classroom?</td>
<td>I gave the task to be done at home. Let it run like her friends but must be given an easier task at home. If bad test scores, given remedial lightweight. The important thing is that children can and he was sure he can.</td>
</tr>
<tr>
<td>12.</td>
<td>How do you control the students who like making noise in class?</td>
<td>Not matter too, because of the family environment has been naughty. Teachers to educate children in class</td>
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<tr>
<td><strong>13.</strong> After you reprimand or scold students if you still meditate afterwards?</td>
<td>to not be naughty and educate naughty students with a lot of discipline.</td>
<td>Not, for scolding students still control to harsh words, directing strict manners and no grudge.</td>
</tr>
<tr>
<td><strong>14.</strong> What is your attitude toward students who have always wanted to express opinions or ideas?</td>
<td>All students' opinions should be respected. While there are still mistakes we must respect and corrected. Do not weaken the students' ideas, if directly criticized wrong, the child does not dare to opine.</td>
<td></td>
</tr>
<tr>
<td><strong>15.</strong> How do you address the aggressive pupils and students were a bit slow in answering the question?</td>
<td>As it is usual in class, but it gives an opportunity to those who have not answered the question. By offering &quot;any others?&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>16.</strong> When you assign tasks to students, what is the most you observe, the process or the result?</td>
<td>Processes. If the process is good, then the result is also good. But there are exceptions, no process that not good but the results can be good.</td>
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</tr>
<tr>
<td><strong>17.</strong> Do you often criticize the students and how can you criticize the students?</td>
<td>I often criticize about neatness, but not with deficiencies of students. Criticize the students do not front of the class, because it could be an embarrassment. Invited out of the classroom first, talk outside the classroom so as not to offend.</td>
<td></td>
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<tr>
<td><strong>18.</strong> Do you often praised the students</td>
<td>I have always praised the students.</td>
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<td></td>
<td>and how do you praise students?</td>
<td>Using oral as very good. In writing, for example excellent and very good. I never told student not good.</td>
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<tr>
<td>19.</td>
<td>How do you address the students who have problems, you will immediately give him the solution or you take the time to guide students to solve their own problems?</td>
<td>Of course I noticed, I was approached, I asked the problem. If said class feel embarrassed when break time I talk outside the classroom. But most students still shy to share with subject teachers, usually they just want to tell the teacher guidance counseling. If the common problems eg learning problems, I provide solutions in the classroom, perhaps there are other students who have similar problems. But if we are talking about personal issues in private.</td>
</tr>
<tr>
<td>20.</td>
<td>How do you look at students with various backgrounds in social, economic, cultural, and a wide variety of different character?</td>
<td>First must know the character of students. If the student’s character smooth, we approach subtle way, and if his harsh we should approach subtle ways.</td>
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Berilah tanda √ pada kolom angket dibawah ini dengan jujur dan sesuai pendapat Anda

<table>
<thead>
<tr>
<th>Pertanyaan</th>
<th>Jawaban</th>
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<tr>
<td>2. Bapak/Ibu guru bersikap adil dengan semua siswa.</td>
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<td>3. Tidak ada siswa yang difavoritkan didalam kelas.</td>
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<td>5. Saya bersikap sopan dengan Bapak/Ibu guru.</td>
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<td>7. Bapak/ibu guru tidak menggunakan kata kasar dan keras terhadap siswa.</td>
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<td>17. Saya bebas mengungkapkan pendapat dan ide saya dikelas.</td>
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**Keterangan** : SS = Sangat Sering, S = Sering, KD = Kadang, JR = Jarang, TP=Tidak Pernah
## DATA QUESTIONNAIRE RESULTS

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PICTURES DOCCUMENTATION

The process when the researcher joined in the class

The process when researcher interviewed the teachers

The process when researcher asked the students to answer questioner
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax 323433 Salatiga 50721
Website : www.iainsalatiga.ac.id E-mail : administrasi@iainsalatiga.ac.id

Nomor : In.26/D1.1/PN.03.00/ 1.3.079/2015
Lamp. : Proposal Skripsi
Hal  : Pembimbing dan Asisten
      Pembimbing Skripsi

Kepada
Yth. Rifqi Aulia Erlangga, S.Fil, M.Hum
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama    : SRI NURYATI
NIM      : 113-12-009
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan  : TADRIS BAHASA INGGRIS
Judul Skripsi :

A DESCRIPTIVE ANALYSIS OF SOCIO EMOTIONAL CLIMATE IN ENGLISH CLASS (AN APPROACH IN CLASSROOM MANAGEMENT OF SEVENTH GRADE STUDENTS OF SMP N.5 SALATIGA

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 10 Desember 2015
a.n. Dekan,
Wakil Dekan Bidang Akademik

Mutia, S.Ag., M.Phil.
NIP. 19690617 199603 1004
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax 323433 Salatiga 50721
Website : www.iainsalatiga.ac.id E-mail : admin@iainsalatiga.ac.id

Nomor : B. 843 /In.26/D1/PN.03.00/04 /2016
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala Badan Kesatuan Bangsa dan Politik Salatiga
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : SRI NURYATI
NIM : 113-12-099
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

A DESCRIPTIVE ANALYSIS OF SOCIO EMOTIONAL CLIMATE IN ENGLISH CLASS (AN APPROACH IN CLASSROOM MANAGEMENT OF SEVENTH GRADE STUDENTS OF SMP N 5 SALATIGA)

Dengan Pembimbing : Rifqi Aulia Erlangga, S.Fil.M.Hum
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 02 Mei 2016 s.d selesai .
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

[Signature]

29 April 2016

[Name]

Tarbiyah dan Ilmu Keguruan

Tembusan : 1. Mahasiswa yang bersangkutan
REKOMENDASI IJIN PENELITIAN
NOMOR : 070/10/5/2016

I. Dasar :
3. Surat Fakultas Tarbiyah dan Ilmu Keguruan nomor : B.863/I/in.26/D1/PN.03.00/04/2020 tanggal 29 April 2016 Perihal Izin Penelitian.

II. Yang bertandatangan dibawah ini Kepala Badan Kesatuan Bangsa dan Politik Kota Salatiga menyetujui Tidak Keberatan atas pelaksanaan Penelitian dalam wilayah Kota Salatiga yang dilaksanakan oleh:

   a. Nama : Sri Nuryati
   b. NIM/ NIP : 113-12-009
   c. Pekerjaan : Mahasiswa
   d. Fak/Progdi : Tadris Bahasa Inggris (TDI)
   e. Alamat Asal : Jl. Surowijoyo II Pengilon, RT 004/RW 013, Mangunsari, Sidomukti
   f. Penanggungjawab : Suwardi, M.Pd
   g. Maksud dan Tujuan : Melakukan penelitian dalam rangka penyusunan skripsi yang berjudul :
      "A Descriptive Analysis of Socio Emotional Climate In English Class (An Approach in Classroom Management of Seventh Grade Students of SMP N 5 Salatiga"

   h. Lokasi : SMPN 5 Salatiga

Dengan Ketentuan – ketentuan sebagai berikut :

   a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat/ Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan seluruhnya dengan menunjukkan Surat Rekomendasi ini.
   b. Pelaksanaan Penelitian tidak disalihgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan dan tidak membahas masalah politik dan/ atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.
   c. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijalaskan pada saat mengajukan perijinan.
   d. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati/ menghindarkan peraturan dan atau melanggar hukum yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
   e. Setelah Penelitian selesai supaya menyerahkan hasilnya kepada Badan Kesbang Pol Kota Salatiga.

III. Surat Rekomendasi Penelitian ini berlaku dari tanggal 2 Mei s.d 2 Agustus 2016

Dikeluarkan di Salatiga pada tanggal 2 Mei 2016

a.n. KEPALA BADAN KESATUAN BANGSA DAN POLITIK
KOTA SALATIGA

KABID. KEWASPADAAN NASIONAL,

[Signature]

AGUS PRIAGETYO, S.IP
Pembina
NIP. 19580729198103 1 007

Tembusan:
1. Walikota Salatiga (sebagai laporan)
Nomor: B. 868/In.26/D1/PN.03.00/04/2016
Lamp: Proposal Penelitian.
Hal: Permohonan Izin Penelitian

Kepada
Yth. Kepala SMP N 5 Salatiga
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : SRI NURYATI
NIM : 113-12-009
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

A DESCRIPTIVE ANALYSIS OF SOCIO EMOTIONAL CLIMATE IN ENGLISH CLASS (AN APPROACH IN CLASSROOM MANAGEMENT OF SEVENTH GRADE STUDENTS OF SMP N 5 SALATIGA)

Dengan Pembimbing: Rifqi Aulia Erlangga, S.Fil, M.Hum

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 02 Mei 2016 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 29 April 2016

Surwardi, M.Pd.

Tembusan: 1. Mahasiswa yang bersangkutan
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<tr>
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<td>15-12-2015</td>
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<td>make sure for interview and questioner questions, must related with theory</td>
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CATATAN
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

[Signature]

NIP. 19830824 100901 1 010
DAFTAR SKK

Nama : Sri Nuryati
NIM : 113-12-009
Fakultas / Jurusan : FTIK PBI

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Guru Sebagai dalam Pembelajaran di Era Globalisasi” diadakan oleh DEMA FTIK

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| 24. | SEMINAR NASIONAL “Musik, islam, dan Nusantara” yang deselenggarakan oleh SMC IAIN Salatiga |
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|   | 5 Desember 2015 |
|   | 8 |

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