APPENDICES

Appendix 1: Interview Guide of Class Management

No.	Question
1.	What class management model do you apply?
2.	Explain the structure of your discipline plan. What rules do you establish in your class?
3.	How would you handle a student who is a consistent behavioral problem in your class?
4.	How would you handle a student who refused to do what you asked?
5.	How do you handle discipline?
6	What is the toughest aspect of discipline?
7.	How would you handle controversial issues as they came before your class?
8.	What type of learning process do you try to create?
9.	How do you interact with students to achieve maximum benefit?
10.	How would you develop student independence and self-discipline in your class?

Appendix 2: Observation Checklist and Field Notes

No.	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1.	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions			
		The teacher starts the teaching and learning process by giving students essential questions			
		Additional activities (if any) - -			
2.	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects			
		The teacher inform the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)			
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project			
		Additional activities (if any) - -			
3.	Create a schedule	The teacher and students discuss about the time allocation of working on the project			
		The teacher and students make an agreement or about the deadline of the project development in which the students must submit their end			

		product			
		Additional activities (if any) - -			
4.	Conducting the project	The teacher facilitate the learning process to guide the students during the project development			
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project			
		Additional activities (if any) - -			
5**.**	Evaluation	The teacher and students reflect on the project they have done			
		The teacher needs to make sure that the students are able to find answers of essential question			
		The teacher and students share their experience of conducting the project and discuss about the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).			
		Additional activities (if any) - -			

Appendix 3: Interview Transcripts with Miss Fitri As an English Teacher

1. **What class management model do you apply?**

   I prefer to ask students communication, when they get difficult, why it is difficult. Sometimes they still feel difficult in writing because they are still confused to differentiate between one alphabets with others. If I know the problem, I can give solution. Sometimes, to know students' mistake is from another student who tells me, reported, and sometimes I do not know if the students make mistakes because there is no student who tells me. But sometimes, when there is no student who tells me, I will check one by one. I warn students to discipline, If they do not discipline of course there is reason why the students do not discipline, I will dig the reason, it is logic or not. If the reason is not logic, so I will notice them that it is wrong and they have to improve it. The example of logic mistake is when there are some of students who stay in dormitory and they sell Tempe in the morning, sometimes they come late to the class. So they come late not because they are lazy, but there is specific reason, that is why I prefer to look for their reason first.

2. **Explain the structure of your discipline plan. What rules do you establish in your class?**

   Sometimes the rule that students do until the end of class is not explained, but it is always carried out. It is like when I ask students to yell together, actually it is kind of rule but I do not tell them it is rule that they have to do it until the end of meeting. The rule is inserted extrinsically. So they do not think that it is rule, but they can do it happily, and they do it directly, without knowing it is rule that applied in the class, it is can be called unwritten rule. For example; I enter the class each Friday, and before we start the class we yell together and read short surah from Al- fatihah until Ad-dhuha.

   After praying, we do meditation, the intention of meditation is to make students more mind fullness before learning, in order that they will be more focus what they will do. Sometimes in meditation, it is inserted some rules in order that

students can do it coherently and routinely. Such as; I love myself, I love Allah, I love Rosulullah, I ask them to say it routinely. When they habituate their selves and they do not say it, they will fell lost it. So, from this habituation, it can create discipline, because discipline is formed by habituation that carried out routinely.

3. **How would you handle a student who is a consistent behavioral problem in your class?**

When the students make mistakes I will ask them the reason why the students do it, I sure there is something wrong. If the mistake is not carried out many times I will ask them, why they do it, if the reason logic I will forgive it, but if it is not logic there will be specific approach from me. Sometimes I advise them if you want to be a good person you have to do this, then I will ask them, do you want to be a good person? So if they say "yes" it means they want to be a good person. I will not say directly to students that you have to be a good person, but I prefer to ask, do you want to be a good person? Do you want to be a successful person? If you want to be successful person you have to do this, so it is more about communication. If they know and realize, they will think if they make mistake, they cannot be what they want to be. If they know it will defeat what they want, they will leave their bad habituation.

If they do mistake many times, maybe there is a specific reason, such as they are lazy or sleepy. So I will advise them. For example, oh… if you are sleepy in the class, you have to sleep early. Another problem is they still need a long time to finish their hand writing. When there is student who does not want to write, the way to make him want to write is by giving him trust to become a leader to write on the blackboard, then his writing will be copied by his friends in the class. This way will make them want to write, because they know it is their writing. So, if we want to make them become what we want, we have to know what they want. In learning process, it is not only about what we want, but we need to ask them what they want. In order that we will more know what the appropriate approach to teach them.

4. **How would you handle a student who refused to do what you asked?**

To handle it, firstly I want to know more why they refuse my command. It is because the students cannot do it, or they are lazy, or maybe they do not want because they want to do another activities. If the reason is logic, it is no problem. But if they refuse it because they are shy, actually they want to do it but they are still not be able, that is why they feel shy. If they do not want do my command because they still cannot do it, I will ask them to try it and I will help them, if they can of course they want to do my command. Sometimes the students refuse to come forward such as for writing, how to write number 20 in English, if there are some students who do not want because they are lazy, I will give them role model, such as asking another students to come forward first to give the example, that writing is fun, if your friends can do it why you cannot do it, so you have to try to do it.

5. **How do you handle discipline?**

I will ask first the background of the problem to make the students aware if they make mistake, and when the students have already disciplined, it will make them more aware that discipline behaviour is benefit for them. If I have told the students about the mistake they have, but the students do not aware about it, and they do not discipline, I will give them punishment. Sometimes, I will ask the students who can not discipline during learning process not to attend the class and they can go out outside the class, in order that they do not disturb their friends who learn in the class. From this punishment, I expect the students who have made mistake or cannot discipline during learning process will realize that their behaviour is can disturb their other friends who are learning. So for the next meeting, the students will not repeat their mistake again, and they will be more discipline.

6. **What is the toughest aspect of discipline?**

The difficult aspect of discipline is doing the habituation continually, because the kind thing is should do continually. Sometimes, the students only do the kind things once. Such as, if there is specific factor that can make students more spirit at that time, so the students can do the kind thing because there is

something support them. Then to keep them discipline continually and do the kind thing is needed a loft of factors to support them.

7. **How would you handle controversial issues as they came before your class?**

Sometimes if there are students who make issues controversial problem that make class unconducive, I will discuss it first, what is the problem, and I will try to look for the problem maker. Then I will ask why you do it, when they know that it is wrong why they still do it, then I will ask again, is this good or not, if they still answer it as a good, it means they do not realize it, but if they know and realize it, they will say that it is not good. After that, I will ask to their friends to confirm it is good or not, if they their friends' answer they will feel shy, and finally they will realize that is wrong. For example, when there are students who mess up books and chair to be scattered everywhere, of course their friends will get impact from it, because they also help to neat and clean the class, although it is not their mistake. So the students who make mistake will realize when they know there friends also help and take responsible for their mistakes.

8. **What type of learning process do you try to create?**

Active, communicative, dynamic, and creative learning. So the students do not feel that they are learning, but it is more like they feel that they are playing, or learning through games. The games that make them think, and do learning activity system, it is more like playing while learning, it is not focus on writing and repeat what I say. It is more like fun learning activity.

9. **How do you interact with students to achieve maximum benefit?**

Sometimes to interact with students, I prefer personality approach because I want to know more their character and something that maybe another teacher rarely ask it. for example what do you eat today. I prefer to ask something that maybe it is not important, but when I ask it to the students, they will feel cared by teacher. Sometimes I ask simple thing to make the students connected with me. The students will think oh…. "Miss Fitri knows what I feel, Miss Fitri knows my favourite food, Miss Fitri knows where my home is". And sometimes I more focus to remember their names, not only their nick name, but I try to remember their full names. They will feel proud when their teacher knows their name. In

order that, the students not only get knowledge but also they can connect with me. I never say to students that I am your teacher, so you have to respect me, but I am more like their friend that always be there when they have difficulties in learning English.

10. **How would you develop student independence and self-discipline in your class?**

Actually to become discipline and independent is responsible all the teachers. The way that I often do even though it is effective or not is asking to the students who someone inspires you, it is like playing role model, or who inspirational person that you want. When you grow up what do you want to be. So when the students have inspirational figure, they will have ambition and try to become like their role model. Whether their inspirational figure is their teacher, an artist, or whoever they choose, I will describe the characters more about someone they want to be. I will ask the students to think what they should do if they want to be like their inspirational figure in the future. So when the students know someone who inspires them, I will guide and ask them to do their figure's habituation. I will tell them if you want to be like your inspiration you have to study hard, and listen what is your teachers said. They will be aware and constructed to become independents and discipline, when they know what they want to do.

Appendix 4: The Result of Observation Checklist

Meeting : 1
Date : January 28th 2022
Teacher : Miss Fitri
Material : Demonstrative Determiner That and This

No.	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1.	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		The teacher asks students about the previous lesson
		The teacher starts the teaching and learning process by giving students essential questions	√		The teacher gives students some questions related to the previous lesson
		The teacher gives ice breaking, and game to review the previous material	√		The teacher asks students to make a big circle, sing together, and do a simple conversation with the students. It is like ”greeting expression”
2.	Design a plan for the project	The teacher gives st dents chance to participate by sharing their ideas on the projects	√		The teacher allows students to share their ideas to discuss a new material
		The teacher inform the rules of the project development (The project might be in the form of a presentat on, a	√		The teacher asks students to mention existing things

		performance, a product, a publication, etc.)			around them and gives the example how to point the things which are near and far. Then, the teacher asks the students to stand up and point the things that they choose one by one.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project		√	The teacher does not inform the students about the selection of the materials. The teacher selects it by herself
3.	Create a schedule	The teacher and students discuss about the time allocation of working on the project		√	The teacher does not discuss it, because she just asks students to mention and point existing things around them with "This or That"
		The teacher and students make an agreement or about the deadline of the project development in which the students must submit their end product		√	The teacher does not do it, because there is not specific project in this material
4.	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		The teacher facilitates the students during learning process. She always gives the clue or example for students before she

					gives them challenge
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		The teacher helps the students during learning process. For example: she always answers students' questions when they ask about the word that they do not know in English
5.	Evaluation	The teacher and students reflect on the project they have done	√		The teacher gives evaluation and review in the end of meeting
		The teacher needs to make sure that the students are able to find answers of essential question	√		The teacher makes the conclusion about the material, and gives students opportunity to ask if they do not understand
		The teacher and students share their experience of conducting the project and discuss about the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).		√	The teacher does not do it, she just asks students to sing together before they go home. That song is known as "students promise returning home"

Meeting : 2
Date : February 4th 2022
Teacher : Miss Fitri
Material : Cardinal Number

No.	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1.	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		The teacher asks students about the previous lesson
		The teacher starts the teaching and learning process by giving students essential questions	√		The teacher gives students some questions related to the previous lesson
		The teacher gives ice breaking, and game to review the previous material	√		The teacher asks students to make a big circle, and play hide and seek while memorizing numbers in English
2.	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		The teacher allows students to share their ideas to discuss a new material
		The teacher inform the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	√		The teacher asks students to come forward one by one to write cardinal number in English

		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project		√	The teacher does not inform the students about the selection of the materials. The teacher selects it by herself
3.	Create a schedule	The teacher and students discuss about the time allocation of working on the project	√		The teacher discusses the time when playing hide and seek to start a new material. For hide and seek the students need 5 minutes. 1 minute for hide with counting number 1-20, and 4 minutes for seek
		The teacher and students make an agreement or about the deadline of the project development in which the students must submit their end product		√	The teacher does not do it, because there is not specific project in this material
4.	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		The teacher facilitates the students during learning process. She always gives the clue or example for students before she gives them challenge
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		The teacher helps the students during learning process. For example: when she

					asks their students to write cardinal number on the blackboard, and the students do not know how to write it, she will help the students and give support to the students to keep confident for coming forward to write it down.
5.	Evaluation	The teacher and students reflect on the project they have done	√		The teacher gives evaluation and review in the end of meeting
		The teacher needs to make sure that the students are able to find answers of essential question	√		The teacher makes the conclusion about the material, and gives students opportunity to ask if they do not understand
		The teacher and students share their experience of conducting the project and discuss about the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).		√	The teacher do not do it, she just asks students to sing together before they go home. That song is known as "students promise returning home"

Meeting : 3
Date : February 11th 2022
Teacher : Miss Fitri
Material : Ordinal Number

No.	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1.	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		The teacher asks students about the previous lesson
		The teacher starts the teaching and learning process by giving students essential questions	√		The teacher gives students some questions related to the previous lesson
		The teacher gives relaxation time for students	√		The teacher asks students to do meditation for a while, to focus their mind fullness before learning
2.	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		The teacher allows students to share their ideas to discuss a new material
		The teacher inform the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	√		The teacher gives students small blank notes and ask them to write number based on their arrangement, then

					the teacher asks the students to stick it on their head. After that the teacher writes the cardinal number on the blackboard, after she gives the students the example how to use and the example of ordinal number, she ask students to come forward for writing the next ordinal number based on the number they write on their notes
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project		√	The teacher does not inform the students about the selection of the materials. The teacher selects it by herself
3.	Create a schedule	The teacher and students discuss about the time alloca ion of working on the project	√		The teacher does not discuss it, she and the students just enjoy the learning process
		The teacher and students make an agreement or about the deadline of the project development in which the students must submit thei end product		√	The teacher does not do it, because there is not specific project in this material

4.	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		The teacher facilitates the students during learning process. She always gives the clue or example for students before she gives them challenge
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		The teacher helps the students during learning process. For example: when there is one of students who still confused how to write ordinal number, she asks the smart student to teach and give the example to her/his friends, or she helps them by herself
5**.**	Evaluation	The teacher and students reflect on the project they have done	√		The teacher gives evaluation and review in the end of meeting
		The teacher needs to make sure that the students are able to find answers of essential question	√		The teacher makes the conclusion about the material, and gives students opportunity to ask if they do not understand
		The teacher and students share their experience of conducting the project and discuss about the projects (what needs change and		√	The teacher does not do it, she just asks students to sing together before they

		improvement for the following project, as well as share ideas on the new projects).			go home. That song is known as "students promise returning home"

Appendix 5: Documentation

Figure 1: Ice breaking

Figure 2: Review the material

Figure 3: Learning process

Figure 4: Meditation

Figure 5: With the English teacher

Figure 6: With the Head master

Appendix 6: Thesis Consultation Card

KEMENTERIAN AGAMA RI
INSTITUTAGAMA ISLAM NEGERI (IAIN) KEDIRI
FAKULTAS TARBIYAH
Program Studi:
Pendidikan Agama Islam - Tadris Bahasa Inggris - Pendidikan Bahasa Arab
Manajemen Pendidikan Islam – Tadris Matematika – Pendidikan Guru Madrasah Ibtida'iyah
Alamat: Jl. Sunan Ampel No.07 Ngronggo Kediri Telp.(0354)689282 Fax.0354-686564

KARTU BIMBINGAN PROPOSAL SKRIPSI

Nama : Vina Khoirun Nisa'
NIM : 932221418
Program Studi : Tadris Bahasa Inggris
Dosen Pembimbing : Dr. Ary Setya Budhi Ningrum, M.Pd.
Judul Proposal Skripsi : English Learning and Teaching Model at Alam Ramadhani Elementary School Kediri

Konsultasi	Tanggal	Topik	Ket.
1.	Rabu, 23 Februari 2022	Izin melanjutkan penelitian	
2.	Rabu, 13 April 2022	Konsultasi bab 4 (Finding)	
3.	Jumat, 15 April 2022	Revisi bab 4 (Finding)	
4.	Senin, 18 April 2022	Konsultasi bab 4 (Finding and discussion)	
5.	Rabu, 11 Mei 2022	Konsultasi bab 5	
6.	Kamis, 12 Mei 2022	Revisi bab 5	
7.	Selasa, 17 mei 2022	Konsultasi bab 4 dan 5	
8.	Selasa, 24 Mei 2022	Menyerahkan revisi bab 4 dan 5	
9.	Rabu, 25 Mei 2022	Mendapatkan ACC	
10.	Rabu, 01 Juni 2022	Penandatanganan lembar persetujuan proposal	

Pembimbing,

Dr. Ary Setya Budhi Ningrum, M.Pd
NIP. 198204302008012011

KEMENTERIAN AGAMA RI
INSTITUTAGAMA ISLAM NEGERI (IAIN) KEDIRI
FAKULTAS TARBIYAH
Program Studi:
Pendidikan Agama Islam - Tadris Bahasa Inggris - Pendidikan Bahasa Arab
Manajemen Pendidikan Islam – Tadris Matematika – Pendidikan Guru Madrasah Ibtida'iyah
Alamat: Jl. Sunan Ampel No.07 Ngronggo Kediri Telp.(0354)689282 Fax.0354-686564

KARTU BIMBINGAN PROPOSAL SKRIPSI

Nama : Vina Khoirun Nisa'
NIM : 932221418
Program Studi : Tadris Bahasa Inggris
Dosen Pembimbing : Ria Fakhrurriana, M.Pd.
Judul Proposal Skripsi : English Learning and Teaching Model at Alam Ramadhani Elementary School Kediri

Konsultasi	Tanggal	Topik	Ket.
1.	Kamis, 03 Maret 2022	Konsul blue print interview guide	
2.	Kamis, 17 Maret 2022	Konsultasi bab 4 (Finding)	
3.	Selasa, 22 Maret 2022	Revisi bab 4 (Finding)	
4.	Jumat, 25 Maret 2022	Konsultasi bab 4 (Finding and discussion)	
5.	Rabu, 27 April 2022	Konsultasi bab 5	
6.	Selasa, 10 Mei 2022	Revisi bab 5	
7.	Selasa, 17 Mei 2022	Konsultasi bab 4 dan 5	
8.	Kamis, 19 Mei 2022	Menyerahkan revisi bab 4 dan 5	
9.	Senin, 24 Mei 2022	Mendapatkan ACC	
10.	Selasa, 31 Mei 2022	Penandatanganan lembar persetujuan proposal	

Pembimbing,

Ria Fakhrurriana, M.Pd.
NIDN. 2017108002

Appendix 7: Curriculum Vitae

VINA KHOIRUN NISA’	
PLACE & DATE OF BIRT	**Tuban, June 27th, 1998**
RELIGION	**Islam**
SEX	**Female**
CONTACT	**Phone : 085895733042** **Email : khoirunnisavina27@gmail.com**
NATIONALITY	**Indonesia**
EDUCATION	• **MI. Nurul Huda (2011)** • **MTs. Assalam (2014)** • **MA. Assalam (2017)** • **IAIN Kediri (2022)**
ORGANIZATION EXPERIENCE	• **The member of press division Rayon PMII Al-Kindy 2019** • **CO Public relation of DEMA TBI IAIN Kediri 2020** • **Treasure of GPAN regional Kediri 2020** • **The member of SENAT FTIK IAIN KEDIRI 2021** • **The member of LPM IAIN Kediri literary division 2020**
ANOTHER SKILL	• **Computer, public speaking, writing, photography**