

**AN ANALYSIS OF PRE-SERVICE TEACHERS CLASSROOM
MANAGEMENT PROBLEM IN TEACHING ENGLISH IN
REJANG LEBONG**

THESIS

This Thesis is Submitted to Fulfill the Requirement for
'sarjana' Degree in English Language Education



By:

**SOPIAN HIDAYAT
NIM: 17551065**

**ENGLISH STUDY PROGRAM
FACULTY OF TARBIYAH
INSTITUTE OF ISLAMIC STUDIES (IAIN) CURUP
2023**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

No : 34/1/FT/PP.00.9/ /2023

Name : Sopian Hidayat
NIM : 17551065
Department : English Tadris Study Program
Title : An Analysis of Pre-Service Teachers Classroom Management Problem in Teaching English in Rejang Lebong

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Tuesday, August 8 2023

Time : 09.30 AM - 11.00 AM

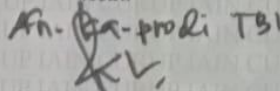
At : PGMI Room 8 IAIN Curup

Has been received to fulfill a partical requirement for the degree of strata I in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, th July 2023

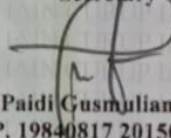
Examiners,

Head



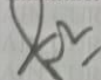
Hadi Suhermanio, M.Pd
NIP. 19741113 199903 1 003

Secretary



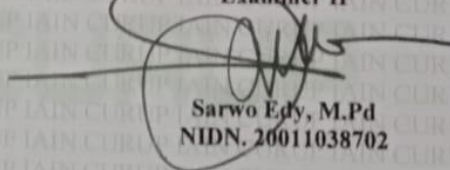
Dr. Paldi Gusmuliana, M.Pd
NIP. 19840817 201503 1 004

Examiner I



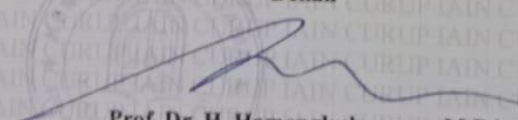
Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Examiner II



Sarwo Edy, M.Pd
NIDN. 20011038702

Dekan



Prof. Dr. H. Hamengkubuwono, M.Pd
NIP. 19650826 199903 1 001

STATEMENT OF OWNERSHIP

The Writer who sign below :

Name : Sopian Hidayat

NIM : 17551065

Department : Tarbiyah

Study Program : English Tadris Study Program

I here by certify that this thesis entitled **“An Analysis of Pre-service Teachers Classroom Management Problem in Teaching English in Rejang Lebong”** is honestly my own work. I am fully aware that i have qouted some statments and ideas from various sources, and are properly acknowledged in the text.

Curup, July 2023

The Researcher



Sopian Hidayat

NIM. 17551065

STATEMENT OF OWNERSHIP

The Writer who sign below :

Name : Sopian Hidayat

NIM : 17551065

Department : Tarbiyah

Study Program : English Tadris Study Program

I here by certify that this thesis entitled **“An Analysis of Pre-service Teachers Classroom Management Problem in Teaching English in Rejang Lebong”** is honestly my own work. I am fully aware that i have qouted some statments and ideas from various sources, and are properly acknowledged in the text.

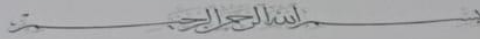
Curup, July 2023

The Researcher

Sopian Hidayat

NIM. 17551065

ACKNOWLEDGEMENT



Assalammu'alaikum Wr.Wb.

Alhamdulillahrobi' alamin all praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research entitled "AN ANALYSIS OF PRE-SERVICE TEACHERS CLASSROOM MANAGEMENT PROBLEM IN TEACHING ENGLISH IN REJANG LEBONG" This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

1. Mr. Prof. Dr. Idi Warsah, M.Pd as the head of IAIN Curup
2. Mr. Prof. Dr. H. Hamengkubuwono, M.pd as the head of Tarbiyah
3. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN 4.
4. Curup and as my advisor who has been a constant source of knowledge, strong encouragement and sustained critical supports, always give me the time for guidance, motivation and suggestion along the process of this thesis.
5. Mr. Hadi Suhermanto, M.pd as my Advisor, Mr. Dr, Paidi Gusmuliana, M. Pd as my Co-Advisor, who always give support, advices, guidance and suggestion in whole process of this thesis
6. My Lecturers, (Mr. Sarwo Edy, Mr Bayu Senjahari, Mrs Desfitranita, Mrs. Henny Septia Utami, Mrs Eka Apriani, Mr. Paidi Gusmuliana, Mrs Lefli Noviventy, Mr priantoro, Mr Ruly Morgana, Mr Sakut Ansori) who taught me many things in the class Finally, the writer needs constructive suggestions for being perfect in the future Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aamiin.

Wassalammu'alaikum Wr. Wb

Curup, Juli 2023

Writer

Sopian Hidayat
NIM. 17551065

ACKNOWLEDGEMENT



Assalammu‘alaikum Wr.Wb.

Alhamdulillahrobil‘ alamin all praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research entitled **“AN ANALYSIS OF PRE-SERVICE TEACHERS CLASSROOM MANAGEMENT PROBLEM IN TEACHING ENGLISH IN REJANG LEBONG”** This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

1. Mr. Prof. Dr. Idi Warsah, M.Pd as the head of IAIN Curup
2. Mr. Prof. Dr. H. Hamengkubuwono, M.pd as the head of Tarbiyah
3. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN 4.
4. Curup and as my advisor who has been a constant source of knowledge, strong encouragement and sustained critical supports, always give me the time for guidance, motivation and suggestion along the process of this thesis.
5. Mr. Hadi Suhermanto, M.pd as my Advisor, Mr. Dr, Paidi Gusmuliana, M. Pd as my Co-Advisor, who always give support, advices, guidance and suggestion in whole process of this thesis
6. My Lecturers, (Mr. Sarwo Edy, Mr Bayu Senjahari, Mrs Desfitranita, Mrs. Henny Septia Utami, Mrs Eka Apriani, Mr. Paidi Gusmuliana, Mrs Leffi Noviventy. Mr priantoro, Mr Ruly Morgana, Mr Sakut Ansori) who taught me many things in the class Finally, the writer needs constructive suggestions for being perfect in the future Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aamiin.

Wassalammu'alaikum Wr. Wb

Curup, Juli 2023
Writer

Sopian Hidayat
NIM. 17551065

MOTTO

**My opinion is right, but it may be wrong. Conversely, another's
opinion is wrong, but it may be right
(Imam Syafi'i)**

Dedication :

With determination and hard struggle finally I script and reach my ideals and with sense of love I decide my thesis to

- My Beloved Mother **Ema Yati** and my Father **Muhammad Hatta**
- My Brother **Fahmi Rezi**
- My Grandma **Marminah** and My Grandfa **Aminudin**
- My motivator kakanda **Ruly Sumanda**
- **MAPASTA**
- My Lecturer Mr **Sarwo Edy**, Mrs **Jumatul Hidayah**, Mr **Paidi musmuliana**
- Comrade in Arms Yogi Jeparezi, Maryani Ade Putri, Nando Kaisar, Iksan Sanjaya, Efran Hidayat, Agung Rahmat
- Comrades in Battle “ Yogi Jeparezi, Ridho Aini, Tiara, Sintia Novela, Melati Husni, Riska Aulia, Lala.
- Best Friend: Ramsa Aryadi, Yogi Jeparezi, Giri Pranoto, Tri Stiawan, Bayu Pradika, Ari Rahman, Bobi Rodeta, Reza Ayu Safitri, Amelia Safitri, Widya Agustina Anjasari, Dimas Setiaji

PREFACE

All praises to Allah that the writer had finally finished writing thesis entitled "**An Analysis of Pre-service Teachers Classroom Management Problem in Teaching English in Rejang Lebong**".

This thesis is submitted as a part of the completion for undergraduate degree of strata I (st) in English study program of IAIN Curup. The writer realized that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, Juli 2023
Writer

Sopian Hidayat
NIM. 17551065

ABSTRACT

Sopian Hidayat: **“AN ANALYSIS OF PRE-SERVICE TEACHERS CLASSROOM MANAGEMENT PROBLEM IN TEACHING ENGLISH IN REJANG LEBONG”**

Advisor : Hadi Suhermanto, M.Pd

Co. Advisor : Dr. Paidi Gusmuliana, M.Pd

The research aims to students who have problem in managing class in their internship school. The researcher used purposive sampling to gain the subject. The total amount of subject in this research is 64 students of English Tadris Study Program who took PPL program held by Tarbiyah Faculty in 2022. This was descriptive study presented in qualitative way. Descriptive study as explained by Whitney is a fact-finding with a correct interpretation. Descriptive study is the problems in society, as well as the procedure applicable in the community and specific situations, including relationships, activities, attitudes, views, and processes that are ongoing and the effects of a phenomenon. It is clear that there are six problem faced by Pre-Service Teacher in managing classroom in teaching English there are Disruptive Problem, lack of structure and clear expectation, inconsistency consequences, limited engagement, teacher-students power struggle, ineffective communication. There are only four strategies used by Pre-service Teacher to overcome the problem. There are Establish Clear Expectations, Positive Reinforcement, Proximity and Redirection, Effective Communication.

Keywords: Pre-Service Teachers, Classroom Management

Table Of Contents

STATEMENT OF OWNERSHIP	
ACKNOWLEDGEMENT	
MOTTO	
DEDICATION	
PREFACE	
ABSTRACT	
Table Of Contents	11
CHAPTER I.....	12
A. Background of the Research	12
B. Questions of the research	18
C. Delimitation	18
D. Objective of the study	18
E. Significance of the study.....	19
F. Definition of Key Terms.....	20
CHAPTER II	23
A. Review of Related Theories	23
1.Classroom Management.....	23
2.The activities of Classroom Management	26
3.Controlling in Classroom	29
4.Time management	32
5.Problem in Classroom Management	33
6.Teaching English	41
7.Pre-service Teacher Education	48
B. Review of Related Finding	53
CHAPTER III.....	59
A. Kind of the Research.....	59
B. Subject of the Research.....	59
C. Technique of Collecting Data.....	60
D. Instrument of Collecting Data	62
E. Technique of Analyzing Data.....	73
CHAPTER IV	74
CHAPTER V.....	119
REFERENCE	123
APPENDIXES	

CHAPTER I

INTRODUCTION

A. Background of the Research

Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning.¹ Learning process in school is expected to be intensive and effective. In a class, students can be observed from the way they study their characters, social relationship, discipline and responsibility during learning process. Teacher has a role to control and organize the class so that it can be built into a supportive environment for knowledge acquiring activities. This environment must be handled and supervised to maintained stable and efficient teaching and learning process. An appropriate classroom management is to provide students opportunity to be independent from the teachers for them to be able to work on their own. As a manager, teachers must be capable to create an effective teaching learning process with optimal result.

In achieving competent teaching and learning process, managing classroom order are one of the skills and responsibilities teachers are necessary to have. Classroom management is described as providing and sustaining appropriate conditions in order for teaching and learning activities.

¹Ministry of Education, Guyana, 2015). Retrieved from Strategieseducation.gov.gy/web/index.php/.../1736-list-of-classroom-management-strategies

Teachers have various obligations to be able to design a proper classroom environment where instructional goals are reached effectively. Buluc described effective classroom management as course of practices based on classroom rules increasing students' independent learning abilities, efficiencies, and achievements by extension.² Thus, we can conclude that the primary purpose of effective classroom management is to prevent the disruption of teaching and learning process and ensure it continue in a well-organized setting.

The main reason for such a situation stems from the foreign language use within the classroom setting. Evertson and Weinstein report that classroom management is one of the most challenging issues for novice teachers. Especially, when the classroom management problems are linked with the language teaching methods and strategies, the situation gets even harder.³ While it is hard to cope with some specific classroom management problems speaking the native language of the students, it becomes harder in interactive language classes as the purpose of language classes is to maintain interaction between the students. Thus, applying classroom management strategies becomes more challenging while the interaction is the purpose of the classes. This hard situation leads the novice teachers to employ new classroom management strategies. Classroom management strategies are mostly shaped by the reactions of the student profile within the classroom settings. Not only

²Buluc, B. (2006). An analysis of classroom rules in secondary schools in Turkey. *Educational Research Quarterly*, 29 (3), p.5.

³Evertson, C. M. & Weinstein, C. S. (2006). Handbook of Classroom Management. Research. *Practice and Contemporary Issues*.

the reaction of the students but also teaching experience, age and academic background of the teachers affect the classroom management problems and strategies.

In a language class where students are actively engage in class activities and student-centred method is applied, the problem of classroom management is likely to happen. Hence, applying different classroom management strategies as effective as possible is what researches and experts have been trying to figure out for a long time. By practicing various classroom management strategies, the teachers could try to create effective teaching-learning environment. Language class is a different aspect of teaching-learning environment because it takes different implementation of method and classroom management strategies. Thus, teachers should know what strategies they would likely use to build the most effective environment for their students. The only way to learn this is to be more experienced and maintain decent, professional relationship with the students. However, investigating the students' problems and the classroom management strategies applied may provide more knowledge to the research area. Therefore, this research is designed to emphasize the efforts of pre-service teachers regarding classroom management strategies.

One of the Institutions that produce teachers are State College for Islamic Studies of Curup (IAIN Curup). There are several faculties in IAIN Curup. One of the faculties that contribute to create a professional teacher is Faculty of Tarbiyah. Tarbiyah faculty prepares students who will become

professional teachers by giving some teacher training material in and outside the class. The most crucial thing to improve teaching ability is teaching practice such as microteaching and internship program which are obligatorily for student. The first requirement that has to be done by the students before doing a teaching practice is microteaching. After succeeding in microteaching, students can do the real teaching in classroom, continued with internship. In this internship, students are faced with the real teaching learning situations and environment, in which they act like real teachers with competence and abilities as the real teachers. They have to be able to provide good examples to their students and to manage the classroom to create comfortable condition for them.

In this context, teacher is pre-service teacher had practiced in some junior high school and senior high school. They are new teacher, so that this teaching practice is a first and real experience for them as candidate of a real teacher. According to Freeman, Simonsen, B. et.al review indicated that pre-service teachers may have limited exposure to classroom management training or may be exposed to competing theoretical frameworks, which may be confusing for new teachers.⁴ This is the main problem for new pre service teachers in teaching practice at school.

The researcher conducted pre-interviewed on some Pre-Service teacher from English study program students at IAIN Curup. The students are pre-service

⁴ Simonsen, B.et.al (2013). Multi-tiered support framework for teachers' classroom management practices: Overview and case teachers. *Journal of Positive Behavior Interventions*. Advance online publication. Retrieved from <http://pbi.sagepub.com/content/early/2013/04/09/109830071348>study of building the triangle for research.

teachers who placed in some schools in Rejang Lebong during internship program. The researcher obtained that most of pre-service teachers used teacher-centered method. Furthermore, some pre-service teachers also confirmed that the setting arrangement used in their class is still conventional style that commonly used in Indonesia where the teachers in front of the class and the students make a square pattern. Moreover, they also stated that the primary problem faced by pre-service teachers is some students follow the learning process passively such as students making noises, bothering each other and ignoring the lesson. Those problems make learning process become ineffective, Establishing Authority: Pre-service teachers may struggle with establishing their authority and gaining respect from students who may perceive them as inexperienced or temporary. Building a positive teacher-student relationship and setting clear expectations can help address this challenge, balancing instructional time, lesson planning, grading, and other administrative tasks can be overwhelming for pre-service teachers. They also may struggle with managing their time effectively; leading to potential disorganization and stress, creating a positive and inclusive classroom environment can be a struggle for pre-service teachers. They may face difficulties in fostering a sense of belonging, promoting student engagement, and managing classroom resources effectively. Pre-service teachers may struggle with selecting and implementing appropriate classroom management strategies that align with their teaching style and the needs of their students. They may need guidance in establishing routines, managing transitions, and

promoting a positive learning environment.

The research also conducted pre-interviewed on Pamong teachers. The research obtain that the most used method is teachers centered because the method was already established by the school. The method may not be changed but the strategies can be used in various ways depends on the pre-service teachers' own interest to create supportive classroom environment. The key to accomplish effective classroom management is the appropriate implementation of teaching strategies that improve students' involvement and cooperation to further prevent problems. There is a strong influence between teachers' and students' behavior. Lack of discipline, poor classroom control and management, and disruptive student behavior are some common complaints.

Based on the research written by Devi Siti Sihatul Afiah, Classroom Management Problems Faced by Pre-Service Teachers Study Case: At Senior High School 1 of Plumbon, There are some classroom management problems that pre-service teacher faced, they are: students always lots of students played mobile phone, been lazy, had chat, been passive students during learning process⁵. She concludes that pre-service teacher need classroom management training program before taking teaching practice in the schools. Not only instructional devices and materials they need but also classroom management skill. In this case the research could not find how pre-service teachers to overcome these classroom management problem.

⁵ Devi siti sihatul afifah (2013).Classroom management problem faced by teachers.repository UNJ.p23-29

According to the phenomena above, the research want to find out classroom management problem faced by pre-service teachers in teaching English at senior and junior high school of Rejang Lebong. In senior and junior high schools of Rejang Lebong consist of several pre-service teachers who were deployed to teach in English class who have different style of teaching. It causes the different ways in managing classroom and the problems they faced are varied. The Research wants to gain the data in class which taught by pre-service English teachers in senior and junior high school of Rejang Lebong. From the description above, the research is interested in carrying out the study **“An Analysis of Pre-service Teachers Classroom Management Problem in Teaching English in Rejang Lebong”**

B. Questions of the research

Based on the background of the study above, the problem of the study is as follows:

1. What are classroom management problems faced by pre-service teachers in teaching English at senior and junior high school of Rejang Lebong?
2. What are pre-service teachers' strategies applied to overcome classroom management problems?

C. Delimitation

Based on problem identification, this research is limited to student attitude problems faced by pre-service teachers in the management of teaching

English at several Rejang Lebong Middle and High Schools, including Rejang Lebong 2 Public High School and Aisyah Creative Middle School. So the total number of participants in this study was 10 students. 5 apprentice students at junior high school and 5 other apprentice students at high school. the writer chose these two locations, because based on observations found problems with student attitudes.

D. Objective of the study

Based on the research statement, this particular study aimed to finding out:

1. To find out the problem faced by pre-service teacher in teaching English at senior and junior highschool of Rejang Lebong
2. To find out how pre-service teachers to overcome these classroom management problem.

E. Significance of the study

The results of the study are expected to provide some significances to the following reason:

1. For Pre-service Teacher

1. Provides pre-service teachers with valuable knowledge and skills that are essential for their professional development
2. Classroom management research offers pre-service teachers practical insights and tools to apply in real classroom settings
3. Classroom management research helps pre-service teachers create a positive and inclusive classroom climate
4. Classroom management research helps pre-service teachers

develop confidence and preparedness in their ability to manage a classroom effectively

2. For school

1. Effective classroom management practices contribute to the creation of a positive and conducive learning environment within the school.
2. Classroom management research provides evidence-based approaches for promoting positive behavior and addressing disciplinary issues effectively in school.
3. Effective classroom management practices have a direct impact on the overall school climate and culture in school.

F. Definition of Key Terms

To clear out the topic and also to avoid misunderstanding about the concept used by researcher in this research the brief descriptions below describe about key terms discussed in this research.

1. Classroom Management

According to Kounin⁶, classroom management involves teachers being aware of what is happening in the classroom at all times ("withitness") and using proactive strategies to prevent and address disruptive behavior, while maintaining a smooth and efficient flow of instruction ("smoothness"). It can be concluded that classroom management is

⁶ Jacob Sebastian Kounin, Discipline and group management in classrooms 1970

defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning process in school is expected to be intensive and effective. In a class, students can be observed from the way they study their characters, social relationship, discipline and responsibility during learning process.

2. Pre-service Teacher

Pre-service teacher education has such an important role in teacher candidates' professional development that it is expected to prepare them in their thinking for dealing with the realities of school and classroom environment. In teacher education literature, it is also mentioned that teacher education equip teacher candidates with some critical skills and knowledge. Pre-service teacher education program aims to prepare undergraduates students to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Bransford, Darling-Hammond, & LePage, 2005⁷). So, based on that, pre service teacher is the undergraduate students from the university that had done every material that has relation with education to some school, it can be as a teacher in senior high school or junior high school and they only teach for several month in the school that they are choose. Pre-service teacher is the most challenging experience, because only for several months, they have to teach the students based on their study program. During their teaching experiences,

⁷ Linda Darling-Hammond, John D. Bransford (2005), *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*

they have to implement the teaching strategies or methods, theories that they have been studied in their college. In the teaching process, they have to apply the strategies that have been studied based on the condition in the class to make the students enjoy and acquire easier the materials. On the words, pre-service teacher is a teacher training before they under taken the teaching.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Classroom Management

There have been various classroom management theories formulated over the years. Hardin suggested that these theories can be divided into three broad categories which reflect on the focus and goals of classroom management⁸. First, classroom management is regarded as a discipline. The principles uphold by this category is: "The teacher is responsible for maintaining classroom control, discipline comes before instruction, and consequences must exist for inappropriate behavior" Hardin. Among the proponents for this theory by Skinner's in Behavioral Management, Canter's in Assertive Discipline, Jone in Positive Classroom Discipline, and Albert's in Logical Consequence. These theories lead to some example; Canter asserted that the important aspect of this model is for teachers to recognize the student who performs good behavior, support them while behaving accordingly and frequently acknowledge the good behavior and affirm to the student that the teachers like what the student is doing. According to this model, students obey the rules because they are rewarded for being so, and they also acknowledge

⁸ Hardin (2015). Classroom management into theories.university press.p.29-30

the consequence if the rule is broken. The model has been widely practiced in schools and teachers claim it is easy to use and effective (Kizlik).

Secondly, classroom management is identified as a system. This category of classroom management emphasizes the importance of classroom management that is systematic.

Teachers are expected to "plan and organize engaging activities for their students keeping in mind to minimize any kinds of disruptions and defiance during these activities" According Hardin. This model focuses at preventing problem from occurring rather than reacting to the problem. The proponents of this model are Curwin and Mendler's Discipline and Dignity, Evertson's Classroom Organization and Management Program (COMP), Kohn's Building Community, and Marshall's Discipline without Stress. As an example, Marshall's model emphasizes two important elements require for a desirable classroom behaviour which are: "(1) promoting responsibility in students rather than obedience and (2) articulating expectations and then empowering students to reach those expectations According to Charles⁹. He also emphasized the importance to project or to utilize positivism crucially on the words that teachers' speak to students. Punishment on the other hand should be avoided.

Thirdly, classroom management is identified as instructions. It focuses on "to teach appropriate behavior and social skills, with the focus being on helping students to develop positive interactions throughout their

⁹Charles, C.M. (2008). Today's best classroom management strategies: Paths to positive discipline. Boston: Pearson Education

lifetime rather than on behavior at a particular moment” According to Hardin¹⁰. The models fall under this category are Coloroso’s Inner Discipline, Lickona’s Character Education, Bodine and Crawford’s Conflict Resolutions and Peer Mediation, and Gathercoal’s Judicious Discipline. For instance, a strategy that Landau B.M adopted consists of six steps which she called as “fairness conference” (Landau). The steps are as follows¹¹:

1. State the problem: Using an ‘I’ message, the teacher tells the student what he or she sees happening.
2. Ask for the student’s perspective of the problem. Listen carefully and without judgment to what the student says in response.
3. Listen actively: Active listening means teachers nonjudgmentally restate the explanation offered by the student.
4. Problem solve: What possible solutions fit within a teacher’s professional responsibilities and, at the same time, meet the student’s educational needs.
5. Agree to the terms. Agreeing to the terms applies to both teacher and student.
6. Follow up. Teachers can check in with students later and ask how their solutions are working.

From the theory above, it is clear that problem how problem can be

¹⁰Hardin, C.J. (2008). *Effective Classroom Management: Models and strategies for today’s classrooms*. N.J.: Pearson Prentice Hall

¹¹ Landau, B.M. (2004). *The art of classroom management: Building equitable learning community*. Upper Saddle River, N.J.: Pearson Education.

solved in several ways to manage the classroom better. Starting from diagnose the problem; find the correct ways to solve it and how to execute them without giving a new problem.

2. The activities of Classroom Management

Classroom has a considerable influence on the process and students learning outcomes. Teachers need to conditioned classrooms capable of supporting the development of learners optimally, because most of time students spend in the classroom is. Comfortable classrooms need to be set by the teacher in such a way for students to avoid the boredom. Classrooms are created by teachers need to fulfill the requirements of education in accordance with the growth and development of the potential physical, intellectual, social, emotional, and the psychological learners with regard cognitive, affective and psychomotor.

In the classroom management, teacher do a process or stages of activities starting from planning, implementing and evaluating, so that the activities carried are interrelated. The activities carried out are also effective and on target to be achieved, and efficient, the end points of the management have a purpose with high productivity, Ade R et.al, classroom management activities in general consist¹²:

a. Setting of Student

Students are people doing the activity and the activities in is placed as an object and arena of development of science and human

¹² Ade Rukmana et.al (2017).Classroom Management Activities in Teaching Process. Andra grafika press.p.25-30.

consciousness, the learners move then occupy the function as a subject. Learners are objects that have the potential to move. The function of the teacher has a large proportion to be able to guide, direct and guide every activity that must be done of learners. Learners setting are arranged and put learners in the classroom in accordance with the potential intellectual and emotional development. Learners are given the opportunity to acquire a position in study in accordance with the interests and desires.

b. Setting of Facilities

The activities of teachers and students in the classroom are influenced by the condition and situation of the classroom environment. According to Mcleod Joyce, other important areas are those in which you store materials: bookcases, closed cabinets, bins, and any other creative storage systems you may have, placing storage systems near the area where they are frequently used minimizes lost time. So that classroom environment is facilities and basic facilities are able to support the interaction.

Facilities in the classroom consisted of student's tables and chairs, teacher tables and chairs, a cupboard, long boards, the media of education and other equipment required in accordance with the interests of the classroom. According to Arikunto et.al, Educational facilities are all the necessary facilities in the learning process both moving and

immovable in order to achieve educational goals can learn smoothly, effectively, regularly and efficiently For example: building, classroom, desk chair and teaching media tools.¹³

The purpose of the management of facilities and infrastructure is to provide services in a professional manner related to educational facilities and infrastructure so that the learning process can take place effectively and efficiently. In connection with this objective, Bafadal, describes in detail the objectives of the management of educational facilities and infrastructure as follows: (1) to seek the procurement of school facilities and infrastructure through careful planning and procurement system carefully so that schools have the facilities and infrastructure in accordance with the needs, (2) to seek the proper and efficient use of school facilities. (3) to seek the maintenance of educational facilities and infrastructure, so that the situation is always in a state of ready – made in any required by all school personnel. The management of facilities and infrastructures can be 14 defined as organizing activities, ranging from planning (needs analysis), procurement, inventory, distribution, utilization, maintenance, destruction and accountability to movable and immovable goods, school furniture, learning tools, and etc.

The classroom is a room with the main activities of reading and writing, so that the spacious the room that is comfortable for the

¹³ Arikunto et.al (2015). Classroom management in educational side. Mulawarman Press.p.30-35

learners are expected according to the standard that is 9 meters x7 meters with a width of 1.8-2 meter terrace.

In the classroom management, teacher do a process or stages of activities starting from planning, implementing and evaluating, so that the activities carried are interrelated. The activities carried out are also effective and on target to be achieved, and efficient, the end points of the management have a purpose with high productivity.

According to Karwati et.al, for the detailed activities that need to be undertaken by teachers in classroom management as aspects that exist in the instructions for classroom management are¹⁴:

1. Check student attendance
2. Collect the students' work, checking and appraise
3. Distribution of materials and learning tools
4. Delivering course material
5. Give the task or home work

From the theory above, we can see that manage classroom activities can be set by several ways. Teacher can start from checking students' attend list, giving appreciation to students after checking their work, distribute appropriate material to students will be play important role, and the last, teacher can give tas to manage students' work at home.

3. Controlling in Classroom

Controlling is the segment of classroom management which is most associated with the topic, but which actually refers to discipline in the

¹⁴ Karwati (2016). Classroom Activities in good Management. Unviersity Press. P.23

classroom. Just as students must ultimately motivate themselves to learn, students are also responsible for their own behavior. But while professors are not responsible for adult student behavior in a classroom they must learn methods to be responsive to behaviors in order to achieve positive results for all students in the class.

There are techniques which can be used to respond to inappropriate behavior in the classroom (i.e. discipline problems) which can have positive results and prevent more extensive conflicts or behaviors to make sure that the result of appropriate activities with the draft. Controlling process can involve several elements: a) set work standard. b) Measuring the performance. c) Comparing performance with standards that have been set. d) Corrected if an error occurred.

According to M.Cooper et,al, within the instructional role, teachers must make decisions related to the three basic teaching functions (1) planning, (2) implementation, and (3) evaluation¹⁵. The planning function requires that teachers make decisions about: their students“ needs the most appropriate goals and objectives to help meet those needs the content to be taught the motivation necessary to attain their goals and objectives and the instructional modes and teaching strategies most suited to the attainment of those goals and objectives.

The planning function usually occurs when teachers are alone and have time to reflect and consider long and short-range plans, the students“

¹⁵ M.Cooper et,al (2014). Instructional Role in Classroom Management. Unviersity Press.p.24

progress toward achieving objectives, the availability of materials, the time requirements of particular activities, and other such issues. Some teaching skills that support the planning function include observing pupil behavior, diagnosing pupil needs, setting goals and objectives, sequencing goals and objectives, and determining appropriate learning activities related to the objectives, the implementation function requires that teachers implement the decisions that were made in the planning stage, particularly those related to instructional modes, teaching strategies, and learning activities. While much of the planning function is accomplished when teachers are interacting with students. Research indicates that teachers make an average of one interactive decision every two to six minutes. These decisions frequently must be made rapidly in response to classroom situations. Often, teachers have to make adjustments in their plans based on student question and how the teachers perceive the lesson to be going. Teaching skills that support the implementation function include presenting and explaining, questioning, listening, introducing, demonstrating, eliciting, student responses, and achieving closure.

The evaluation function requires decisions about the suitability of chosen objectives as well as the teaching strategies keyed to those objectives, and ultimately, whether or not the students are achieving what the teacher intended. To make the necessary decisions, teachers must determine what kind of information they need and then gather it. Teaching skills that support the evaluation function include specifying the learning

objectives to be evaluated; obtaining, analyzing, and recording that information, and forming judgments.

The feedback and reflection dimension of the decision making model simply means that you examine the results of your teaching, consider their meaning, and then decide how adequately you handled each of these three teaching functions. On the basis of this examination, you determine whether you have succeeded in attaining your objectives or whether you need to make new plans or try different implementation strategies, feedback and your reflection on the feedback, then, is the new information you process in your decision making to adjust your planning, implementation, or evaluation functions or to continue as before. It is the decision-making system's way of correcting itself.

4. Time management

Time management strategies are also a basis of criteria necessary for designing rules for the classroom. Glazer, expressed concerns for students that may need time management strategies to compensate for a learning problem or perhaps a child at risk¹⁶. Sometime strategies that have been successful with students are listed below (as cited in Glazer).

1. using a timer so the child is able to gain control of passing time
2. creating a signal for the student to inform "time spent" on a specific activity or task versus "time left"
3. providing smaller units of work in regularly scheduled time periods

Teachers who understand and use time management strategies are

¹⁶ Glazer (2017). Time Management Strategies in Teaching Process. University Press.p.34

an asset to the student who is not labeled with a disability, but may have other underlying causes for work delays. Dom bush et,al presented an example of an underlying cause for delayed student work and a time strategy to compensate the problem. If a student has problems with handwriting, the teacher could reduce the number of problems on an assignment, test, or homework sheet. Reducing the number will accommodate the handwriting deficits and the slowness with which the student works¹⁷. The practice of using time management strategies can aide in designing classroom rules that will facilitate all students. These students will become stronger, more confident learners.

As you can see, there is a bountiful collection of criteria to weigh before an educator can begin developing well-refined classroom rules. Those who possess the knowledge and understanding of these criteria will be able to develop and maintain an efficient and effective classroom management plan.

5. Problem in Classroom Management

Researches have shown that students' emotional and behavioral problems have become major concerns for educators, administrators, and the public (Wyss, Siebert, & Dowling)¹⁸. Among discipline-related classroom problems students commit include disturbing friends, speaking

¹⁷ Dom et,al (2013). Strategy in Managing Problem in Teaching English.Education Press.P.23

¹⁸ Wyss, V. L, Siebert, C. J., & Dowling, K. A (2012). Structuring Effective Practicum Experiences for Pre-Service Teachers. Education, 132 (3), 600-606.

rudely to teachers, eating in the classroom, disobeying instructions, and failing to hand in homework. As trivial as it may seem, these offences can truly disrupt the teaching-learning processes which result to greater students' misconduct in school and public setting because the classroom is a significant place where students learn the norms of socialization, and ways of disciplining oneself. It was reported that 2% (equivalent to approximately 100, 000) of five million school students in Malaysia are involved in serious school discipline problems and crime (Zainuddin)¹⁹. Therefore, resolute actions are critical in getting to the core of the so called trivial disciplinary misconducts before they perpetuated students' behavior.

Teachers learn about disciplinary techniques and classroom management through formal trainings and from their personal experiences. Varner suggested that teachers develop effective classroom management from the duration of service in the related job. Therefore, it could be assumed that teachers would have better classroom discipline management over the period of being in the teaching profession. It is undoubtedly, experience play a significant role in exercising discipline management in the classroom. Nevertheless, it is also important to study the student teachers, being novice and less experienced in the field, the kinds of challenges they encounter in disciplining the students, and ways of

¹⁹Zainuddin Zain. (2007). Dua peratus pelajar disiplin teruk. Harian Metro Online. Retrieved August 6, 2007, from http://www.hmetro.com.my/Current_News/HM/Sunday/Tabib/20050911130928/Article/indexs_html

managing students discipline in the classroom. Zuckerman reminded that managing students discipline is one of the prime component evaluated by principals, supervisors and also the public. Therefore, Zuckerman concerned that it could get difficult for pre-service to control and manage discipline related problems in their beginning of work experience particularly during the development of lessons as they must ensure that students are engaged in learning²⁰.

According to Canter et al, There are several theories talking about problem in classroom management;²¹

- a. Disruptive Behavior: This refers to student behaviors that disrupt the learning environment and hinder the instructional process. Examples include talking out of turn, not following instructions, engaging in off-task activities, or being disrespectful to peers or teachers.
- b. Lack of Structure and Clear Expectations: When classroom rules and expectations are unclear or inconsistently enforced, students may struggle to understand the boundaries and behave accordingly. This can lead to confusion, misbehavior, and a less productive learning environment.
- c. Inconsistent Consequences: If consequences for misbehavior are not consistently applied, students may perceive a lack of fairness, leading to a breakdown in discipline and an increase in disruptive

²⁰ Zuckerman (2019). Consistence in Classroom Management Theory. Lee Center Press.P.25

²¹ Canter, L., & Canter, M. (1992). Assertive Discipline: Positive Behavior Management for Today's Classroom. Lee Canter & Associates.

behavior. Inconsistent consequences can undermine the effectiveness of classroom management strategies.

- d. **Limited Student Engagement:** When students are not actively engaged in the learning process, they may become disinterested or disengaged, leading to off-task behavior and a decrease in overall learning outcomes. Lack of engagement can be caused by instructional methods that do not align with student interests or abilities.
- e. **Teacher-Student Power Struggles:** In some cases, power struggles between teachers and students can arise, where students challenge the authority of the teacher or resist complying with classroom rules. These power struggles can disrupt the learning environment and hinder effective classroom management.
- f. **Failure to Establish Teacher Authority:** If teachers are unable to establish and maintain their authority in the classroom, students may perceive a lack of control, leading to a higher likelihood of misbehavior and a less productive learning environment.
- g. **Ineffective Communication:** Communication breakdowns between teachers and students can hinder classroom management. When teachers are unclear in their instructions or fail to effectively communicate expectations, students may misunderstand or ignore them, leading to disruptions and behavioral problems.

1. Theory William Glasser

Glasser identifies common issues that can hinder effective classroom management. Some of the problems in classroom management according to Glasser's theory include:

- a. **Lack of Student Engagement:** If students do not find the learning experiences meaningful, relevant, or engaging, they may become disinterested or disengaged. This can lead to disruptive behavior, lack of participation, and reduced learning outcomes.
- b. **Power Struggles:** When teachers and students engage in power struggles, where control and authority become the central focus, it can disrupt the learning environment. Power struggles can result in resistance, defiance, or a breakdown in communication between teachers and students.
- c. **External Control:** Glasser highlights the problem of relying on external control mechanisms such as rewards, punishments, and coercion to manage student behavior. This approach can lead to compliance-driven behavior rather than intrinsic motivation, hindering the development of responsible and self-directed learners.
- d. **Lack of Connection and Belonging:** If students do not feel a sense of connection, belonging, or positive relationships within the classroom, it can lead to social isolation, disengagement, and potential disruptive behavior.

- e. **Emphasis on Grades and Testing:** When the focus is primarily on grades, test scores, and extrinsic rewards, it can create an environment where students prioritize compliance and achievement over meaningful learning. This can undermine intrinsic motivation and hinder the development of a love for learning.
- f. **Lack of Responsibility:** When students are not given opportunities to take responsibility for their own learning and behavior, they may rely on external guidance and struggle with self-regulation. This can result in a dependence on external control measures and a decreased sense of ownership over their learning.
- g. **Ineffective Communication:** Communication breakdowns between teachers and students can hinder classroom management. If teachers fail to effectively communicate expectations, listen to student perspectives, or provide clear guidance, it can lead to misunderstandings, frustration, and disruptive behavior.²²

Strategies used to overcome Problem in Classroom Management Issues

In school field, Pre-service teacher found a lot of problems connected to the classroom management setting so the students must find the best strategy to find the solution. There are several theories talking about how to overcome classroom problem.

²² Glasser, W. (1990). *The Quality School: Managing Students without Coercion*.

a. Theory Canter L.²³

To overcome classroom management problems, including those discussed in the "Assertive Discipline" theory, educators can implement various strategies. Here are some strategies that can help address and resolve classroom management problems:

1. **Establish Clear Expectations:** Set clear and specific expectations for behavior in the classroom. Clearly communicate these expectations to students and ensure they understand what is expected of them. This can help prevent misunderstandings and minimize disruptive behavior.
2. **Teach and Model Expected Behavior:** Explicitly teach and model the desired behavior to students. Take the time to explain and demonstrate how students should behave in various situations. Provide examples and non-examples to help students understand what is expected of them.
3. **Positive Reinforcement:** Implement a system of positive reinforcement to acknowledge and reward students' positive behavior. Provide specific praise, rewards, or privileges to students who consistently demonstrate desired behavior. This can motivate students to continue exhibiting positive behavior.
4. **Consistent Consequences:** Establish a set of consistent consequences for misbehavior. Clearly communicate these

²³ Canter, L., & Canter, M. (1992). *Assertive Discipline: Positive Behavior Management for Today's Classroom*. Lee Canter & Associates.

consequences to students and ensure they understand the potential outcomes of their actions. Apply consequences consistently and fairly to maintain a sense of fairness in the classroom.

5. Proximity and Redirection: Use proximity and non-verbal cues to manage behavior. Move closer to students who are off-task or engaged in disruptive behavior, which can help refocus their attention. Redirect students by giving them a specific task or assignment to redirect their behavior in a positive direction.
6. Engaging Instruction: Design and deliver engaging lessons that caters to different learning styles and interests of students. Use a variety of instructional strategies, hands-on activities, technology, and real-world connections to make learning meaningful and engaging. When students are actively engaged in learning, they are less likely to exhibit disruptive behavior.
7. Relationship Building: Develop positive relationships with students. Show genuine interest in their lives, actively listen to them, and demonstrate empathy and respect. When students feel connected and valued, they are more likely to exhibit positive behavior and respect classroom expectations.
8. Effective Communication: Ensure clear and effective communication with students. Use concise and explicit language when giving instructions or conveying expectations. Use active listening techniques to understand student perspectives and

concerns. Encourage open and respectful communication in the classroom.

9. Classroom Procedures and Routines: Establish and consistently follow classroom procedures and routines. Clearly outline how tasks are performed, how materials are handled, and how transitions between activities occur. Having well-established routines helps students know what to expect and minimizes disruptions.

10. Professional Development and Support: Seek professional development opportunities, workshops, or mentoring to enhance classroom management skills. Collaborate with colleagues and seek guidance from experienced educators or mentors. Reflect on classroom practices and make adjustments as needed.

6. Teaching English

a. The Definition of Teaching English

Tomlinson,²⁴ stated that teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language. This could include the teacher standing in front of the classroom explaining the conventions of direct speech in English; it could include textbook providing samples of language use and guiding learners to make discoveries for them, it could include textbook inviting learners to reflect on the way they have just read a passage or it could

²⁴ Tomlinson, B.1998. Material Development in Language Teaching. Australia: Cambridge University press.

the teacher providing the language a learner need whilst participating in a challenging task. Education consists of teaching and learning. Teaching is a process involves the teaching learning process, (Yusuf).

Mulyasa explains that teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better. In teaching process, there will involve the interaction between people, material, facilitates, tools, and the procedure that all of them are influence each other in getting the teaching goal (Hamalik). In short, teaching is an effort to use optimally the component of teaching to from the students who have skill and knowledge. Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Learning is the process of assimilating information with a result change in behavior.

Teaching learning process in a planned interaction that promotes behavioral change that is not a result of maturation of coincidence. It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching is not only activities of guiding student activities but also those which aim at helping student develop themselves and be able to adapt themselves in the group to which they are belong. At the result of teaching the student should be able to interest in their group. They are learning to think, feel, and act in harmony through social groups of

which they are a part. In teaching activities, teachers absolutely have significant roles and close relationship with student in delivering messages or knowledge.

According to Stephen N. Elliot “Teacher acts as Curriculum facilitator and not Curriculum planners”, it can be concluded that teacher as the center of education is faced by a number of decisions to be made in the classroom. As a manager classroom, a teacher must control the student in determining what the students supposed to do and acquire. The respond abilities of teacher in managing favorable atmosphere and media to support learning are important.

Based on definitions above, it can be concluded that teaching is interactive process between teacher and student. The teacher helped the student to learn, give materials, and providing anything to know or understand. Teacher can teach by use combine of art, science and skill.

b. Components of Teaching

In teaching process, there are some components of teaching, the components are:

1. The objective

Objective is the goal of education that interprets from the vision, mission, owned by an institution (Sanjaya). According to Hamalik²⁵, the objective is a goal which will be reached after do the teaching process. Therefore, this is important as a component of teaching.

²⁵ Hamalik, Oemar. 2004. *Proses Belajar Mengajar*. Jakarta: PT. Bumi Aksara.

2. The students or participant

Students or participants are human being without way any limitation and certain characteristic. In the other world, all of human being is a student without limited by time and place (Aziz). In teaching learning process, the learners have significant roles. Nowadays, students are demanded to be more active and innovative in learning process. The learners should actively look for meaning and try to find regularity and order to the events of the world in the absence of full complete information.

3. The teacher

In the teaching learning process, teacher not only doing/holding the teaching process technically, but also realizing his/her work and responsibility as well as possible (Gulo). Therefore, the electiveness of the teaching learning process based on the teacher roles. The success of teaching is also based on teacher quality. Michael in his book entitled *The Process and Experience in the Language Classroom* argues some teacher roles in the classroom, namely:

- a. Teacher as coordinator and facilitator
- b. Teacher as manager and organizer
- b. Teacher as instructor
- c. Teacher as investigator and researcher

Michael added that there are some components in teaching

learning process: Curriculum, Method, Facilities or Educational tool, Environment, Evaluation. Thus components complete each other in the teaching learning process and the function is significant to reach the education goal.

c. Teaching Strategy

The teacher should make design or select good strategy in teaching learning process. An instructional strategy is defined something a teacher arranges that is designed to establish interaction between teacher, students and subject matter, or combination these three dimensions. Teacher as a selector instructional strategy, according to Singh, the effective teacher will:

1. Plan to influence directly or indirectly the learning process by varying his/her behavior.
2. Tailor the subject matter to meet the needs and interest of each individual.
3. Arrange a variety of media including book, lecture notes, homework visual aids, program, discussion, and laboratory experiences.

This model of effective teaching places the students in the center completely surrounded by multisensory media arrange by the teacher who the function as prescriber organizer. The teacher should act as a prescriber organizer, studies each students' physical and mental characteristics as well as his/her previous achievement record.

According to Sanjaya, there are some learning strategies that

can be used:

- a. Strategy Submission (exposition) Expository learning strategies are learning strategy which emphasize the process of verbal material delivery a teacher to a group learners with the intention that students can master the subject matter in an optimal unlike the strategy discovery, which teaching materials sought and found by the learner thought a variety of activities, so the task of educators as facilitators and mentors. Because it is so often referred to this strategy as well as indirect learning strategies or it could be in small groups.
- b. Strategy on Group This strategy is not attended to individual learning place, all are considered equal. Therefore, the study group can occur to learners who have high ability. The learners will be hampered by the mediocre ability. Likewise, the learners who have less ability would feel displaced by the participant of high learner ability.
- c. Individual Learning Strategies (group individual learning) Individual learning strategies are conducted by learners independent. Pace, delay and success of the student is very determined by the ability of individual learner concerned. Learning materials and how to learn are designed to learn by themselves. Example of this learning strategy is learning through module or through audio tapes.

Learning strategy is an activity chooses by teacher or lecture in the learning process which can help and facilitate the learners towards the achievement of the objective of teaching particular. The types of

learning strategies can be sorted by the following characteristics:

a. Based on the ratio of teachers and students involved learning, there are five types of learning strategies, namely:

- 1) Learning by teacher with large group (one class) learners.
- 2) Learning by teacher with small group (5-7 peoples) learners.
- 3) Learning by teacher to participant learners.
- 4) Learning by a team of teacher in large group (one class) learners.
- 5) Learning by a team of teacher in small group (5-7 peoples) learners.

b. Based on pattern of relations teacher and learner in the learning, there are three types of learning strategies, namely:

- 1) Learning face
- 2) Through media learning
- 3) Face to face and through the media of learning

c. Be reviewed based on the role of teacher and learner in management of learning in general, there are two types of learning strategies, namely:

- 1) Centered teacher learning (teacher center) Centered teacher learning are that the teacher is the most level strategy, also called strategy traditional learning. Teacher act as a source has a very dominant position. Teacher must try to divert knowledge ad convey formation as possible to students.

2) Centered students learning (students center) Teaching is an attempting to create an environment optimizes the system of teaching learning process. In the learning process the students attempted actively to develop themselves under the guidance of teacher. Parallel technique in this learning strategies are an inquiry technique, technique discussion, group work techniques, non-directive techniques and case presentation techniques. After the teacher knows about teaching strategy then the teacher has to know about the procedure of teaching learning process.

7. Pre-service Teacher Education

As human beings, we live in a fast-changing world, and it has been inevitable to provide the full development of future generations through necessary skills, knowledge, and characteristics to cope with successive changes. This aforesaid development is expected through education; and, being the gist of education, teachers are the ones who take vital roles for providing required education in a society through promoting learning and student achievement (Brophy & Good,²⁶; Darling-Hammond & Youngs; Lasley, Siedentop, & Yinger). While teachers are expected by nations to contribute to improvements in variety of areas by educating qualified manpower, education of qualified teachers is questioned and leads us to another critical issue of teacher education.

²⁶Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.). New York: McMillan.

Like the rings of the same chain, teacher education unquestionably plays a remarkable role for the conveyance of required and effective education to future generations (Iredale). Although dissatisfying outcomes of teacher education and its common problems are recurring issues to discuss and criticize in teacher education literature (Ballou & Podgursky²⁷; Brouwer & Korthagen,; Caillier & Riordan; Darling-Hammond; Sykes, Bird, & Kennedy), having a formal education in colleges of education is still listed as one of the kernels of effective teachers and teaching (Cruickshank, Jenkins, & Metcalf; Glathorn, Jones, & Bullock). Studies also prove the positive effect of teacher preparation in faculties of education on the effectiveness of teachers (Darling-Hammond, Holtzman, Gatlin, & Heilig). The period of teacher preparation including subject area courses, pedagogy courses, school experiences, and practice teachings is usually approved by many educators in the world for the training of desired teachers. Darling-Hammond summarizes the contribution of pre-service teacher education in this way: “Teachers who have had formal preparation have been found to be better able to use teaching strategies” and she continues that they respond to students’ needs and learning styles and that encourage higher order learning. Thus, when teachers are accepted as the major contributors of students’ achievement in today’s world, teacher education receives more and more attention (OECD).

²⁷D. Ballou and M. Podgursky. 1999. “Reforming Teacher Training and Recruitment: A Critical Appraisal of the Recommendations of the National Commission on Teaching and America’s Future.” *Government Union Review*. Vol. 17. No. 4. pp. 1-53.

In other words, teacher education becomes the corner stone for the full-preparation of effective teachers. Through teacher education institutions, candidates of the teaching profession are taken into a process in which they are furnished with certain skills and knowledge to be able to graduate as a teacher ready to work at schools. While this is the situation in most of the countries of the world, it gives birth to the question: “What kind of a teacher education is needed?” It is known that the quality of teacher education mostly affects the quality of teaching activities carried out by teachers in classrooms and teachers mostly reflect how they were taught (Cruickshank, Jenkins, & Metcalf).

Moreover, during teacher education in faculties, the teacher candidates get experiences at schools through school experience and practice teaching courses. These courses provide them with the general views on school environment, students, and being a teacher (Kennedy). These experiences become important for candidates as they get an initial idea about what the teaching profession is and what it means to be a teacher, as the required skills, abilities, and knowledge for the teaching profession are gained in the process. During this period of pre-service education, the ideas and thinking of teacher candidates are also expected to be shaped to be a good teacher. Kennedy, states that pre-service teacher education is to furnish students with ideas and thinking that will lead them in their profession. Hence, pre-service teacher education has such an important role in teacher candidates ‘professional development

that it is expected to prepare them in their thinking for dealing with the realities of school and classroom environment. In teacher education literature, it is also mentioned that teacher education equips teacher candidates with some critical skills and knowledge. These can be listed as gaining knowledge about teaching techniques and pedagogy besides important skills to teach content-area knowledge (Kukla-Acevedo²⁸ & Toma); getting familiar with different sources of knowledge, getting education on logic and critical thinking, being presented alternative views and coursework (Floden & Meniketti).

In addition to these, in their very famous review of research on the effect of college preparation on students, Pascarella and Terenzini (as cited in Pascarella & Terenzini) reviewed nearly 2600 studies of 20 years and found the positive impact of college education on developing students' skills such as thinking skills and communication skills. Lastly, the importance of teacher education can be well linked with the quotation from the American Association of College of Teacher Education (AACTE):

Given the well-recognized need for more highly skilled workforce and for increased national competitiveness in today's global economy, the importance of top flight teachers for our K-12 schools is clear. What apparently is not so obvious is that the superior teachers required of the complex, multi-cultural, fast-paced 21st century do not

²⁸ Kukla-Acevedo, The Value of a College Education: Estimating the Effect of Teacher Preparation on Student Achievement, IFIR Working Paper No. 2009-06

enter a classroom as a blank slate and learn on the job. They are schooled in their subjects and how students learn them; they are nurtured, tutored, practiced, observed, critiqued, corrected, and—in some cases—dissuaded from taking on the teaching challenge. Those who will become the outstanding teachers our nation needs must be prepared for the profession of teaching.

As the education of teachers before they enter the teaching profession carries utmost importance, all these roles of teacher education make societies have very high expectations from the colleges of education. Educating future teachers, teacher education is directly seen as responsible for the success of schooling. That is to say, the teacher education is under the spotlights. As explained by Ben-Pretz: “much of the perceived failure of schooling is attributed to teachers who are thought to be ill prepared for their task because teacher education is deficient”. For that reason, many debates and efforts go on for improving its quality and finding the best pathway for the preparation of qualified teachers with essential knowledge and teaching skills.

Different models and different alternatives of teacher education are used in different countries.

B. Review of Related Finding

There were a lot of researches about Classroom Management which done by so many researchers before this. They discussed various things about Classroom Management, both in Techniques, Methods, Problems, etc. Here, the researcher provides three studies about Classroom Management which are related to this research. Each results can be taken as the examples and guidance for this study.

The first previous research belongs to SRI WAHYUNI²⁹, her research is entitled by “AN ANALYSIS OF CLASSROOM MANAGEMENT USED BY TEACHER IN TEACHING ENGLISH”. The objective of the research was to find out components of classroom management used by English teacher at the eleventh grade of SMAN 1 Enrekang.

This research was in qualitative design. The subject of this research was English teacher at the 11st IPA 1 grade of SMAN 1 Enrekang. Research instruments used for collecting the data were observation and interview. The researcher used field notes to observe and semi-structured questions for the interview. The research focused on five components of classroom management which are physical design, rules and routines, relationship, engaging and motivating instruction, and discipline. The teacher also used whiteboard when the teacher presented the material. The teacher would ask to the students after the teacher told the material. When the teacher did not understand, the teacher would repeat it. The teacher also gave reward by said

²⁹ Sri Wahyuni, AN ANALYSIS OF CLASSROOM MANAGEMENT USED BY TEACHER IN TEACHING ENGLISH, 2023

'good' and gave big applause. To create discipline, the teacher tended to give treatment or warn when there were students who did not pay attention to the teacher's instruction. The teacher called then came close to the students who did not pay attention to the lesson or the students who disturb the other students.

The Second by IKA RIDAYANTI³⁰, "THE INFLUENCE OF THEACHERS CLASSROOM MANAGEMENT TO THE STUDENTS ENGLISH ACHIEVEMENT". The main objective of this research was to find out (1) the teachers' strategy in manages the classroom activities in teaching English in the class and (2) the influences of teachers' classroom management to the students' English Achievement.

This research use descriptive qualitative method. The subject of this research was the English Teacher at SMAN 4 Selayar. The researcher use observation checklist and interview as the instrument to collect the data in this research.

Based on the research findings, the results show that there are five teachers' strategy in manages the classroom activities in teaching English, namely physical design of classroom, rules and routine, relationship, motivation and giving instruction, and discipline. The teachers' classroom management gave the influence to students' English learning achievement in class.

Classroom management in teaching and learning process was divided

³⁰ Ika Ridayanti, THE INFLUENCE OF THEACHERS CLASSROOM MANAGEMENT TO THE STUDENTS ENGLISH ACHIEVEMENT, 2019

into the physical design of classroom which includes seating arrangement; orderly rows and separate table, rules and routines, relationship among students and teacher-students, engaging and motivation instruction and the last is discipline. The five components were support the good classroom management in teaching English at SMAN 4 Selayar

The Third Previous research by Yulinda Zuhrotul Farida³¹, “CLASSROOM MANAGEMENT USED BY TUTOR AT MR. BOB ENGLISH COURSE PARE IN TEACHING ENGLISH”

It aims to make the students comfort and interesting with that lesson. The way to create is called classroom management. The classroom management is the way used by the tutor to create an effective learning environment for students. This research aimed to find out classroom management used by the tutor of MR.BOB English Course in teaching English at the speaking class period 10th October up to 23rd October 2018. This study tried to find the classroom management strategies used by MR. BOB English Course tutor, the classroom management problems faced by MR. BOB English Course tutor, and the way used by MR. BOB English Course tutor to overcome the classroom management problems. This study used qualitative research design with case study approach. The instruments used were participant as observer observation and structured interview. The, the subject of this research was a tutor of MR. BOB English Course who taught in Speaking class. The result of this study showed that the tutor could apply

³¹ Yulinda Zuhrotul Farida, CLASSROOM MANAGEMENT USED BY TUTOR AT MR. BOB ENGLISH COURSE PARE IN TEACHING ENGLISH, 2019

classroom management well during teaching and learning process.

The Fourth previous research by ERI DWI NOVIYANTI³², “CLASSROOM MANAGEMENT APPLIED BY THE NINTH GRADE TEACHER IN TEACHING SPEAKING AT SMP PGRI 1 KEDIRI ACADEMIC YEAR 2016/2017”

Speaking is an interaction process of constructing meaning that involves producing, receiving and processing information. If the goal of the language course is truly to enable the students to communicate, then speaking skills should be taught and practiced in the language classroom. When teacher can control the class pleasantly, it will help the students to understand speaking lesson and to develop speaking ability. At this point, classroom management take the role to make it run pleasantly.

The goal of this study is to describe classroom management applied by the ninth grade teacher in teaching speaking concentrating in classroom physical environment and teacher’s voice and body language. This research uses descriptive qualitative approach by using grounded theory design which focus on teacher activities in applying classroom management to the ninth grade students. It is done by doing observation and interview to the ninth grade of English teacher. Then, this research analyzed by process of selecting, focusing, and arranging the data from the note, observation, and interview. Next, all of them are described and the last is making conclusion to check all the entries gotten from research field. The result of this research is by applying

³² Eri Dwi Noviyanti, CLASSROOM MANAGEMENT APPLIED BY THE NINTH GRADE TEACHER IN TEACHING SPEAKING AT SMP PGRI 1 KEDIRI ACADEMIC,2017

classroom physical environment and teacher's voice and body language in teaching speaking, the teacher can make the activities of teaching speaking run well, the students more understand the speaking lesson that has been taught by the teacher and also the students can develop their speaking ability.

The research conclusion is the teacher pay attention to the classroom physical

environment. It considering sight, sound and comfort of the class, seating arrangement, chalkboard use and the last is equipment. In teacher's voice and body language, the teacher has good voice projection, his articulation is clear, slowdown with normal rate of delivery, not to the point and keeping natural flow as possible. The teacher also apply body language in teaching speaking such reflecting optimism, brightness and warmth without felling anxious, using facial and hand gesture to enhance meaning of words and sentences that might otherwise unclear and the last making frequent eye contact with all students.

The Fifth previous research by **ADDRESZIE YOUHEND NOERINA³³**, **"CLASSROOM MANAGEMENT IN TEACHING SPEAKING IN AN INCLUSIVE CLASS AT THE SEVENTH GRADE OF SMP YBPK KEDIRI IN THE ACADEMIC YEAR 2014/2015"**

This skripsi discusses about classroom management in teaching speaking in an inclusive class at the seventh grade at SMP YBPK Kediri. Students with special needs known has difficulties on communication. In an inclusive class, the normal

³³ ADDRESZIE YOUHEND NOERINA, CLASSROOM MANAGEMENT IN TEACHING SPEAKING IN AN INCLUSIVE CLASS AT THE SEVENTH GRADE OF SMP YBPK KEDIRI IN THE ACADEMIC YEAR 2014/2015

students and students with special needs are study together in same class and same material. So, in this research, the writer analyzes classroom speaking activities and roles of the teacher on the classroom management in teaching speaking in an inclusive class.

This research is a descriptive qualitative research. The object of this research is the English teacher at SMP YBPK Kediri. The writer wants to describe the classroom activities for teaching speaking and the roles of the teacher to teach speaking in an inclusive class based on the observation and interview to the English teacher in seventh grade of the SMP YBPK Kediri.

The findings of this research are the English teacher at SMP YBPK Kediri used four types of classroom activities in teaching speaking to the inclusive class. They are picture-based activities, extemporaneous speaking, role plays and games. Through in teaching learning process, the English teacher applied four roles. They are the teacher as facilitator, as controller, as manager and as resource.

Besides that, for good management class, the teacher sets the inclusive student's seat based on situation and condition of the SMP YBPK Kediri which is appropriate with their needs.

Good classroom physical management is necessary for the class to be conducive to student learning activities. However carefully teachers in designing the learning system will not be able to optimize student learning activities, when teachers are not able to manage the class well.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of the Research

This was descriptive study presented in qualitative way. Descriptive study as explained by Whitney is a fact-finding with a correct interpretation. Descriptive study is the problems in society, as well as the procedure applicable in the community and specific situations, including relationships, activities, attitudes, views, and processes that are ongoing and the effects of a phenomenon. In line with Creswell, J. W. Qualitative research is a research approach that focuses on understanding and interpreting social phenomena through the exploration of meaning, experiences, perspectives, and context. It involves studying real-world settings, individuals, and groups in their natural environments to gain an in-depth understanding of the research³⁴. Topic Based on the definition, the researcher described the problems happened in classroom management and the solution to overcome the problem in qualitative way, situations and phenomenon are the important things for being discussed by the researcher. Since describing was the main focus. In this research, the researcher described the phenomenon occurred.

B. Subject of the Research

Subject of the research, or somewhat known by study participation refers to the people who are the focus of the study. In choosing the subject, the

³⁴ Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.

researcher used purposive sampling to gain the subject. According to Creswell purposive sampling is defined as a non-probability sampling strategy where the researcher deliberately selects individuals or cases for inclusion in the study based on specific criteria. The purpose of purposive sampling is to purposefully include participants who can provide the most relevant and valuable information to address the research questions or objectives³⁵. The criterion to be considered in this research is the students who have problem in managing class in their internship school. The selection based on observation and interview to the students in the internship problem.

The total amount of subject in this research is 64 students of English Tadris Study Program who took PPL program held by Tarbiyah Faculty in 2022. PPL conducted from 4 September to 4 December 2022. From 64 students' there are 10 students who get problem in managing classroom based on observation and interview to the participant. The participants claim that they have problem in managing classroom while teaching learning process. So the total amount of the participant in this research is 10 students. 5 of them are apprentices at junior high schools and 5 other students are apprentices at senior high schools, including Rejang Lebong 2 Public High School and Aisyah Creative Middle School.

C. Technique of Collecting Data

In this qualitative research, the researcher used Questionnaire and

³⁵ Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.

analysis technique and observation for collecting the data needed.

1. Interview

Interview is a question and answer in the research process that takes place verbally in which two or more people face to face hearing directly information. In line with Kvale, S., & Brinkmann, S, interview is a purposeful and systematic conversation between two or more persons, with the interviewer asking questions and the interviewee providing answers." It is a method for gathering qualitative data through interactive and in-depth dialogue between the researcher and the participant(s)³⁶

The researcher was conduct face to face interviews to the participants to gain some information that are needed for this research. The participants are the Pre-service teacher. The interview was held only once. The researcher was proposed some questions related to the research title. To get information, the researcher was interview the participant to explore their opinion more deeply. The research used mobile phone as instrument to record the data from interview. In this research, the researcher used structured interview. According to Kvale, S., & Brinkmann, structured interview is a type of interview that the researcher follows a predetermined set of questions, often in a standardized format. The questions are asked in the same order, and the researcher seeks specific answers from the participants. Structured interviews allow for comparability between participants. The researcher used interview to answer research question

³⁶ Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the Craft of Qualitative Research Interviewing*. Sage Publications.

number one and two.

2. Observation

The researcher used observation to confirm the result of interview answered by the participant in question number one and two. According to Emerson, Fretz, and Shaw, observation is the systematic and detailed examination of social phenomena or events in their natural settings. It involves carefully watching and documenting the behaviors, interactions, and contexts of individuals or groups to gain an understanding of their activities, meanings, and relationships.³⁷ The researcher observed participant during the teaching learning process in classroom. The researcher used Direct Observation: This type of observation involves the researcher directly observing and recording what is happening in the field. The researcher is physically present and watches the activities, behaviors, and interactions of the participants without intervening or participating directly.

D. Instrument of Collecting Data

There are some instruments used in collecting the data. They are interview guide, observation sheet, and some documents. Those methods are explained below:

1. Interview Guidance

Interview was used to answer both research question and confirmed by observation to ensure the interview questions. Interview is made by using

³⁷ Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). University of Chicago Press.

disruptive discipline theory by Theory Canter, L., & Canter, M. the researcher used the theory to build up questions regarding students' problem in managing classroom during teaching English process. From the theory, the researcher defined the questions to gain the data to answer the first question. Table above showed the blueprint of interview guidance.

Table 1.1
Interview Blueprint of Pre-service Teachers Problem in Classroom management in Teaching English

No	Problem In classroom Management	Indicators	Questions
			What are some common challenges you face in managing your classroom?
1	Disruptive Behavior	Student behaviors that disrupt the learning environment and hinder the instructional process.	Are there any problems with students' behaviors? Can you provide specific examples of disruptive behaviors or classroom issues that you frequently encounter?
2	Lack of Structure and Clear Expectations	When classroom rules and expectations are unclear or inconsistently enforced, students may struggle to understand the boundaries and behave accordingly	Are there any students having problem with rules or contract you make? In what condition?
3	Inconsistent Consequences	If consequences for misbehavior are not consistently applied, students may perceive a	Do you give clear punishment instruction when your students do misbehavior act during classroom activity? If yes, how? If no, why?

		lack of fairness, leading to a breakdown in discipline and an increase in disruptive behavior	
4	Limited Student Engagement	When students are not actively engaged in the learning process, they may become disinterested or disengaged, leading to off-task behavior and a decrease in overall learning outcomes	Do you select the appropriate technique or method in teaching English to engage your students in learning? How's your students reaction? Do they engage to your classroom activity?
5	Teacher-Student Power Struggles	power struggles between teachers and students can arise, where students challenge the authority of the teacher or resist complying with classroom rules	Do you have power to do your learning process? Are the students sometimes ignore you in teaching process because you are only Pre-service teacher not they real teacher? Could you please explain?
6	Failure to Establish Teacher Authority	If teachers are unable to establish and maintain their authority in the classroom, students may perceive a lack of control, leading to a higher likelihood of misbehavior and a less productive learning environment.	Could you control your students in learning process? If yes, how If no, why? Are they following your instruction in the class? If no, why?

7	Ineffective Communication	Communication breakdowns between teachers and students can hinder classroom management. When teachers are unclear in their instructions or fail to effectively communicate expectations, students may misunderstand or ignore them, leading to disruptions and behavioral problems.	Do you have a good communication to your students If yes, how? If no, why?

The researcher also used interview to answer the second questions to know what strategies used by the Pre-Service teacher overcome the problem in managing classroom in teaching English. The interview was made by using disruptive discipline theory by Theory Canter, L., & Canter, M. it was the same theory to answer the first question but in different term of circumstances. The tabel above showed the interview guidance about what strategies used by Pre-service teacher to overcome problems in managing classroom during teaching learning process.

Tabel 1.2
Interview Blueprint of Pre-service strategies to overcome Problems in Classroom management in Teaching English

No	Problem In classroom Management	Indicators	Questions
----	---------------------------------	------------	-----------

1	Disruptive Behavior	Student behaviors that disrupt the learning environment and hinder the instructional process.	<p>Are there any problems with students' behaviors? Can you provide specific examples of disruptive behaviors or classroom issues that you frequently encounter?</p> <p>Do you have a certain strategy to overcome this problem? Can you explain?</p>
2	Lack of Structure and Clear Expectations	When classroom rules and expectations are unclear or inconsistently enforced, students may struggle to understand the boundaries and behave accordingly	<p>Are there any students having problem with rules or contract you make? In what condition?</p> <p>Do you have a certain strategy to overcome this problem? Can you explain?</p>
3	Inconsistent Consequences	If consequences for misbehavior are not consistently applied, students may perceive a lack of fairness, leading to a breakdown in discipline and an increase in disruptive behavior	<p>Do you give clear punishment instruction when your students do misbehavior act during classroom activity? If yes, how? If no, why?</p> <p>Do you have a certain strategy to overcome this problem? Can you explain?</p>
4	Limited Student Engagement	When students are not actively engaged in the learning process, they may become disinterested or disengaged, leading to off-task behavior and a decrease in	<p>Do you select the appropriate technique or method in teaching English to engage your students in learning? How's your students reaction? Do they engage to your classroom activity?</p> <p>Do you have a certain strategy to overcome this problem? Can you explain?</p>

		overall learning outcomes	
5	Teacher-Student Power Struggles	power struggles between teachers and students can arise, where students challenge the authority of the teacher or resist complying with classroom rules	Do you have power to do your learning process? Are the students sometimes ignore you in teaching process because you are only Pre-service teacher not they real teacher? Could you please explain?
6	Failure to Establish Teacher Authority	If teachers are unable to establish and maintain their authority in the classroom, students may perceive a lack of control, leading to a higher likelihood of misbehavior and a less productive learning environment.	Could you control your students in learning process? If yes, how If no, why? Are they following your instruction in the class? If no, why? Do you have a certain strategy to overcome this problem? Can you explain?
7	Ineffective Communication	Communication breakdowns between teachers and students can hinder classroom management. When teachers are unclear in their instructions or fail to effectively communicate expectations, students may misunderstand or ignore them, leading to	Do you have a good communication to your students If yes, how? If no, why? Do you have a certain strategy to overcome this problem? Can you explain?

		disruptions and behavioral problems.	
--	--	--------------------------------------	--

After gaining the data, the researcher confirm the answer to the strategy to overcome problem in managing classroom used by the Pre-service teacher by using Canter, L., & Canter, M. (see chapter II, Page.28).

2. Observation Checklist

Observation checklist was used to confirm both of the answer from the interview session. The observation is made by the same theory by Canter, L., & Canter, M concerning about problem and strategy in classroom management. Table above showed the blueprint of observation for both of questions.

Tabel 1.3
Observation Checklist for Pre-Service Teacher in Managing Classroom in Teaching English

No	Problem In classroom Management	Indicators	Sub-Indicators	Note		Note
				Yes	No	
1	Disruptive Behavior	Student behaviors that disrupt the learning environment and hinder the instructional process.	Students were talking out of turn, not following instructions, engaging in off-task activities, or being disrespectful to peers or teachers.			
2	Lack of Structure and Clear Expectations	When classroom rules and expectations are unclear or inconsistently enforced, students may	Students confuse about the rule and don't understand what teacher expected			

		struggle to understand the boundaries and behave accordingly			
3	Inconsistent Consequences	If consequences for misbehavior are not consistently applied, students may perceive a lack of fairness, leading to a breakdown in discipline and an increase in disruptive behavior	Students feel that teacher is too kind and never give them clear punishment. Students act that there are no consequences if they make mistakes.		
4	Limited Student Engagement	When students are not actively engaged in the learning process, they may become disinterested or disengaged, leading to off-task behavior and a decrease in overall learning outcomes	Students think that the learning process is not interesting. The method or strategies are too monotone and do not match with their interest.		
5	Teacher-Student Power Struggles	power struggles between teachers and students can arise, where students challenge the authority of the teacher or resist complying with classroom rules	Students underestimate the Pre-service teacher because they are not the real teacher. Students ignore Pre-service teacher power in the class		
6	Failure to Establish	If teachers are unable to	Students underestimate the		

	Teacher Authority	establish and maintain their authority in the classroom, students may perceive a lack of control, leading to a higher likelihood of misbehavior and a less productive learning environment.	Pre-service teacher because they are not the real teacher. Students ignore Pre-service teacher power in the class			
7	Ineffective Communication	Communication breakdowns between teachers and students can hinder classroom management. When teachers are unclear in their instructions or fail to effectively communicate expectations, students may misunderstand or ignore them, leading to disruptions and behavioral problems.	Students fail to understand the instruction because of miscommunication. Students cannot see clear information or instruction before they do de activity			

The second observation checklist used to confirm about what strategies used by Pre-service teacher to overcome the problem in managing classroom activity during teaching process. The table above showed the

observation checklist during the teaching learning process.

Tabel 1.3
Observation Checklist for Pre-Service Strategies to overcome problem in Managing Classroom in Teaching English

No	Strategies to overcome Problem In classroom Management	Indicators	Sub-Indicators	Note		Note
				Yes	No	
1	Establish Clear Expectations	Set clear and specific expectations for behavior in the classroom.	Pre-Service Teacher Clearly communicates the expectations to students and ensure they understand what is expected of them			
2	Teach and Model Expected Behavior	Explicitly teach and model the desired behavior to students.	Pre-Service Takes the time to explain and demonstrate how students should behave in various situations			
3	Positive Reinforcement	Implement a system of positive reinforcement to acknowledge and reward students' positive behavior	Pre-Service Provides specific praise, rewards, or privileges to students who consistently demonstrate desired behavior			
4	Consistent Consequences	Establish a set of consistent consequences for misbehavior	Pre-Service Clearly communicates these consequences to students and ensure they understand the potential outcomes of their actions			
5	Proximity and Redirection	Use proximity and non-verbal	Pre-Service Moves closer to students			

		cues to manage behavior.	who are off-task or engaged in disruptive behavior, which can help refocus their attention			
6	Engaging Instruction	Design and deliver engaging lessons that caters to different learning styles and interests of students	Pre-Service uses a variety of instructional strategies, hands-on activities, technology, and real-world connections to make learning meaningful and engaging			
7	Relationship Building	Develop positive relationships with students	Pre-Service shows genuine interest in their lives, actively listen to them, and demonstrate empathy and respect.			
8	Effective Communication	Ensure clear and effective communication with students	Pre-Service uses concise and explicit language when giving instructions or conveying expectations.			
9	Classroom Procedures and Routines	Establish and consistently follow classroom procedures and routines.	Pre-Service clearly outlines how tasks are performed, how materials are handled, and how transitions between activities occur			
10	Professional Development and Support	Seek professional development opportunities, workshops, or mentoring to enhance classroom management skills	Pre-Service collaborates with colleagues and seeks guidance from experienced educators or mentors. Reflect on classroom practices and make adjustments as needed			

E. Technique of Analyzing Data

To analyze the data, the researcher used some steps provided by Moh Nazir, they were data managing, reading/memoing, description, classifying, and interpreting.

1. Collecting the data

The data of this study comes from the result of collecting the data which is being done by using interview and observation. The interview and observation were used to answer questions about what problem faced by Pre-service teacher in managing classroom during teaching English process.

2. Classification

Classification is the process of classifying all sufficient data based on a category. After conducting interview to the, the researcher started to make a classification based on participant answer by giving a clear data by using table classification.

3. Interpretation

After classification the data, researcher had to interpret data, gave the meaning to information, evaluated, concluded, responded appropriately and predicts the result, identification & evaluation. But, before interpreting the data, the researcher has to analyze the result of the data from the interview and observation section.³⁸

³⁸ Moh Nazir, *Metode Penelitian*, (Jakarta : Ghalia Indonesia, 1999), p. 234

CHAPTER IV

FINDING AND DISCUSSION

This Chapter contains of research finding from the collecting the data from interview and observation done by the researcher. The data was being discussed after the analyzing finished.

A. FINDINGS

In this steps, researcher showed the data collecting from instrument used in this study. The data was used to answer the first and the second questions by using interview and observation checklist. The data lead the researcher to the discussion and conclusion. The researcher took the data during Pre-service Teacher conducted PPL program.

1. The classroom Management Problem Faced by Pre-Service Teacher in Teaching English at Junior High School in Rejang Lebong.

a. Interview Result

The data was gained through interview to the students who taught in senior and junior high school in Rejang Lebong there 5 students who taught in junior high school level and 5 students who taught in senior high school level. The selecting of the participant based on Pre- observation and interview before this research was conducted. The interview session was held on September, 2nd until October, 2nd, 2022 during the PPL process.

Table 1.4
The Interview Result of Classroom Problem faced by Pre-Service Teacher
in Teaching English at Junior High School level at Rejang Lebong

No	Pre-Service Teacher	Problems faced by Pre-service Teachers	Interview Result Description
1	Pre-Service Teacher 1	1. Disruptive behaviors	Based on the interview, it can be seen that the teacher has a problem with students' behaviors. <i>The students act outside the learning goals. They tend to be confused to response teacher expectation. The students sometimes play with their friends while discussion and imitate their friends' work.</i>
		2. Inconsistent Consequences	Based on the interview session, the Pre-service teacher told that <i>he sometimes rarely give the reward and privilege to the students who showed improvement in learning because only few students show positive reaction to the learning process. Pre-service Teacher sometimes also do not know what reward must they give to the students.</i>
		3. Teacher-Student Power Struggles	<i>The students sometimes ignore the teacher when they give the assignment or explanation in front of class. The students tend to be busy with their friends and do others activities in class. They think that Pre-service teacher only</i>

			<i>temporary teacher in their class. This gap made Pre-service teacher do not have any power to do more</i>
		4. Ineffective Communication	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>
2	Pre-Service Teacher 2	1. Disruptive behaviors	<i>Based on the interview, it can be seen that the teacher has a problem with students' behaviors. The students act outside the learning goals. They tend to be confused to response teacher expectation. The students sometimes play with their friends while discussion and imitate their friends' work.</i>
		2. Lack of Structure and Clear Expectations	<i>Students tend to ignore the rule because they do not understand the rule and they do not understand what teacher expect from them. It can be seen many students tend to behave negatively in classroom during learning process. When the teacher expect them to do the exercise or do the task by themselves, the students chose to work with their friends.</i>
		3. Limited Student	<i>The teacher selected the</i>

		Engagement	<i>appropriate strategy in teaching English but sometimes it did not work when they applied it in teaching process. The result students not concentrate and tend to feel disinterested following the classroom activity.</i>
3	Pre-Service Teacher 3	1. Disruptive behaviors	<i>Based on the interview, it can be seen that the teacher has a problem with students' behaviors. The students act outside the learning goals. They tend to be confused to response teacher expectation. The students sometimes play with their friends while discussion and imitate their friends' work.</i>
		2. Lack of Structure and Clear Expectations	<i>Students tend to ignore the rule because they do not understand the rule and they do not understand what teacher expect from them. It can be seen many students tend to behave negatively in classroom during learning process. When the teacher expect them to do the exercise or do the task by themselves, the students chose to work with their friends.</i>
		3. Limited Student Engagement	<i>The teacher selected the appropriate strategy in teaching English but sometimes it did not work when they applied it in teaching process. The result students not</i>

			<i>concentrate and tend to feel disinterested following the classroom activity.</i>
4	Pre-Service Teacher 4	1. Disruptive behaviors	<i>Based on the interview, it can be seen that the teacher has a problem with students' behaviors. The students act outside the learning goals. They tend to be confused to response teacher expectation. The students sometimes play with their friends while discussion and imitate their friends' work.</i>
		2. Inconsistent Consequences	<i>Based on the interview session, the Pre-service teacher told that he sometimes rarely give the reward and privilege to the students who showed improvement in learning because only few students show positive reaction to the learning process. Pre-service Teacher sometimes also do not know what reward must they give to the students.</i>
		3. Teacher-Student Power Struggles	<i>The students sometimes ignore the teacher when they give the assignment or explanation in front of class. The students tend to be busy with their friends and do others activities in class. They think that Pre-service teacher only temporary teacher in their class. This gap made Pre-service teacher do not have any</i>

			<i>power to do more</i>
		4. Ineffective Communication	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>
5	Pre-Service Teacher 5	1. Inconsistent Consequences	<i>Based on the interview session, the Pre-service teacher told that he sometimes rarely give the reward and privilege to the students who showed improvement in learning because only few students show positive reaction to the learning process. Pre-service Teacher sometimes also do not know what reward must they give to the students.</i>
		2. Teacher-Student Power Struggles	<i>The students sometimes ignore the teacher when they give the assignment or explanation in front of class. The students tend to be busy with their friends and do others activities in class. They think that Pre-service teacher only temporary teacher in their class. This gap made Pre-service teacher do not have any power to do more</i>
		3. Ineffective Communication	<i>Students difficult to understand the instruction especially when teacher using</i>

			<p><i>English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i></p>
--	--	--	--

From the table above it can be seen that there are several problems faced by Pre-Service teacher in managing classroom in teaching English.

1. ***Pre-service Teacher 1*** has four problems in managing classroom. There are; first, Disruptive behavior where the teacher has a problem with students' behaviors. The students act outside the learning goals. They tend to be confused to response teacher expectation. The students sometimes play with their friends while discussion and imitate their friends' work. Secondly, Inconsistent Consequences. Here, the Pre-service teacher told that he sometimes rarely give the reward and privilege to the students who showed improvement in learning because only few students show positive reaction to the learning process. Pre-service Teacher sometimes also do not know what reward must they give to the students. Thirdly, Teacher-Student Power Struggles. The students sometimes ignore the teacher when they give the assignment or explanation in front of class. The students tend to be busy with their friends and do others activities in class. They think that Pre-service teacher only temporary teacher in their class. Fourth, Ineffective Communication. In this problem, Students difficult to understand the instruction especially when teacher using English language.

Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.

2. ***Pre-service Teacher 2*** has three main problem in managing classroom management in Teaching English. There are Disruptive behavior where the teacher has a problem with students' act while teaching. The students act outside the learning purposes. They tend to be confused to response teacher expectation and explanation. The students sometimes play with their friends or opening their mobile phone. In discussion session they imitate their friends' work (not working by themselves). Secondly, Lack of Structure and Clear Expectations. In this term, Students tend to ignore the rule because they do not understand the rule and they do not understand what teacher expect from them. It can be seen many students tend to behave negatively in classroom during learning process. When the teacher expect them to do the exercise or do the task by themselves, the students chose to work with their friends. The last, Limited Student Engagement, Pre-Service Teachers prepare appropriate strategy in teaching English but sometimes it did not work when they applied it in teaching process. The result students not concentrate and tend to feel disinterested following the classroom activity.
3. ***Pre-service Teacher 3*** has three problem in managing classroom, there are Disruptive behaviors, Lack of Structure and Clear Expectations, Limited Student Engagement. The four problem describe that the students have

problem in their behaviors during the lesson because of lack of knowledge and less preparation before entering to the class.

4. *Pre-service Teacher 4* has four problems in managing classroom. There are Disruptive behaviors, students tend to be confused to response teacher expectation. The students sometimes play with their friends. Next, Inconsistent Consequences, here, the Pre-service teacher told that he sometimes rarely give the reward and privilege. Then, Teacher-Student Power Struggles, The students tend to be busy with their friends and do others activities in class because they think that the teacher has less power in the class (temporary teacher).
5. *Pre-service Teacher 5* has three common problem in managing classroom in teaching English. There are; Inconsistent Consequences, the Pre-service teacher told that he sometimes rarely give the reward and privilege to the students who showed improvement in learning because only few students show positive reaction to the learning process, Teacher-Student Power Struggles where students sometimes ignore the teacher when they give the assignment or explanation in front of class. The last, Ineffective Communication, in this problem, Students difficult to understand the instruction especially when teacher using English language.

b. Observation Result

After collecting the data through interview section, the researcher used observation to confirm the answer that is given by the participant to

ensure the data is correct and valid. The researcher observed the participant four times during the learning process. The researcher conducted the observation start from October 1st, 2022 until November 2nd, 2022. Table below showed the result of observation.

Table 1.5
The observation Result of Classroom Problem faced by Pre-Service Teacher in Teaching English at Junior High Schools level at Rejang Lebong

No	Problem In classroom Management	Teacher 1				Teacher 2				Teacher 3				Teacher 4				Teacher 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Disruptive Behavior	√				√					√			√							
2	Lack of Structure and Clear Expectations					√						√									
3	Inconsistent Consequences				√										√				√		
4	Limited Student Engagement							√					√								
5	Teacher-Student Power Struggles		√														√	√			
6	Failure to Establish Teacher Authority																				
7	Ineffective Communication		√													√				√	

From the table above, it was clear that problem that the participant delivered in interview section occurred during the learning process in teaching English in the classroom. Researcher saw the problem

occurred in the different observation time. The problems for Pre-service teacher 1 occurred in the observation 1, 2 and 4 observation time. Meanwhile, problems Pre-service Teacher 2 occurred when researcher did observation 1 (there are two problems) and 3 (one problem). Problem did not occur in the first observation period for Pre-service Teacher 3. The problem occurred in the 1, 2 and 4 observation time. For Pre-service teacher 4 problem occurred in meeting 1, 2 and 3 observation time. Problems also occurred in meeting 1, 2 and 3 observation time.

From the data above, it be concluded that all problem in interview session has been confirmed and happened during learning process.

2. The classroom Management Problem Faced by Pre-Service Teacher in Teaching English at Some Senior High Schools in Rejang Lebong.

a. Interview Result

There 5 students who taught in senior high school level located in Rejang Lebong. The selecting of the participant based on Pre- observation and interview before this research was conducted.

Table 1.6
The Interview Result of Classroom Problem faced by Pre-Service Teacher in Teaching English at Senior High Schools level at Rejang Lebong

No	Pre-Service Teacher	Problems faced by Pre-service Teachers	Interview Result Description
1	Pre-Service Teacher 1	1. Failure to Establish Teacher	<i>The students ignore the instruction giving by the teacher because</i>

		Authority	<i>students did not respect to the teacher. Lack of consequences knowledge make the students sometimes misleading in teaching learning process.</i>
		2. Disruptive behaviors	<i>The students act outside the learning goals. They tend to be confused to response teacher expectation. The students sometimes play with their friends while discussion and imitate their friends' work.</i>
		3. Inconsistent Consequences	<i>Pre-service teacher told that he sometimes rarely give the reward and privilege to the students who showed improvement in learning because only few students show positive reaction to the learning process.</i>
		4. Ineffective Communication	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>
2	Pre-Service Teacher 2	1. Disruptive behaviors	<i>The students act outside the learning goals. They tend to be confused to response teacher expectation. The students sometimes play with their friends while discussion and imitate their friends' work</i>

		2. Inconsistent Consequences	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>
		3. Ineffective Communication	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>
3	Pre-Service Teacher 3	1. Inconsistent Consequences	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>
		2. Ineffective Communication	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>
4	Pre-Service Teacher 4	1. Failure to Establish	<i>The students ignore the instruction giving by the</i>

		Teacher Authority	<i>teacher because students did not respect to the teacher. Lack of consequences knowledge make the students sometimes misleading in teaching learning process.</i>
		2. Disruptive behaviors	<i>The students act outside the learning goals. They tend to be confused to response teacher expectation. The students sometimes play with their friends while discussion and imitate their friends' work</i>
		3. Inconsistent Consequences	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>
		4. Ineffective Communication	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>
5	Pre-Service Teacher 5	1. Failure to Establish Teacher Authority	<i>The students ignore the instruction giving by the teacher because students did not respect to the teacher. Lack of consequences knowledge make the</i>

			<i>students sometimes misleading in teaching learning process.</i>
		2. Inconsistent Consequences	<i>Students difficult to understand the instruction especially when teacher using English language. Because of misleading in comprehending the instruction, students tend to ignore the activity conducted by the teacher.</i>

From the table above, it can be seen that Pre-service Teacher has several Problem in managing classroom during teaching process.

1. ***Pre-Service Teacher 1*** has four problem in managing classroom activity during the learning process. There are; Failure to Establish Teacher Authority, Disruptive behaviors, Inconsistent Consequences, Ineffective Communication. The problems occurred in teaching English process in senior high school student level.
2. ***Pre-Service Teacher 2*** has 3 problems to be addressed. There are; Disruptive behaviors, Inconsistent Consequences, Ineffective Communication. The problems occurred during teaching English process. These problem give big impact to the learning English activity and also students' achievement in learning English.
3. ***Pre-Service Teacher 3*** has two main problems in managing classroom activity in the class during teaching English. There are Inconsistent Consequences, Ineffective Communication. The two problems occurred

during learning process. Students seem ignore the rule managed by the Pre-service teacher.

4. *Pre-Service Teacher 4* has 4 problem to manage classroom during learning process. There are; Failure to Establish Teacher Authority, Disruptive behaviors, Inconsistent Consequences, Ineffective Communication.

5. *Pre-Service Teacher 4* has two main problems. There are Failure to Establish Teacher Authority, Inconsistent Consequences.

b. Observation Result

After collecting the data through interview section, the researcher used observation to confirm the answer that is given by the participant to ensure the data is correct and valid. The researcher observed the participant four times during the learning process. The researcher conducted the observation start from October 1st, 2022 until November 2nd, 2022. Table below showed the result of observation.

**Table 1.5
The observation Result of Classroom Problem faced by Pre-Service Teacher in Teaching English at Senior High Schools level at Rejang Lebong**

No	Problem In classroom Management	Teacher 1				Teacher 2				Teacher 3				Teacher 4				Teacher 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Disruptive Behavior	√				√					√			√							
2	Lack of Structure and Clear					√						√									

	Expectations																		
3	Inconsistent Consequences			√									√				√		
4	Limited Student Engagement						√					√							
5	Teacher-Student Power Struggles		√												√	√			
6	Failure to Establish Teacher Authority																		
7	Ineffective Communication		√										√					√	

From the table above, it was clear that problem that the participant delivered in interview section occurred during the learning process in teaching English in the classroom. Researcher saw the problem occurred in the different observation time. The problems for Pre-service teacher 1 occurred in the observation 1, 2 and 4 observation time. Meanwhile, problems Pre-service Teacher 2 occurred when researcher did observation 1 (there are two problems) and 3 (one problem). Problem did not occur in the first observation period for Pre-service Teacher 3. The problem occurred in the 1, 2 and 4 observation time. For Pre-service teacher 4 problem occurred in meeting 1, 2 and 3 observation time. Problems also occurred in meeting 1, 2 and 3 observation time. From the data above, it be concluded that all problem in interview session has been confirmed and happened during learning process

3. Pre-service Teachers' Strategies Applied to Overcome Classroom Management Problems in Junior High School level in Rejang Lebong

a. Interview Result

The second question is answered by interviewing participant in terms of the used of certain strategies to overcome the problem faced by Pre-service teacher in managing classroom during teaching English. The researcher divided the result into two table, the first table was set Pre-service teacher who taught for junior high school level and the second for senior high school students level. Table below showed the problem and strategy used by Pre-service teacher to overcome the problem in managing classroom activity at Some Junior High School Students in Rejang Lebong.

Table 1.5
Pre-service Teachers' Strategies Applied to Overcome Classroom Management Problems in Junior High School level in Rejang Lebong

No	Pre-Service Teacher	Problems faced by Pre-service Teachers	Strategy Used by Pre-service Teacher to Overcome the Problems
1	Pre-Service Teacher 1	1. Disruptive behaviors	<p>Establish Clear Expectations</p> <p>Interview result; At the beginning of the lesson or semester, the pre-service teacher collaboratively establish a set of classroom rules with the Junior high school students. These rules should be clear, concise, and communicated in a language that students</p>

			understand
		2. Inconsistent Consequences	<p>Positive Reinforcement</p> <p>Interview result; When a senior high school student actively participates in class discussions or demonstrates good behavior, the pre-service teacher can provide verbal praise to reinforce the positive behavior. For example: "Excellent job, Ani! Your contribution to the discussion really added depth to our understanding of the topic." The pre-service teacher provide written feedback to acknowledge and reinforce positive behavior or academic achievements.</p>
		3. Teacher-Student Power Struggles	<p>Proximity and Redirection</p> <p>Interview result; The pre-service teacher take the time to get to know each student individually. This can be done through informal conversations, student surveys, or interest inventories. By understanding students' backgrounds, interests, and strengths, the teacher can establish a personal connection with each student.</p>

		4. Ineffective Communication	<p>Effective Communication</p> <p>Interview result; The teacher provide clear and concise instructions for tasks, assignments, and classroom procedures. Using simple language, providing step-by-step guidance, and clarifying expectations can help students understand what is required of them.</p>
2	Pre-Service Teacher 2	1. Disruptive behaviors	<p>Proximity and Redirection</p> <p>Interview result; When a student is off-task or engaged in disruptive behavior, the teacher walk closer to the student's desk or stand nearby to remind them of the expected behavior and refocus their attention.</p>
		2. Lack of Structure and Clear Expectations	<p>Teach and Model Expected Behavior</p> <p>Interview result: he teacher can explicitly teach and explain the expected behavior to the students. This can be done through clear explanations, demonstrations, and examples. The teacher can outline the specific behaviors they expect from the students in various situations, such as during group work,</p>

			class discussions, or independent work.
		3. Limited Student Engagement	<p>Engaging Instruction</p> <p>Interview result; The teacher use a variety of instructional strategies to actively engage students in the learning process. This can include group work, hands-on activities, multimedia presentations, discussions, and real-world connections. By incorporating different approaches, the teacher can cater to different learning styles and interests, making the lessons more engaging and meaningful for students.</p>
3	Pre-Service Teacher 3	1. Disruptive behaviors	<p>Teach and Model Expected Behavior</p> <p>Interview result; The teacher can engage students in role-playing activities to demonstrate the expected behavior. This allows students to practice and internalize the desired behavior in a safe and controlled setting. The teacher can assign roles to students and guide them through scenarios that require them to exhibit the desired behavior</p>
		2. Lack of Structure and Clear	<p>Establish Clear Expectations</p> <p>Interview result; Along</p>

		Expectations	with the classroom rules, the pre-service teacher can outline the specific behaviors expected from students For example: Arrive on time: Students should be punctual and ready for learning when the class begins and etc
		3. Limited Student Engagement	Engaging Instruction Interview result: The teacher design lessons that connect to real-life situations or topics that are relevant to students' lives. This can involve using current events, personal experiences, or culturally diverse materials to make the content more relatable and interesting for students.
4	Pre-Service Teacher 4	1. Disruptive behaviors	Proximity and Redirection Interview result; The pre-service teacher use redirection to shift student focus from off-task or disruptive behavior to a more appropriate activity. For example: If a student is continuously talking or disrupting others, the teacher can redirect their attention by giving them a specific task or responsibility that requires engagement and participation.
		2. Inconsistent Consequences	Consistent Consequences

			<p>Interview result; The teacher provides immediate feedback to students regarding their behavior and the consequences they will face. This feedback can be verbal or non-verbal, but it should be clear and concise. Students need to understand the cause-and-effect relationship between their behavior and the resulting consequences.</p>
		3. Teacher-Student Power Struggles	<p>Relationship Building</p> <p>Interview result; The teacher practice active listening when students are speaking, showing genuine interest in their thoughts and ideas. This involves maintaining eye contact, nodding, and asking follow-up questions to demonstrate that their opinions and perspectives are valued.</p>
		4. Ineffective Communication	<p>Effective Communication</p> <p>Interview result; The teacher used nonverbal cues, such as facial expressions, gestures, and body language, to convey messages effectively. Nonverbal cues can help emphasize key points, show enthusiasm, and establish rapport with students.</p>
5	Pre-Service Teacher 5	1. Inconsistent	Positive Reinforcement

		Consequences	Interview Result; the pre-service teacher establish a point or token system, where students earn points or tokens for displaying desired behavior or achieving academic milestones. These points later be exchanged for small rewards, such as extra free time, preferred seating, or small incentives like stickers or classroom privileges.
		2. Teacher-Student Power Struggles	Building Relationship Interview Result: The pre-service teacher can design learning activities that promote collaboration and teamwork among students. Group projects, discussions, and cooperative learning tasks encourage students to work together, fostering positive relationships and a sense of belonging.
		3. Ineffective Communication	Effective Communication Interview result; The teacher provide timely and constructive feedback to students, highlighting their strengths and areas for improvement.

From the table above, it can be seen that Pre-service Teacher used several strategies to be applied to overcome problem in managing classroom during teaching English lesson at some junior high schools in Rejang Lebong.

1. *Pre-service Teacher 1* used four strategies to overcome problem in managing classroom. There are Establish clear expectation strategy, positive reinforcement strategy, proximity and redirection strategy and effective communication. The application of each strategy depend on the problem occurred during learning process.
2. *Pre-service Teacher 2* used three strategies to overcome problem in managing classroom. There are proximity and redirection strategy, Teach and Model Behaviors, and engaging Instruction. The application of each strategy depend on the problem occurred during learning process.
3. *Pre-service Teacher 3* used three strategies to overcome problem in managing classroom. There are Teach and Model Behaviors, Establish clear expectation strategy, and engaging Instruction.
4. *Pre-service Teacher 4* used three strategies to overcome problem in managing classroom. There are proximity and redirection strategy, consistent consequences, relationship building and effective communication. The application of each strategy depend on the problem occurred during learning process.
5. *Pre-service Teacher 5* used three strategies to overcome problem in managing classroom. There are positive reinforcement, building relationship, effective communication.

b. Observation result

After collecting the data through interview section, the researcher used observation to confirm the answer that is given by the participant to ensure the data is correct and valid. The researcher observed the participant four times during the learning process. The researcher conducted the observation start from October 1st, 2022 until November 2nd, 2022. Table below showed the result of observation.

Table 1.5
The observation Result of strategies used by Pre-service to overcome Classroom Problem faced by Pre-Service Teacher in Teaching English at Junior High Schools level at Rejang Lebong

No	Problem In classroom Management	Teacher 1				Teacher 2				Teacher 3				Teacher 4				Teacher 5				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	Establish Clear Expectations	√				√					√			√								
2	Teach and Model Expected Behavior					√					√											
3	Positive Reinforcement				√									√					√			
4	Consistent Consequences							√					√									
5	Proximity and Redirection		√													√	√					
6	Engaging Instruction																					
7	Relationship Building		√												√					√		
8	Effective Communication																					
9	Classroom Procedures and Routines																					
10	Professional Development																					

and Support																			
-------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

From the table above, it was clear that problem that the participant delivered in interview section occurred during the learning process in teaching English in the classroom. Researcher saw the problem occurred in the different observation time. The problems for Pre-service teacher 1 occurred in the observation 1, 2 and 4 observation time. Meanwhile, problems Pre-service Teacher 2 occurred when researcher did observation 1 (there are two problems) and 3 (one problem). Problem did not occur in the first observation period for Pre-service Teacher 3. The problem occurred in the 1, 2 and 4 observation time. For Pre-service teacher 4 problem occurred in meeting 1, 2 and 3 observation time. Problems also occurred in meeting 1, 2 and 3 observation time.

From the data above, it be concluded that all problem in interview session has been confirmed and happened during learning process.

The second for senior high school students' level. Table below showed the problem and strategy used by Pre-service teacher to overcome the problem in managing classroom activity at Some Senior High Schools in Rejang Lebong.

Table below showed the data gained from interview section.

Table 1.5
Pre-service Teachers' Strategies Applied to Overcome Classroom Management Problems in Junior High School level in Rejang Lebong

No	Pre-Service Teacher	Problems faced by Pre-service Teachers	Strategies used by Pre-service Teacher to Overcome the Problem
1	Pre-Service Teacher 1	1. Failure to Establish Teacher Authority	<p>Establish Clear Expectations</p> <p>Interview Result; The pre-service teacher can hold a class discussion about the importance of clear expectations and how they contribute to a positive learning environment. This discussion can involve exploring the benefits of respectful behavior, active participation, and preparedness in achieving academic success.</p>
		2. Disruptive behaviors	<p>Proximity and Redirection</p> <p>Interview Result: The pre-service teacher can use redirection to shift student focus from off-task or disruptive behavior to a more appropriate activity</p>
		3. Inconsistent Consequences	<p>Positive Reinforcement</p> <p>Interview Result; Implementing a rewards system can motivate senior high school students to engage in positive behavior and academic efforts. The pre-service teacher can</p>

			<p>establish a point or token system, where students earn points or tokens for displaying desired behavior or achieving academic milestones. These points can later be exchanged for small rewards, such as extra free time, preferred seating, or small incentives like stickers or classroom privileges.</p>
		4. Ineffective Communication	<p>Effective Communication</p> <p>Interview Result; The teacher use nonverbal cues, such as facial expressions, gestures, and body language, to convey messages effectively. Nonverbal cues can help emphasize key points, show enthusiasm, and establish rapport with students.</p>
2	Pre-Service Teacher 2	1. Disruptive behaviors	<p>Proximity and Redirection</p> <p>Interview Result; The pre-service teacher can use proximity to manage disruptive behavior or redirect student attention. For example:</p>
		2. Inconsistent Consequences	<p>Positive Reinforcement</p> <p>Interview Result; When a senior high school student actively participates in class discussions or demonstrates good</p>

			behavior, the pre-service teacher provide verbal praise to reinforce the positive behavior. For example: <i>"Well done, budi! I appreciate your attentive listening and respectful behavior during the group activity."</i>
		3. Ineffective Communication	Effective Communication Interview Result; The teacher use nonverbal cues, such as facial expressions, gestures, and body language, to convey messages effectively. Nonverbal cues can help emphasize key points, show enthusiasm, and establish rapport with students.
3	Pre-Service Teacher 3	1. Inconsistent Consequences	Positive Reinforcement Interview Result; When a senior high school student actively participates in class discussions or demonstrates good behavior, the pre-service teacher can provide verbal praise to reinforce the positive behavior. For example: <i>"Well done, Andi! I appreciate your attentive listening and respectful behavior during the group activity."</i>
		2. Ineffective Communication	Effective Communication

			<p>Interview Result; The teacher use nonverbal cues, such as facial expressions, gestures, and body language, to convey messages effectively. Nonverbal cues can help emphasize key points, show enthusiasm, and establish rapport with students.</p>
4	Pre-Service Teacher 4	1. Failure to Establish Teacher Authority	<p>Establish Clear Expectations</p> <p>Interview Result; The pre-service teacher can hold a class discussion about the importance of clear expectations and how they contribute to a positive learning environment. This discussion can involve exploring the benefits of respectful behavior, active participation, and preparedness in achieving academic success.</p>
		2. Disruptive behaviors	<p>Proximity and Redirection</p> <p>Interview Result; The pre-service teacher can use proximity to manage disruptive behavior or redirect student attention. For example:</p>
		3. Inconsistent Consequences	<p>Positive Reinforcement</p> <p>Interview Result: The pre-service teacher can set class wide goals or milestones and reward</p>

			the entire class when they collectively achieve them. For example, if the class consistently demonstrates respectful behavior and active participation for a set period, the teacher can organize a special class activity or treat as a reward
		4. Ineffective Communication	Interview Result; The teacher provides timely and constructive feedback to students, highlighting their strengths and areas for improvement. Additionally, the teacher can engage students in reflective discussions, encouraging them to assess their own learning progress and set goals for growth.
5	Pre-Service Teacher 5	1. Failure to Establish Teacher Authority	Establish Clear Expectations Interview Result; Display visual reminders of the expectations and rules in the classroom. This can be done by creating posters or charts that highlight the key expectations and displaying them in a prominent location where students can easily see them.
		2. Inconsistent Consequences	Positive Reinforcement Interview Result: The

			pre-service teacher can set class wide goals or milestones and reward the entire class when they collectively achieve them. For example, if the class consistently demonstrates respectful behavior and active participation for a set period, the teacher can organize a special class activity or treat as a reward
--	--	--	---

From the table above, it can be seen that Pre-service Teacher used several strategies to be applied to overcome problem in managing classroom during teaching English lesson at some junior high schools in Rejang Lebong.

1. *Pre-service Teacher 1* used four strategies to overcome problem in managing classroom. There are Establish clear expectation strategy, proximity and redirection strategy, positive reinforcement and effective communication. The application of each strategy depend on the problem occurred during learning process.
2. *Pre-service Teacher 2* used three strategies to overcome problem in managing classroom. There are proximity and redirection strategy, Positive Reinforcement, effective communication. The application of each strategy depend on the problem occurred during learning process.
3. *Pre-service Teacher 3* used two strategies to overcome problem in managing classroom. There are Positive Reinforcement, effective communication strategy, and engaging Instruction.

4. *Pre-service Teacher 4* used three strategies to overcome problem in managing classroom. There are establish clear expectation strategy, proximity and redirection, Positive Reinforcement. The application of each strategy depend on the problem occurred during learning process.

5. *Pre-service Teacher 5* used two strategies to overcome problem in managing classroom. There are establish clear expectation and positive reinforcement. The application of each strategy depend on the problem occurred during learning process.

To confirm the result of the interview, the researcher used observation to see the strategy used by the participant to overcome problem in managing classroom during teaching learning process. Table below showed the result of observation done by the researcher during teaching English class. The researcher see whether the strategy implemented by the participants or not.

Table 1.6
The observation Result of strategies used by Pre-Service Teacher to overcome classroom Problem in Teaching English at Junior High Schools level at Rejang Lebong

No	Problem In classroom Management	Teacher 1				Teacher 2				Teacher 3				Teacher 4				Teacher 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Establish Clear Expectations		√											√				√			
2	Teach and Model Expected Behavior																				
3	Positive Reinforcement				√			√			√				√					√	
4	Consistent Consequences																				
5	Proximity and	√					√								√						

	Redirection																			
6	Engaging Instruction																			
7	Relationship Building																			
8	Effective Communication		√					√				√								
9	Classroom Procedures and Routines																			
10	Professional Development and Support																			

From the table above, it was clear that problem that the participant delivered in interview section occurred during the learning process in teaching English in the classroom. Researcher saw the Strategies used by the teacher occurred in the different observation time. The strategies for Pre-service teacher 1 occurred in the observation 1, 2 and 4 observation time. Meanwhile, strategies used to overcome problem in managing classroom in teaching English for Pre-service Teacher 2 occurred when researcher did observation 2, 3 and 4, strategies did not occur in the first observation period. Meanwhile for Pre-service Teacher 3, the strategies applied in the 2nd and 4th observation time. For Pre-service teacher 4 problem occurred in meeting 2 and 3 observation time. Strategies also occurred in meeting 1 and 3 observation time for Pre-service Teacher 5

From the data above, it be concluded that all problems in interview session has been confirmed and happened during learning process.

B. DISCUSSION

After analyzing the data, the researcher discussed the result in to some points of discussion. The explanation below showed the conclusion of the data analysis.

1. The classroom Management Problem Faced by Pre-Service Teacher in Teaching English at Senior High School in Rejang Lebong.

From the interview and observation checklist, it was clear that there some classroom management problem faced by Pre-service teacher in Teaching English. Here, the researcher explained the result of interview and observation in junior high school level. The classroom problem faced by Per-service Teacher in teaching English are;

a. Disruptive Problem

According to Marzano, R. J., Marzano, J. S., & Pickering, D. J disruptive Problem is one of the most prevalent problems in classroom management found by the researcher in the field of research was disruptive behavior by students. This includes behaviors such as talking out of turn, not following instructions, being disrespectful to peers or teachers, and engaging in off-task activities. Disruptive behavior can disrupt the learning environment, hinder student engagement, and create challenges for both teachers and students. in the field research saw that Some students in the class frequently talk out of turn and disrupt the flow of classroom activities. They may engage in side conversations, make noise, or distract their peers from

the lesson. This disruptive behavior affects the overall learning environment and can hinder the progress of the class.

b. Lack of Structure and Clear Expectations

In the junior high school setting, there is a lack of structure and clear expectations, leading to challenges in classroom management. The absence of a well-defined framework for behavior and academic expectations results in confusion, inconsistency, and potential disruptive behavior among students in teaching learning process.

c. Inconsistent Consequences

In the junior high school setting, one of the challenges in classroom management is the issue of inconsistent consequences faced by Pre-service teachers. Students' misbehavior is not met with consistent and appropriate consequences, it can lead to confusion, a lack of accountability, and increased disruptive behavior.

d. Limited Student Engagement

In the junior high school setting, a common challenge in classroom management is limited students' engagement. Based on the data, it was clear that students' seem having lack of active participation, motivation, and interest in the learning process, resulting in reduced academic performance and potential disruptive behavior.

e. Teacher-Student Power Struggles

In the junior high school setting, one of the challenges also appear in classroom management is the occurrence of power struggles between

teachers and students. Power struggles manifest as conflicts over authority, control, and defiance, leading to a disruption in the learning environment and hindering effective classroom management.

f. Ineffective Communication

Ineffective communication between teachers and students is a common challenge in classroom management in junior high school level. Based on data analysis, ineffective communication can lead to misunderstandings, misinterpretations, and a breakdown in the teacher-student relationship, hindering the learning process and classroom management efforts.

From the explanation above. There is one problem did not occurred based on the data analysis; Failure to Establish Teacher Authority. It means that from 7 points of theories from Canter, L., & Canter, M. there are 6 problem were confirmed occurred as a classroom problem faced by Pre-service teacher in teaching English.

2. The classroom Management Problem Faced by Pre-Service Teacher in Teaching English at Junior High School in Rejang Lebong.

From the interview and observation checklist, it was clear that there some classroom management problem faced by Pre-service teacher in Teaching English. In this part, the researcher explained the result of interview and observation in Senior high school level. The classroom problem faced by Per-service Teacher in teaching English in Senior high school are;

a. Disruptive Problem

Disruptive Problem is one of the most prevalent problems in classroom management found by the researcher in the field of research was disruptive behavior by students. This includes behaviors such as talking out of turn, not following instructions, being disrespectful to peers or teachers, and engaging in off-task activities. Disruptive behavior can disrupt the learning environment, hinder student engagement, and create challenges for both teachers and students. In the field research saw that some students in the class frequently talk out of turn and disrupt the flow of classroom activities. They may engage in side conversations, make noise, or distract their peers from the lesson. This disruptive behavior affects the overall learning environment and can hinder the progress of the class.

b. Lack of Structure and Clear Expectations

In the junior high school setting, there is a lack of structure and clear expectations, leading to challenges in classroom management. The absence of a well-defined framework for behavior and academic expectations results in confusion, inconsistency, and potential disruptive behavior among students in teaching learning process.

c. Inconsistent Consequences

In the junior high school setting, one of the challenges in classroom management is the issue of inconsistent consequences faced by Pre-service teachers. Students' misbehavior is not met with consistent and

appropriate consequences, it can lead to confusion, a lack of accountability, and increased disruptive behavior.

d. Limited Student Engagement

In the junior high school setting, a common challenge in classroom management is limited students' engagement. Based on the data, it was clear that students' seem having lack of active participation, motivation, and interest in the learning process, resulting in reduced academic performance and potential disruptive behavior.

e. Teacher-Student Power Struggles

In the junior high school setting, one of the challenges also appear in classroom management is the occurrence of power struggles between teachers and students. Power struggles manifest as conflicts over authority, control, and defiance, leading to a disruption in the learning environment and hindering effective classroom management.

f. Ineffective Communication

Ineffective communication between teachers and students is a common challenge in classroom management in junior high school level. Based on data analysis, ineffective communication can lead to misunderstandings, misinterpretations, and a breakdown in the teacher-student relationship, hindering the learning process and classroom management efforts.

From the explanation above, it is clear that there are six problem faced by Pre-Service Teacher in managing classroom in teaching English there are

Disruptive Problem, lack of structure and clear expectation, inconsistency consequences, limited engagement, teacher-students power struggle, ineffective communication. There is one problem did not occurred based on the data analysis; Failure to Establish Teacher Authority. It means that from 7 points of theories from Canter, L., & Canter, M. there are 6 problem were confirmed occurred as a classroom problem faced by Pre-service teacher in teaching English. There is no different between junior and senior high school students in terms of classroom management problem faced by Pre-service teacher in teaching English.

3. The Strategies Used by Pre-Service Teacher to overcome classroom Management Problem Faced by Pre-Service Teacher in Teaching English at Senior High School in Rejang Lebong.

From the interview and observation checklist, it was clear that there some strategies used by Pre-service teachers to overcome classroom management problem faced by Pre-service teacher in Teaching English. In this part, the researcher explained the result of interview and observation in Senior high school level. The classroom problem faced by Per-service Teacher in teaching English in Senior high school are;

a. Establish clear expectation

One of the essential strategies for effective classroom management is establishing clear expectations. This involves clearly communicating

behavioral and academic expectations to students, setting standards for classroom conduct, and creating a structured learning environment. The researcher found that the Pre-service teacher used this strategy to overcome disruptive behaviors.

b. Teach and Model Expected Behavior

It involves explicitly teaching students the behaviors and attitudes expected of them and providing clear examples and demonstrations of those behaviors. This strategy helps establish a positive and respectful learning environment and supports students in developing the necessary skills and habits for success. The researcher found that the Pre-service teacher used this strategy to overcome Lack of Structure and Clear Expectations

c. Positive Reinforcement

Positive reinforcement is a concept in behaviorism and learning theory that refers to the use of rewards or positive stimuli to reinforce desired behavior. According to B.F. Skinner's operant conditioning theory, positive reinforcement involves presenting a favorable stimulus immediately following a desired behavior, which increases the likelihood of that behavior being repeated in the future. Positive reinforcement works by associating a desired behavior with a positive consequence, such as praise, recognition, rewards, or privileges. By providing positive reinforcement, individuals are more likely to engage in the desired behavior again in the future, as they associate it with

positive outcomes. It was correct decision when teachers use this strategy to handle classroom management in teaching English in junior high school level because it give positive stimuli to students.

d. Consistence consequences

Consistent consequences, also known as consistent or fair discipline, is an approach to behavior management that involves applying a set of consequences consistently and predictably in response to specific behaviors. This concept is often associated with the Assertive Discipline theory developed by Lee Canter and Marlene Canter. This strategy was used to overcome problem faced by pre-service teacher in teaching English. The teacher directly give the consequences to students to manage the classroom activity. According to the theory, consistent consequences are essential for establishing clear expectations and maintaining a positive classroom environment

e. Proximity and Redirection

The teacher used this strategy to overcome classroom management in teaching English. Proximity and redirection are consistent with the principles of Assertive Discipline, a behavior management approach developed by Lee Canter and Marlene Canter. This approach emphasizes setting clear expectations, using proximity to monitor behavior, and redirecting students towards appropriate actions. The teacher set the clear expectation from the students in the beginning of

the lesson and sometimes involve the students in deciding the rule in the class.

f. Relationship Building

The teacher used this strategy to overcome classroom problem because Building positive relationships with students establishes a foundation of trust and rapport. When students trust their teacher and feel a connection, they are more likely to respect and cooperate with the teacher's instructions and expectations. This reduces the likelihood of disruptive behavior and creates a conducive learning environment.

4. The Strategies Used by Pre-Service Teacher to overcome classroom Management Problem Faced by Pre-Service Teacher in Teaching English at Junior High School in Rejang Lebong

From the interview and observation checklist, it was clear that there some strategies used by Pre-service teachers to overcome classroom management problem faced by Pre-service teacher in Teaching English. In this part, the researcher explained the result of interview and observation in Senior high school level. The classroom problem faced by Per-service Teacher in teaching English in Senior high school are;

a. Establish clear expectation

One of the essential strategies for effective classroom management is establishing clear expectations. This involves clearly communicating behavioral and academic expectations to students, setting standards for

classroom conduct, and creating a structured learning environment. The researcher found that the Pre-service teacher used this strategy to overcome disruptive behaviors.

b. Positive Reinforcement

Positive reinforcement is a concept in behaviorism and learning theory that refers to the use of rewards or positive stimuli to reinforce desired behavior. According to B.F. Skinner's operant conditioning theory, positive reinforcement involves presenting a favorable stimulus immediately following a desired behavior, which increases the likelihood of that behavior being repeated in the future. Positive reinforcement works by associating a desired behavior with a positive consequence, such as praise, recognition, rewards, or privileges. By providing positive reinforcement, individuals are more likely to engage in the desired behavior again in the future, as they associate it with positive outcomes. It was correct decision when teachers use this strategy to handle classroom management in teaching English in junior high school level because it give positive stimuli to students.

c. Proximity and Redirection

The teacher used this strategy to overcome classroom management in teaching English. Proximity and redirection are consistent with the principles of Assertive Discipline, a behavior management approach developed by Lee Canter and Marlene Canter. This approach emphasizes setting clear expectations, using proximity to monitor

behavior, and redirecting students towards appropriate actions. The teacher set the clear expectation from the students in the beginning of the lesson and sometimes involve the students in deciding the rule in the class.

d. Effective communication

The teacher used this strategy to overcome classroom problem because effective communication in the classroom contributes to a positive and productive learning environment. It promotes understanding, trust, and mutual respect between teachers and students, which in turn helps overcome classroom management problems and enhances the overall teaching and learning experience.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the data in the previous chapter, the researcher provides conclusion and suggestion as the last part of the research. The conclusion below is the answer for questions of the research. Suggestion is needed to give information to the researcher who is interested in doing further research in this area.

A. Conclusion

1. **Classroom management problems faced by pre-service teachers in teaching English at senior and junior high school of Rejang Lebong**

Based on data analysis in Chapter IV, it can be seen that there are six problem that pre-service teacher faced in senior high school in Rejang Lebong; Disruptive Behavior, Lack of Structure and Clear Expectations, Inconsistent Consequences, Limited Student Engagement, Teacher-Student Power Struggles, Ineffective Communication. Meanwhile, pre-service teacher has six problem and the problem are; Disruptive Behavior, Lack of Structure and Clear Expectations, Inconsistent Consequences, Limited Student Engagement, Teacher-Student Power Struggles, Ineffective Communication. The conclusion is problem faced by pre-service teacher in teaching English in some junior and senior high school in Rejang Lebong are same.

2. **Classroom management problems overcomes by pre-service teachers**

in teaching English at senior and junior high school of Rejang Lebong

Based on data analysis in Chapter IV, it can be concluded that there are six strategies used by pre-service teacher to overcome classroom problem in teaching English in senior high school in Rejang Lebong. There are Establish Clear Expectations, Teach and Model Expected Behavior, Positive Reinforcement, Consistent Consequences, Proximity and Redirection, Relationship Building. Meanwhile, the researcher found the different strategies used by Pre-Service Teacher to overcome classroom problem in teaching English in junior high school in Rejang Lebong. There are only four strategies used by Pre-service Teacher to overcome the problem. There are Establish Clear Expectations, Positive Reinforcement, Proximity and Redirection, Effective Communication.

B. Suggestion

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion are;

1. To Pre-service Teachers

Take the insights and findings from the research on classroom management and apply them to teaching practice. Use evidence-based strategies and approaches that have been shown to be effective in improving classroom management.

2. To The Lecturers

Integrate the findings and insights from the research into teaching approach. Use evidence-based strategies and techniques that have been proven effective in enhancing microteaching outcomes. Share relevant research findings with your students to enhance their understanding and application of microteaching principles.

3. The others researcher.

There are still many side that undone by the researcher so hope that the next researcher can dig more information from the Classroom problems faced by pre-service teacher in teaching English in junior and senior high school in Rejang Lebong.

REFERENCE

- Ade Rukmana et.al (2017). Classroom Management Activities in Teaching Process. Andra grafika press.p.25-30.
- Addressie Youhend Noerina (2015), CLASSROOM MANAGEMENT IN TEACHING SPEAKING IN AN INCLUSIVE CLASS AT THE SEVENTH GRADE OF SMP YBPK KEDIRI IN THE ACADEMIC YEAR 2014/2015.
- Arikunto et.al (2015). Classroom management in educational side. Mulawarman Press.p.30-35
- Brophy, J., & Good, T. (1986). *Teacher behavior and student achievement*. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.). New York: McMillan.
- Buluc, B. (2006). An analysis of classroom rules in secondary schools in Turkey.*Educational Research Quarterly*.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
- Charles, C.M. (2008). *Today's best classroom management strategies: Paths to positive discipline*. Boston: Pearson Education.
- Canter, L., & Canter, M. (1992). *Assertive Discipline: Positive Behavior Management for Today's Classroom*. Lee Canter & Associates.
- Ballou and M. Podgursky. 1999. "Reforming Teacher Training and Recruitment: A Critical Appraisal of the Recommendations of the National Commission on Teaching and America's Future." Government Union Review.
- Devi siti sihatul afifah (2013). Classroom management problem faced by teachers.repository UNJ.p23-29
- Dom et,al (2013). Strategy in Managing Problem in Teaching English.Education Press.P.23
- Eri Dwi Noviyanti (2017), Classroom Management Aplied by the ninth grade theacher in theaching speaking at SMP PGRI 1 KEDIRI
- Evertson, C. M. & Weinstein, C. S. (2006). *Handbook of Classroom Management. Research. Practice and Contemporary Issues*.

- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). University of Chicago Press.
- Glazer (2017). *Time Management Strategies in Teaching Process*. University Press.p.34
- Glasser, W. (1990). *The Quality School: Managing Students without Coercion*.
- Guyana, Ministry of Education , (2015). Retrieved from [Strategies education.gov.gy/web/index.php/.../1736-list-of-classroom-management strategies](http://Strategies.education.gov.gy/web/index.php/.../1736-list-of-classroom-management-strategies).
- Hamalik, Oemar. 2004. *Proses Belajar Mengajar*. Jakarta: PT. Bumi Aksara
- Hardin, C.J. (2008). *Effective Classroom Management: Models and strategies for today's classrooms*. N.J.: Pearson Prentice Hall.
- Ika Ridayanti (2019), THE INFLUENCE OF THEACHERS CLASSROOM MANAGEMENT TO THE STUDENTS ENGLISH ACHIEVEMENT.
- John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc., 2012), Fourth Edition.
- Jacob Sebastian Kounin, *Discipline and group management in classrooms* 1970
- Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the Craft of Qualitative Research Interviewing*. Sage Publications.
- Kukla-Acevedo, *The Value of a College Education: Estimating the Effect of Teacher Preparation on Student Achievement*, IFIR Working Paper No. 2009-06
- Karwati (2016). *Classroom Activities in good Management*. Unviersity Press. P.23
- Landau, B.M. (2004). *The art of classroom management: Building equitable learning community*. Upper Saddle River, N.J.: Pearson Education.
- Linda Darling-Hammond, John D. Bransford (2005), *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*
- Simonsen, B.et.al (2013). Multi-tiered support framework for teachers' classroom management practices: Overview and case teachers. *Journal of PositiveBehavior Interventions*.Advance online publication.Retrieved from<http://pbi.sagepub.com/content/early/2013/04/09/109830071348study> of building the triangle for research.

Sri Wahyuni (2023), AN ANALYSIS OF CLASSROOM MANAGEMENT USED BY TEACHER IN TEACHING ENGLISH.

Tomlinson, B. 1998. *Material Development in Language Teaching*. Australia: Cambridge University press.

Moh Nazir, *Metode Penelitian*, (Jakarta : Ghalia Indonesia, 1999), p. 234

M.Cooper et,al (2014). *Instructional Role in Classroom Management*. Unviersity Press.p.24

Wyss, V. L, Siebert, C. J., & Dowling, K. A (2012). *Structuring Effective Practicum Experiences for Pre-Service Teachers*. Education.

Zain Zainuddin. (2007). *Dua peratus pelajar disiplin teruk*. *Harian Metro Online*. Retrieved August 6, 2007, From http://www.hmetro.com.my/Current_News/HM/Sunday/Tabib/20050911130928/Article/indexs.html.

Zuckerman (2019). *Consistence in Classroom Management Theory*. Lee Center Press.P.25

APPENDIX











BIOGRAPHY

Sopian Hidayat, Born on October 20, 1998, in Bengkulu Province. The Writer is the first child of 2 siblings, He is a Sonkfq from Mr. Muhammad Hatta and Mrs. Ema Yati

The writer first entered formal education at SDN 20 in Kepahiang Regency in 2005 and graduated in 2011.

In the same year the writer continued his education at SMPN 2 Kutorejo and graduated in 2014. After

graduating from junior high school, the author continued to SMKN 1 Pekalongan, Kepahiang Regency and graduated in 2017. And in the same year the writer was registered as a student at the Institute Curup State Islamic Religion, Faculty of Tarbiyah, Department of English Education and graduate in 2023. Alhamdulillah