CLASSROOM MANAGEMENT PRACTICES: TWO EFL TEACHERS' PERCEPTIONS ON CLASSROOM MANAGEMENT PRACTICES

A Thesis

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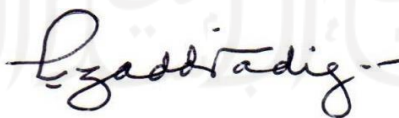
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STATEMENT OF WORK'S ORIGINALITY

I affirm that in this thesis, I wrote all parts of this thesis without any part that takes the work of others. Even if there are other people's work, it is only a citation or argument from the journal research that is used as a reference in this thesis

Yogyakarta, September 10nd 2022
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MOTTO

"Failure is not to be feared but must be conquered in order to achieve success. Success belongs to those who are ready to always fight"

DEDICATION

I dedicate the thesis to my parents Sumaryanto and Rauna, who are very special because they are able to make me excited again to proceed towards the thesis trial and graduation. Those who always support and pray for me to make it easier to get their S.Pd. Next to my brothers Redi Ardiardi and Satria Ramadani.

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Subhanallah, I want to be grateful for the blessings that Allah has given me for giving me the favor of ease and fluency in the long process from semester 1 to getting my S. Pd degree. Of course, a prayer that has been realized by Allah in order to avoid the writing process of chapters 1-5 can be completed at the best time.

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Is admit that this research is still not entirely good. So suggesting readers to be able to provide recommendations. The I hopes that this research can be useful for the world of education and the readers. Wassalamualaikum warahmatullahi wabarakatuh.

Yogyakarta, September 10nd 2022
Author,

Yana Yopianti

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CLASSROOM MANAGEMENT PRACTICES TWO EFL TEACHERS' PERCEPTIONS ON CLASSROOM MANAGEMENT PRACTICES

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ABSTRACT

The present study aims to investigate the comparison of Indonesian Junior High School teachers' perspectives of practicing their classroom management to create a conducive classroom environment for learning in rural and remote areas. This research method is qualitative descriptive which is able to explore the perspectives of participants regarding their understanding and experience in managing classrooms to create conducive learning. The participants in this study were two teachers who taught at two public junior high schools. The process of recruitment of the participants was using purposive sampling. Data were collected fromone to one interview and were analyzed using thematic analysis. one-to-one interviews. The findings show teachers have built accord by recognizing students' names and paying attention to their attitudes and intelligence. Teachers also tried to have a good appearance, good performance, good attitude. Regarding punishment, teacher 1 gave academic punishments such as memorizing vocabulary and teacher 2 gave social punishments such as taking out the trash. Furthermore, the teacher did not involve students in managing class rules, but made them individually or privately. Finally, both teachers have similarities and differences in perspective in classroom management practice to create a conducive atmosphere. Comparison of classroom management practices is that teacher 1 uses several strategies in classroom management, namely seeing faces and greeting students, having good performance, good appearance, good attitude, giving academic law, creating rules independent, and presenting classroom procedure in first meeting. Meanwhile, teacher 2 uses strategies, such as paying attention to the cognitive level and attitudes of students, creating game activities, giving social law, creating personal rules, and informing classroom procedures in the beginning of the semester.

Keywords: Classroom Management Practice, Conducive Learning Atmosphere, Rural, Remote

CHAPTER 1

INTRODUCTION

This chapter contains an introduction to the research. It describes the background of study, the formulation of problems, the aims of study, and the significance of study.

1.1 Background of the study

Classroom management is a pedagogical skill for teacher's efforts to create and build an orderly atmosphere to prevent students can be active in the learning process (Evertson & Weinstein, 2006). Classroom management is very important in overcoming student attitudes and in pursuing positive results during the learning process (Fagan & Garwood, 2017). For this purpose, the teachers could create a learning atmosphere to support the learning process, and the interaction between teachers and students (Good & Brophy, 2000). Therefore, this skill is very essential for teachers to acquire from which they could create a supportive learning environment for students.

The empirical studies regarding classroom management have been well documented (Garwood & Harris, 2020; Meek, Minami, Johnson, & Sanetti, 2019; Owusu, Dramanu, & Amponsah, 2021). For example, a study from Garwood and Harris (2020) that aims to investigate classroom management practices. The results of this study show the implementation of classroom management in which teachers could identify student identities quickly, teachers were enthusiastic, teachers did not impose penalties when students behave poorly, and teachers involved students in creating rules and giving orders for students to obey classroom procedures. Meanwhile, the study from Meek et. al., (2019) was focused on classroom management and its core components as well

as school psychologists providing classroom management support to teachers. The results of the study showed that classroom management could be set up to help students to be active in class, control the schedule, activities, and attitudes of students in class, and help students get good learning outcomes. In addition, a study by Owusu et.al., (2021) was intended to investigate classroom management performance. The findings of this study demonstrated that there is a good relationship between teachers and frequent use of punishments applied to classroom management in order to avoid it does not have a negative impact on students' academic development. These empirical studies are mostly conducted in the context of language classroom management in the USA.

The studies of classroom management in the Indonesian EFL contexts have also been showcased (Anwar, Ubaidillah, & Sulistyo, 2020; Irawati & Listyani, 2020; Paramita, Sharmaa & Anderson, 2019). Focussing their study on exploring EFL teachers' classroom management in remote schools, Anwar et.al., (2020) found that Indonesian teachers have several obstacles in implementing classroom management, such as incomplete facilities, low student motivation in English, and teacher indecision in implementing the curriculum. In addition, they also found that teachers apply diverse strategies in managing their classrooms such as applying learning methods, forming student study groups, arranging student seats, and flexible learning. The study of Paramita et. al., (2019) investigates teachers' challenges in practicing their classroom management strategies. They found that teachers rarely use reactive strategies, but more often apply proactive classroom management strategies. In addition, the teacher also believes that student delinquency in class can be influenced by family factors. In the same vein, Irawati & Listyani (2020) also conducted a study of classroom management in rural areas. The results showed that the students had bad behavior to prevent teachers needed to apply for classroom

management such as making rules and punishments, recognizing student names, preparing instructions that are easy for students to understand, preparing games, and singing with students.

Examining empirical studies both in the context of the United States and Indonesia, it appears that there has limit research comparing classroom management practice in regular and remote specifically at Junior High Schools. In the present study, the investigation aims at comparing how Indonesian Junior High School teachers in the rural and remote areas practice their classroom management. One essential aspect of exploring this study is to provide new insights for teachers in order to create effective learning. As reported by Kwok (2020), Rupert and Woodcock (2010) provide the example of applications that teachers did to manage their classrooms include determining routine activities, which can stimulate an effective learning. By analyzing teachers' perspectives of their classroom management practices in the learning process, this study contributes to providing new insight for teachers to manage their classroom from teacher's perspective both in rural and remote areas. These insights could be inspiring teachers to create effective learning by reflecting from those teachers.

1.2 Identification of the problem

As teachers interact with students in the classroom, it is believed that class management is fundamental to create a good learning atmosphere. However, practicing classroom management could be problematic for teachers. Some problems that I could identify from my personal observation of junior high schools in rural areas are as follows. Firstly, English teachers face difficulties in creating a conducive classroom environment for learning. This happens because students do not seem to be enthusiastic about doing their class activities. They are also negligent in doing the assignments given by the teacher. Secondly, teachers tend to practice classroom

management by doing more social punishments, such as taking out the trash, than employing academic activities when students distract the classroom. As a consequence, students do not feel worried about making mistakes and therefore they made this as their bad habits. Thirdly, teachers also experience problems in carrying out classroom management because students are difficult to control. One example is when the teacher explains the material, students talk to friends or make a fuss in class.

Meanwhile, there are also obstacles in implementing classroom management in junior high school located in a remote area. I identified one problem that teachers face in implementing classroom management in this school. The problem is that students find it difficult to obey the rules made by the teacher. For example, students find it difficult to obey the rules. First, students ignore the mandatory rule of bringing a dictionary when taking English subjects. This happens because they prepare learning equipment in class. So when the teacher asked the dictionary they were surprised because they forgot to prepare it. Second, students sometimes talk to their friends when the teacher explains.

1.3 Limitation of the Problem

Considering some problems that teachers found in implementing classroom management in their classrooms, this study focuses on teacher's perspectives of practicing their classroom management to create a conducive classroom environment for learning in rural and remote areas.

1.4 Purpose of the study

The present study aims to investigate the comparison of Indonesian Junior High School teachers' perspectives of practicing their classroom management to create a conducive classroom environment for learning in rural and remote areas.

1.5 Problem formulation

To explore teachers' practices of classroom management in both rural and remote areas, the research question is formulated as follows: What are Indonesian Junior High School teachers' perspectives of practicing their classroom management to create a conducive classroom environment for learning in rural areas compared to their fellow teachers in remote areas?

1.6 Significance of the study

This study contributes to providing new insight for teachers to manage their classroom from teachers' perspective both in rural and remote areas. These insights could be inspiring teachers to create effective learning by reflecting from those teachers.

CHAPTER II

LITERATURE REVIEW

This chapter elaborates relevant literature about the research. To begin with, the concept of classroom management practice is defined, followed by discussion of previous studies, and ended by the presentation of the flow of reviewed literature.

2.1 Defining the Concept of Classroom Management Practice

Classroom management is defined as an effort to make a classroom well-managed and maintain a conducive learning atmosphere to achieve learning objectives (Brophy, 1988). In a more comprehensive way, Liu & Babchuk (2018) consider classroom management in the sense of relationship between students and teachers in the delivery of academic knowledge and controlling classroom and emotional conditions in the learning process. Puteh, Che, Mohamed, Adnan & Ibrahim (2015) point out that classroom management is useful to create a conducive learning atmosphere that can be achieved by varying academic activities, establishing accord between teachers and students, and involving students to work together in achieving learning objectives. In addition, Francis & Oluwatoyin (2019) define classroom management as a teacher's expertise that can be used to realize learning objectives to prevent teachers can teach successfully by preparing activities in the form of instructions for students. Garwood & Harris' (2020) definition of classroom management focuses on the practices of teachers to identify their student's identity, teachers' enthusiasm, teachers' avoiding punishments when handling misbehavior, teachers' accommodation to involve students in rule creation, and teachers' intention to have students practice classroom procedures.

These definitions of classroom are varied and emphasize different objectives. Therefore, for the purpose of this study, I employ Garwood & Harris' (2020) definition. Their definitions focus on practical things such teachers' ability to quickly recognize students' names, teachers show their enthusiasm, teachers are able to handle misbehavior student, teachers give opportunity for student to involve in making rules, teachers can manage to inform the classroom procedures.

2.2 Previous Studies of Classroom Management

The empirical studies of classroom management have been addressed in most US education settings (Garwood, 2020; Meek, Johnson, Sanetti & Minami, 2019; Puteh, Ahmad, Mohamed, Adnan & Ibrahim, 2015). In his study focussing on exploring the concept of implementing and preparing teachers in classroom management in order to facilitate students and improve students' abilities during teaching, Garwood & Harris (2020) examined the effectiveness of a screencast-delivered professional development program focused on classroom management practices in the first 3 days of school. They found that teachers report a positive change to the start of their school year across 12 different areas. In addition, teachers' classroom management self-efficacy increased significantly after completing the program, and classroom management self-efficacy significantly increases when they implement it for new practices.

In addition, Meek et. al., (2019) found that teachers' implementation of classroom management, which has a positive effect in making the learning atmosphere more effective, in case students can be involved in the class. This means that the implementation of classroom management has a very good effect on students. Besides, it can control the entire student learning process in the classroom to prevent effective learning can be realized. Another focus of study by Puteh et.al., (2015) on the environment related to the creation of a conducive classroom. They

found that the facilities in the classroom, the setting of light intensity, and the classroom environment affect the conducive level of learning, grades, and student behavior.

Considering those empirical studies above, it seems that the general aim is to explore the detailed use or preparation, application, and practice of classroom management in US context. The findings are obvious that classroom management is implemented by adjusting classroom facilities and lighting, ensuring conducive classroom facilities, involving students in learning, and preparing content-based activities. These studies have received little attention compared to my focus of study to investigate the application of classroom management in two schools located in rural and remote areas.

In Indonesian settings, studies focusing on classroom management have also been an interesting field of research (Anwar, Ubaidillah & Sulistiyo, 2020; Gultom & Saun 2016; Lestari, Fitria & Rohanaa, 2021). Anwar, Sulistiyo, Ubaidillah (2020) investigate EFL teachers' classroom management in Indonesia remote secondary schools. In their study, they found that the teacher chooses a learning method that suits the needs of students in their practice of classroom management. Teachers also arranged the learning process to form study groups by managing student seating positions. Meanwhile, Gultom and Saun (2016) focus their study on the role of classroom management in Indonesia. They reported that in implementing classroom management, teachers must do three things, namely making a learning implementation plan that focuses on activities using English in the classroom, making the right type of strategy with the level of students' English, and regulating the placement of students' sitting positions and the division of study groups. In addition, Lestari et. all (2021) study on the implementation of classroom management to improve standards teaching of Indonesian teachers. It was found that classroom management practical practices done by teachers include writing lesson plans, maximizing teacher

performance, opening and closing learning activities, supporting student learning motivation actively, and asking students intensively.

In general, the objectives of the above empirical studies are to examine classroom management for EFL teachers in the Indonesian context. The research findings demonstrated that the teacher implements classroom management by doing several things, such as preparing a lesson plan, motivating students, choosing appropriate learning methods, adjusting the seating position and the study team. While these studies are conducted only in one school either in the rural or remote schools, my research investigates their classroom management both in the rural and remote areas.

2.3. Flow of Reviewed Literature

The notion of classroom management has been presented in the previous literature sub-sections. Through the review of the literature, classroom management can be understood as one of teachers' attempts to create a conducive atmosphere. In managing the classroom, there is a good relationship between teachers and students in the knowledge transfer process, controlling classroom and emotional conditions in the learning process. Conducive learning atmosphere can be created by learning activity, teacher and student connection, and student collaboration. Classroom management is a teacher's expertise of designing instruction to realize learning objectives.

Based on the literature rereiw above, classroom management is implemented by preparing a lesson plan, motivating students, choosing appropriate learning methods, adjusting the seating position and the study team. Meanwhile, in the Indonesian contexts, the implementation of classroom management is done by preparing a lesson plan, motivating students, choosing

appropriate learning methods, adjusting the seating position and the study team. The literature informs that practicing classroom management could be problematic for teachers. One of the problems identified is as follows. The English teachers face difficulties in creating a conducive classroom environment for learning. This research focuses on teachers practicing classroom management to create a conducive classroom environment for learning. By analyzing teachers' perspectives of their classroom management practices in the learning process, this study contributes to providing new insight for teachers to manage their classrooms from teacher's perspective both in rural and remote areas. Therefore, this study investigates the perspectives of Indonesian Junior High School teachers' perspectives of practicing their classroom management to create a conducive classroom environment for learning in rural and remote areas. The flowchart below concludes the flow of reviewed literature.
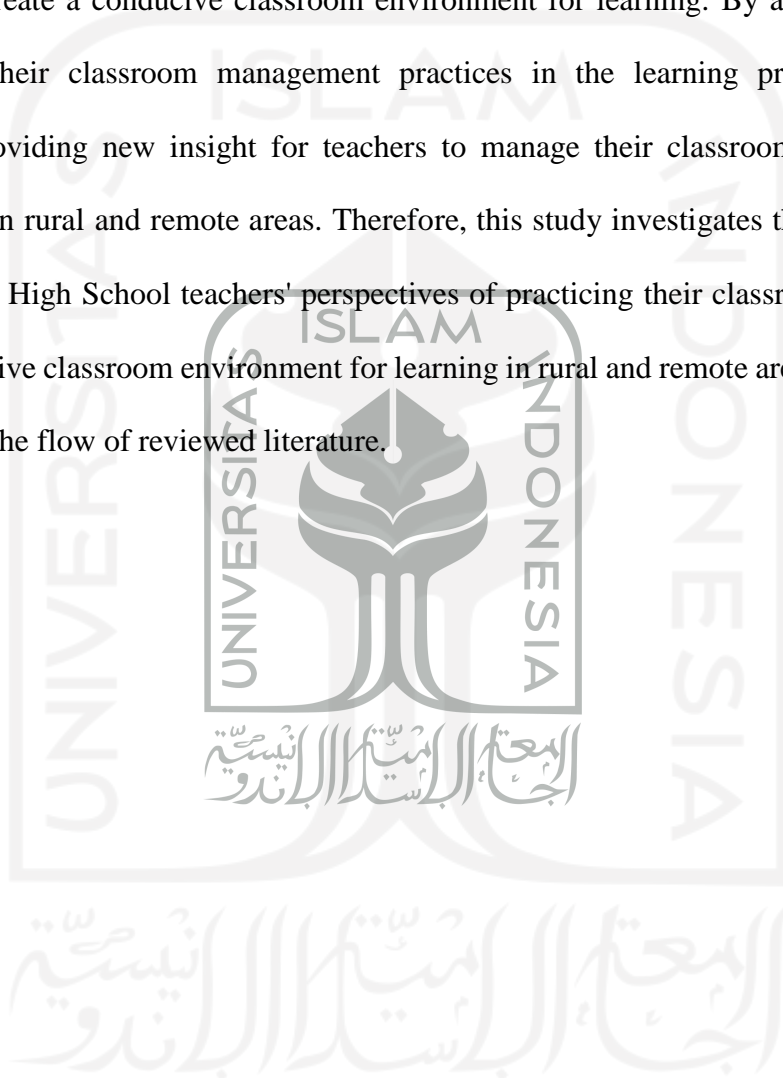
Flowchart 2.4: The Flow of Reviewed Literature

A well-management classroom - a conducive learning atmosphere (Brophy, 1988).
students and teacher Accord in knowledge delivery - controling classroom and emotional condition in the learning process (Liu & Babchuk, 2018).
a conducive learning atmosphere through activities, teacher and student connecting, and student' collaboration (Puteh, Che, Mohamed, Adnan, & Ibrahim, 2015)
a teacher's expertise of designing instructions for student to realize learning objectives (Franciss & Oluwatoyin, 2019)

Indonesian context

Preparing a lesson plan

Motivating students

Choosing learning methods

Choosing learning methods

Classroom Management Practices As Maintaining And Creating Conducive Learning Atmosphere

Rural Junior High School

Remote Junior High School

Teacher's Perspectives

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes all information related to the method in this study. To begin with the research design is followed by settings and participants, data collection, data analysis technique, and ends with trustworthiness.

3.1   Research Design

As this study aims to investigate the teachers' perspectives of practicing their classroom management in rural and remote areas, the design of this study is qualitative deskriptive research. Through qualitative deskriptive research, this study explores opinions from which participants' understanding and experiences could be elaborated. In other words, massive and detailed accounts of participants are collected as fundamental sources of data (Ronald, Jackson, Darlene, Drummond & Camara, 2007). Clinton & Vickie (2012) define qualitative descriptive as an approach that explores the details of the problem by collecting data for analysis into the code of research data. In conclusion, qualitative descriptive is defined as a research approach that explores events from experience to be used as research data.

3.2   Setting and Participants

The settings of this research are two Junior High Schools, one is in the rural area and another is in a remote area. These schools, which are located in the Province of Bangka Belitung, are two public schools. They have different qualities of facilities. The school located in the rural

area has incomplete and limited class facilities because this school is still growing; meanwhile, another school located in a remote area already has almost complete learning facilities.

The participants of this study are two teachers who implement classroom management in the classroom teaching process. The process of the recruitment of the participant using purposive sampling method because I have set the criteria, which consider the purpose of this study. The inclusive criterion for the participants to partake in this study includes: 1) those who practice classroom management, 2) those who have been teaching for more than 10 years, 3) those who teach in sub-districts. It has good classroom facilities in the learning process and is located in the village in case teachers are not facilitated in the teaching process.

The recruitment of these participants are through two school principals who are giving permission to do data collection. I immediately came to the two schools to give permission letters for data collection and asked permission directly to the principal and teachers who would be participants in the research. During that meeting, I negotiated with the school principals and teachers the way I conduct this study. The I interviewed 2 participants, a teacher from a junior high school located in the city in Bangka Belitung, and a teacher from a junior high school located in the village. T1 has taught for 12 years while T2 has taught for 17 years. Both of them have long experiences of teaching English subjects using classroom management practice, so they have a unique perspective in using classroom management practice to prevent it can enrich the data and findings of this study. Interview sessions with T1 and T2 were each carried out in one session with in-depth interviews. The interview process took 1 day for both participants. Interviews were conducted within 20 minutes for each participant and the interviews were only conducted once because the data obtained had already answered the research questions and interview questions from the research. In contrast, it is difficult to arrange a schedule for re-interviews because teacher

1 and teacher 2 are teachers who teach full hours and cannot be found on work holidays. This interview process includes permission letters to the headmaster and English teacher. Before the interview, the I visits the school to give a permission letter. After that, the I and English teacher agree on a day for an interview. When interviewed, the I takes video and recording audio of the process of interview for the data. I conducted a transcription of the recorded interview results.

3.3   Data Collection Techniques

The data collection technique in this study is one-to-one interviews because the problem in this study aims to determine the teacher's perspective or argument in creating a conducive classroom atmosphere. One to one interview aims to enable Is to ask specific and sensitive research questions according to the problems in the research. It can explore information in depth because the interview data generated are responses from participants regarding the research question that has been made based on the conceptual definition from Garwood and Harris (2020). Ronald et. al (2007) agreed that by conducting open and informal interviews, the process of interviews could be more flexible and responsive. Before interviewing the participant, I prepared the interview protocol, which can be seen in table 3.3.

Table 3.3 above shows four aspects namely construct, conceptual definition, operational definition and interview question, which lead me to the procedures of designing the interview protocol. As the construct of this study is classroom management, I selected a conceptual definition, which is appropriate for my study. In this study, I used the definition from Garwood and Harris (2020) as this definition could be further elaborated to the operating definition. From these operational definitions, I design main questions as my guide to interview the participants.

These questions can be elaborated in the session of interview by considering the participants'
answers and responses.

Table 3.3 Interview Questions

Construct	Conceptual Definition	Operational Definition	Interview Questions
Classroom management	Garwood and Harris (2020) definition: Classroom management can make teachers identify their student's identity	Teachers' ability to quickly recognize students' name	1. How did you regognize your sudents?
	Classroom management should provide teacher being enthusiastic	Teachers show their enthusiasm	2. How did your enthusiastic when teaching in class?
	Classroom management should be avoiding punishments when handling misbehavior	Teachers are able to handling misbehavior student	3. How did you heandling misbehavior your students?
	Classroom management should be including students in rule creation	Teachers give opportunity for student to involve in making rules	4. Have did you involve your students in making rules?

	Classroom management should have students practice classroom procedures.	Teachers can manage to inform the classroom procedures	5. How did you inform the classroom procedures?

3.4   Data Analysis Technique and Procedures

The data was analyzed through thematic analysis techniques. Data analysis in this research was thematic analysis because it wants to focus on the similarity of thesis data types withssss research objectives and problems. The procedures of data analysis were followed by Braun and Clarke (2006). The process of analysis was knowing the data in detail, creating code of the data into categories, determining themes, and choosing the information needed to answer the problem from the interview data according to the theme.

In the process of analyzed the data, I determined the construct in the research was classroom management. Then, I determined the parameters with checked operational definition section of the conceptual definition from Garwood and Haris (2020). The operational definition was made a parameter in the study. This stage was called a fixed theme. Later, open coding stage, I analyzed the connection between interview data and parameters and I identified important core points from the interview results that were related or related to the parameters. Next, the sub-theme, I went through the axial coding and selective coding stages. In the axial coding process, I identified important information from the interviews of teacher 1 and teacher 2. Then, selective coding process, I concluded some important information from the axial coding process into their respective categories into sub-themes. Finally, to determine the coding I was adjust to the theme

that determined with give the abbreviation of the theme. The detailed samples of thematizing and

coding were presented in table 3.3.1.

Table 3.3.1 Thematizing and Coding

Construct	Parameter	Theme	Sub-Theme	Coding
Classroom managemen t	Teachers' ability to quickly recognize students' name	Recognize student identities	Teacher's ways to recognize student identities	RSI
	Teachers show their enthusiasm	Teacher enthusiastic	Teacher's ways to show enthusiasm	TE
	Teachers are able to handling misbehavior Student	Giving punishments to students behave poorly	Teacher's ways to handle missbehaviour	GPSP
	Teachers give opportunity for student to involve in making rule	Involving student approval in making rules	Teacher's ways to create rules	ISAMR

Teachers can manage to inform the classroom procedures	Orders for students to obey classroom procedures	Teacher's ways to inform classroom procedure	OSOC

In the table above, the I determines the code for each parameter based on the theme. Next, the I will explain the translation of each coding in table 3.3.2 This table shows the translation of coding in this research. It contains two aspects namely, code and translation. Code is short of theme. Translation is an explanation of the long theme.

Table 3.3.2 Code and Translation

Code	Translation
T1	Teacher 1
T2	Teacher 2
SN	Student Name
TE	Teacher enthusiastic
GPSP	Giving Punishment to Student behave Poorly
ISAMR	Involving Student Approval in Making Rule
OSOC	Orders Student to Obey Procedure

3.5   Trustworthiness

I applied Kornbluh's (2015) five strategies. Five strategies were known the population, presented information analysis methods, reconstructed or accumulated information memories, presupposed themes, explained when there is a change, and controlled members in the effort to analyze information. I ensured that the participants in this study had the criteria according to the recruitment process. Then, I described the data analysis method, namely the procedures of data analysis followed by Braun and Clarke (2006). Later, I collected data through interviews and store the memory of the information in the form of videos and interview transcripts. Next, I transcribed the data in case I could determine the theme for each parameter under study. Finally, I rechecked the data obtained and ensure the information used as data had answered the research question.
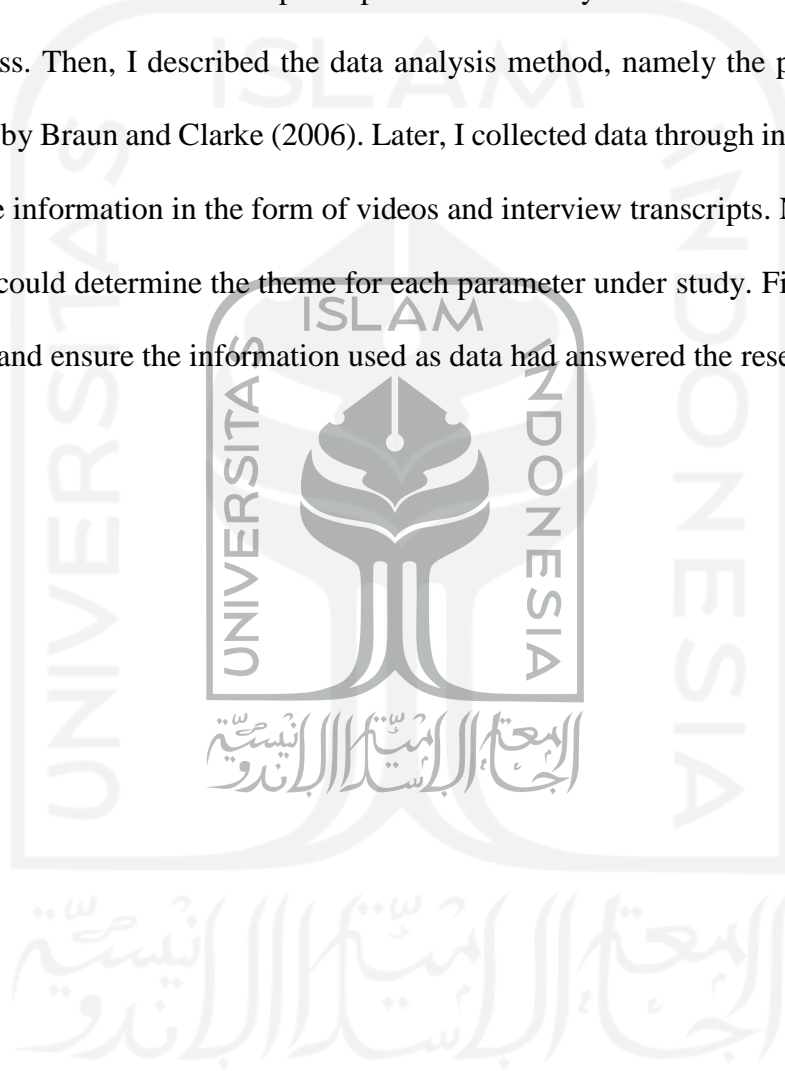
CHAPTER 4

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion. The transcription data is explained in the findings section along with a chart picture, ending with a discussion of the results.

4.1 Introduction

Using Garwood and Harris' (2020) five conceptual definitions, the findings of this study are classified through classroom management that can make teachers identify their student's identity, classroom management that should provide teacher being enthusiastic, classroom management that should be avoiding punishments when handling misbehavior, classroom management that should be including students in rule creation, and classroom management that should have students practice classroom procedures. The detailed findings are described under these following headings.

4.2 Findings

The findings of this research are grouped into five major themes, including (1) recognize student identities, (2) teacher enthusiasm, (3) giving punishments to students who behave poorly, (4) Involving student approval in making rules, (5) orders for students to obey classroom procedures. The themes and sub-themes of findings of the present study are summarized in table 4.2.1and Flowchart 4.2.2

Table 4.2.1 Findings

Parameters	Teacher 1	Teacher 2
Teachers' ability to quickly recognize students' name	The teacher looks at the student's face and says "hello".	The teacher pay attention to the cognitive level and attitude of students.
Teachers show their enthusiasm	The teacher have good appearance, good performance, and good attitude.	The teacher prepares ice braking and games activity.
Teachers are able to handling misbehavior Student	The teacher applies academic laws, such as memorizing vocabulary.	The teacher applies social laws, such as trwoing trash and cleaning the toilet.
Teachers give opportunity for student to involve in making rule	The teacher make rules independent and teachers do not involve students in this process.	The teacher make personal rules without student agreement.
Teachers can manage to inform the classroom procedures	The teacher inform the classroom procedure at the first meeting.	The teacher inform the classroom procedure at beginning of the semester.

Flowchart 4.2.2. Themes and sub themes of the findings
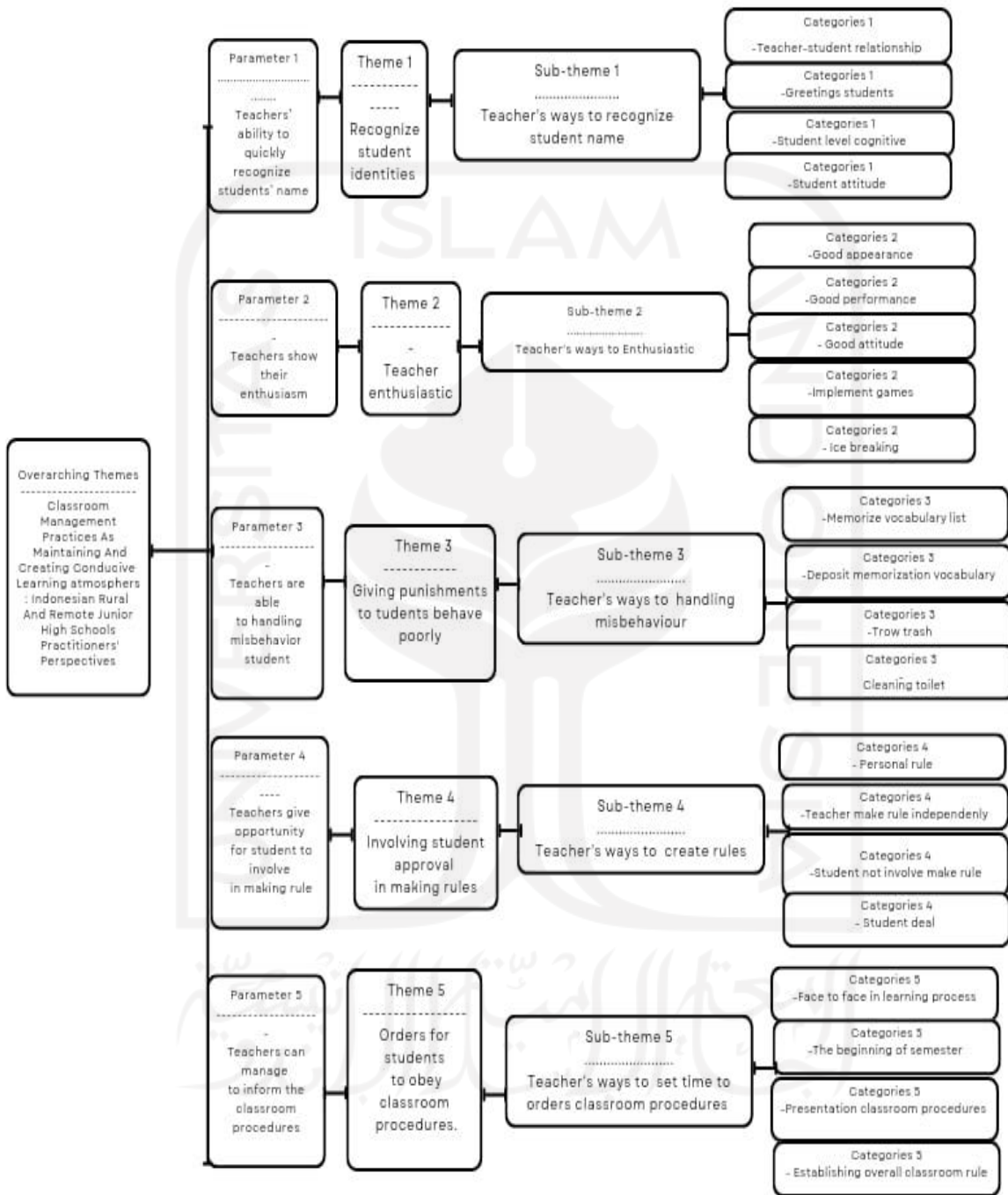
4.2.1 Recognize Student Identities

In this classroom management principle, the theme found is recognizing student identities from which the ability of teachers is to recognize the names of students in class. By knowing the names of students, it makes it easier for teachers to know the characteristics of students and even students' abilities. Teachers who try to have relationships with students, it makes the teacher know the names of students in this class. This is an effort to prevent teachers can easily manage all aspects of the learning process. The teacher describes this matter in his accounts below.

Excerpt 1

1. ***I see their faces one by one. I always see a face and then I say hello.*** *I always say hello for example, Hello Yana good morning…. (Teacher 1, January 24, 2022)*

2. ***usually I pay attention to the academic side and the grades of students whose academics are good and low, then students who diligent or lazy.*** *…. (Teacher 2, January 29, 10.2022)*

In two accounts above, the teacher explains that in order to have a relationship between teacher-students, teacher 1 saw the faces of students one by one. She also tries to overcome the difficulty of forgetting students' names with the alternative that every take attendance must see the students' faces. The teacher also always greets students when they see their faces by saying "hello". The teacher is trying to form a good relationship between students to get to know each other better. One example of a greeting sentence from her is "hello Yana, good morning". The action of the teacher seeing the faces of students, it is no doubt that the teacher will find it difficult to recognize the identity of students, especially when they want to ask students to participate in learning. So as to make class conditions more conducive without making mistakes in calling students' names to form study groups or other activities.

The teacher 2 reveals that the way she knew students' names was by paying attention to students' academic levels and student attitudes This shows that she has two ways to recognize student names. First, she pays attention to the academic level of students from low to high or good levels. According to her, it will be easier to recognize the names of students from the smart ones to those who are still low. Second, she pays attention to students' attitudes when the learning process takes place. She means that it will be easier to recognize students' names by remembering students who are diligent, lazy, and often make mistakes. This action the teacher tries to recognize the names of students by paying attention to students in more detail from the academic level to attitudes. It can be ascertained that the teacher will always remember the names of students because they often pay attention to the academic level and attitude of each student during the learning process.

4.2.2 Teacher being Enthusiastic

In this classroom management principle, the theme is teacher enthusiasm from which is the ability of teachers to be enthusiastic in class. Enthusiasm is one of the teacher's attitudes to attract attention in case students can comfortably learn and understand the material well. Some teachers prepare and even use something to be enthusiastic in teaching. When teaching, teachers need to be enthusiastic. This is expressed by the participant in her account below.

Excerpt 2

> 1. ***A teacher for me must have good appearance, performance, and good attitude.*** *So the teacher must be enthusiastic.... (Teacher 1, January 24, 2022)*

2. *I read it first or ask if **there is an ice break, playing games has started with that slowly. The atmosphere in class will definitely be interesting.** ……. (Teacher 2, January 29, 2022)*

In her accounts above, it shows that teacher 1 prepares herself to be enthusiastic when teaching by having a good appearance, good performance, and good attitude. First, the teacher must have a good appearance because this supports the teacher to have an attractive appearance to be seen by students, such as wearing neat clothes. Second, the teacher must have good performance in case when teaching students, it is easy to understand the material because the teacher conveys the material clearly and can answer students' questions if they still do not understand the material. Third, teachers must have a good attitude because a teacher is a role model for students to behave and act. Teachers have to be kind and run the code of ethics as a teacher completely. By this action, the teacher tries to prepare herself to prevent she can be ready to transfer the knowledge he has to students in the class comfortably and easily understood by students.

Teacher 2, she has a way to be enthusiastic in teaching, namely preparing ice breaking and playing games. She always prepares everything related to ice breaking and games for learning English. She prefers the game-based learning method when teaching a topic because it makes learning more comfortable and interactive in case teachers can be enthusiastic by seeing students actively participate. This makes the teacher try to be more enthusiastic by giving instructions to students to participate in ice breaking or games. This action shows that the teacher is trying to get the students' attention to be active. All students take part in ice breaking or games in order to avoid students are also enthusiastic in learning and the learning process will be even more interesting.

4.2.3 Giving Punishments to Students Behave Poorly

In this classroom management principle, the theme found is giving punishments to students who behave poorly from which is the ability of teachers to remind students to obey the rules, otherwise they will get punished in class. Punishment is action for someone who did something wrong. In the learning process the teacher also prepares punishments when there are students who misbehave. This is done to prevent students can be orderly during the learning process. Every teacher has rules that apply in class. The rules can be made from the school or the teacher who teaches in a class. This is expressed by the participant in her account below.

Excerpt 3

1. *So what law do I give but punishment for educating is not violence. I am the type who often gives assignments in the form of memorizing English vocabulary. (Teacher 1, January 24, 2022)*

2. *First, I tell them first and ask if they do that, the Second, I advise students who make mistakes. Third, giving punishment for throwing trash or cleaning toilets on students who make mistakes.... Teacher 2, January 29, 2022)*

In her accounts above that teacher 1 applies a punishment that does not focus on the physical student but rather on a more educational punishment. This action shows that teachers are more focused on providing punishment without physical violence. The punishment given is more on learning materials, such as memorizing vocabulary. She always applies to giving punishments that involve learning material rather than ordering punishment to do something outside of learning activities. This action shows that she is strict with students but if someone violates the applicable rules, they are obliged to memorize some of the vocabulary that has been set. The learning process

will still occur even though students make mistakes without having to do something outside the context of learning.

Teacher 2, she would do two things first before giving punishment to students. This action shows that she is firm towards students who have problems by asking first whether the student has violated the mistake. In addition, she advises students who violate the mistake, but if they still violate it will get a punishment. She applies rules outside the context of learning or more to social punishments such as taking out the trash and providing toilets. She will not immediately give punishment to students, but will be investigated and advised first. If those two things cannot overcome the student's violation, then she will give the punishment that has been set. This action shows that she is trying to stay assertive by imposing social punishments, such as throwing away in order for students to learn to be independent and responsible. Social punishment can also shape the character of students to be more disciplined and must be able to accept the consequences of every action that has been done.

4.2.4 Involving Student Approval in making rules

In this classroom management principle, the theme found is involving student approval form which is the ability of teachers to involve students in the process of creating rules for conducive classroom conditions. Rules are core or specific rules set by the teacher for students in the class. Before applying the rule in the classroom, the teacher needs to create a rule. In the process of making rules, teachers can make their own rules. However, in the application, there are students who accept the rules and know better to prevent they know and agree to the rules. This is the point

of the application of classroom management according to Garwood. This is expressed by the participant in her account below.

Excerpt 4

1. ***Rules that I made for my class without asking students'agreement***. *Examples of the rules of the rules they must first* bring *an English dictionary…….* *(Teacher 1, January 24, 4.2022)*

2. ***I have made rules in that class without student involvement, such as if at the beginning and at the end of the lesson*** *I. always pray, so I ask them to pray in English. the child doesn't 4. have to be class president…… (Teacher 2, January 29, 2022)*

Teacher 1, she does not involve students in agreeing on the rules. Teachers who teach in rural areas make rules without any student involvement. Especially in terms of the approval of the rules applied by the teacher. Teachers have full rights in determining and making rules, while students are only asked to understand and obey the rules. All students must accept and obey the rules that have been made by the teacher. By this action, she can balance the varied character of the child with the applicable rules in case mistakes that occur can be overcome with the appropriate punishment.

Teacher 2, she informs all the rules that have been made to all students without involving student approval. This action shows that during her teaching experience she never involved student agreement. In making rules students are not involved in determining class rules. So the teacher prepares the rules and students are obliged to obey without elimination of rules if students do not agree. The rules that will apply as long as students follow classroom learning. The rules that will

be applied in the classroom must be obeyed without any waivers or apply to all students. By this action, students can be controlled with rules that are in accordance with the student's character.

4.2.5 Orders Classroom Procedure

In this classroom management principle, the theme found is ordered classroom procedure which is the ability of teachers to explain how to apply procedures for students in case conditions can be conducive. Class procedures are procedures in class that are usually delivered by the teacher to students. This is done to prevent students can know the procedures of the rules applied by the teacher. Class procedures are procedures that students can do to be able to follow class rules. This is expressed by the participant in her account below.

Excerpt 5

> *1. for the first time explaining things that we will say to the children, we already have signs, yes, we have mine. At the beginning, I definitely took 2 hours that will say to the children, we already have* ……. (Teacher 1, January 24, 5.2022)

> *2. At the beginning usually at the beginning of* learning*, the beginning of the semester* for example. The first, explain the rules, even if you **d**on't enter, you still get a turn like that*.…….* (Teacher 2, 5 January 29, 2022)

Teacher 1, her expression above she explains that she prepared a meeting to discuss the procedure from rules to students at the first meeting. At the first meeting the teacher explains what will be learned and achieved in one semester. She took action in case students better understand

the procedure of the rules that must be obeyed by students. At the first meeting, the teacher has the opportunity to make students understand what they will do so as not to violate the rules that have been set. In addition, she also explained the things that will be studied and the things that will be achieved in one semester. This action is taken to prevent students can be invited to work together to have knowledge and skills according to basic competencies.

Teacher 2, she explained apply procedures for students at the learning starting. She explained the detailed rules of all the rules that are applied in the class. The teacher tries to tell about the rule at the beginning of semester to student know and prepare their self to present in the class. This action was taken to make it easier for students to know in advance what to do and what not to do. In addition, she also explained the procedures applied in the classroom in detail.

4.3 Discussions

This section discusses the research results according to the parameters in this study. The results of this study are discussed with the theory that has been discussed in previous studies.

4.3.1 Teachers' Ability to Quickly Recognize Students' Name

In this parameter there are two data taken from teachers who teach in rural areas and teachers who teach remotely. In this parameter, teachers who teach in rural areas have the perception that in order to identify student identity in class. In this parameter, teachers practice to identify student identity in a way that looks at the student face and says "hello''. She looks at students' faces and says "hello" when checking attendance in class. Therefore, the results of the

above interpretation are also similar to findings of study by Irawati & Listyani (2020). Irawati & Listyani (2020) highlighted that teachers needed to apply for classroom management like recognizing student names. The teacher who can recognize student identity means that they implemented classroom management in the teaching process. The activity of calling the name of students and saying "hello'' shows that the teacher tries to approach the student in order to create accord between teacher and student. If this continues, the teacher will quickly recognize and memorize the name of the student. In agreement with the research by Puteh et.al (2015), this study suggests that classroom management is establishing accord between teachers and students. They highlight that the accord between teacher and student makes teachers identify their student identity. In this case, the teacher can take an intense approach to get to know more about the student.

Meanwhile, the perception of teachers who teach remotely reveals that in order to identify students' identities, she must recognize students by paying attention to several things. First, she pays attention to the cognitive level of students, such as students who are smart to those who have less than optimal abilities. Second, she pays attention to students' attitudes, such as lazy students and diligent students. Therefore, there is a correlation with research Liu & Babchuk (2018) consider classroom management in the sense of relationship between students and teachers in the delivery of academic knowledge. The teachers have a relationship then they easy know the cognitive level of student and student attitude. Teachers can identify student identity because they have a relationship with students and it can make it easy for teachers to know about students.

4.3.2 Teachers Show Their Enthusiasm

In this parameter, two data are taken from teachers who teach in rural areas and teachers who teach in remote areas. In this parameter teachers who teach in rural areas have a perception

that in order to be enthusiastic in teaching. She will enthusiastically have a good appearance, good performance, and good attitude. Good appearance is that the teacher has a polite appearance and is comfortable to be seen by students. Meanwhile, good performance is that the teacher must have a method of delivering material that is in accordance with the cognitive level of students or student needs. Good attitude is that the teacher must give a positive attitude and can be a role model for students in the class. The attitude is that applying a smile, greeting, and greeting every learning process. This interpretation is in line with the result of study by Lestari et. al (2021). They highlight that classroom management practical practices are done by maximizing teacher performance and opening and closing learning activities. This parameter the teacher has to be enthusiastic in implementing classroom management with the way she must have good appearance, good performance, and good attitude. This includes points from classroom management based on result study from Lestari et. al (2021).

While the perception of teachers who teach remotely, she has the perception that if she wants to be enthusiastic, then in the learning process she must prepare ice breaking or games. Students and teachers can feel more enthusiastic in learning activities without feeling bored. Associated with the result of study by Gultom and Saun (2016), they reported that in implementing classroom management, teachers must make a learning implementation plan that focuses on activities using English in the classroom. So in this parameter the teacher has to practice classroom management for enthusiastic teachers to prepare activities using English such as preparing ice breaking or games.

4.3.3 Teachers are able to Handling Misbehavior Student

In this parameter there are two data obtained from teachers who teach in rural areas and teachers who teach in remote school. Based on research data, teachers who teach in rural areas have the perception that the implementation of classroom management for handling misbehavior. She applies academic laws to students who are not following the rules. One example of a mistake is that students forget to bring a dictionary, so the teacher will provide a list of vocabulary that must be memorized by students and checked again by the teacher at the next meeting. While teachers who teach remotely, she has the perception that the implementation of classroom management for handling misbehavior. She applies social law to students who have misbehavior. One example is if students speak without being asked, the teacher will give a punishment for throwing trash. All interpretations above in accordance with the result of study by Liu and Babchuk (2018); Irawati and Listyani (2020); Owusu et.al., (2021). Liu and Babchuk (2018) found that classroom management must be controlling classroom and emotional conditions in the learning process. Teachers have a responsibility to control conditions and emotions in class with the way they punish academic law and social law to students. The means of responsibility is that the teacher must give punishment to handling misbehavior which occurs due to loss of control in conditions or emotions. In this parameter the teachers teaching in rural and remote have done to practice principle classroom management for handling students' misbehavior with the way to student misbehavior. Irawati and Listyani (2020) also conducted a study of classroom management in rural areas. The results showed that the students had bad behavior in order to avoid teachers needed to apply for classroom management such as making punishment for student misbehavior. Owusu et.al., (2021) was intended to investigate classroom management performance. The findings of this study demonstrated that there is frequent use of punishments applied to classroom management.

4.3.4 Teachers Give Opportunity for Student to Involve in Making Rule

In this parameter there are two research data from teachers who teach in rural areas and teachers who teach in remote areas. Based on the results of research data, teachers who teach in rural areas have the perception that classroom management in the classroom does not involve students in making rules. She made special rules for her class by taking into account the characteristics of students in the class. The rule was made independently by the teacher without any student involvement. Students are only asked to follow the rule and must agree without giving the freedom to give arguments if someone disagrees with the rule. Teachers who teach remotely also have the same perception as teachers who teach in rural areas. She also did not involve students in the process of making rules for the class. She conveyed several rules that would be applied in class without having to ask whether students agreed or disagreed if all the rules were applied. The interpretation above is in line with Francisa and Oluwatoyin (2019). In this study the result was found that teachers make rules but not include students in making rules. Francis and Oluwatoyin (2019) highlight that in classroom management the rules are made by teachers and the school so in order to avoid that the rules made can help student to have an exemplary attitude and maintain discipline in accordance with student assessment standards that pass in school. Irawati and Listyani (2020) also conducted a study of classroom management in rural areas. The results were that teachers needed to apply for classroom management such as making rules. The result of this study is teachers not including students in making rules, so the result of study is related with previous study from Francis and Oluwatoyin; 2019, Irawati and Listyani; 2020. In this parameter, the teachers do not implement the principle classroom management on including students in making rules.

4.3.5 Teachers can Manage to Inform Classroom Procedures

In this parameter there are two research data from teachers who teach in rural areas and teachers who teach in remote areas. Based on the results of research data, teachers who teach in rural areas have a perception of classroom procedure practice. She prepares a meeting to explain the procedure of the rules applied in class. The meeting is scheduled at the first meeting at the beginning of the semester. Each rule that is made has a procedure in case students can obey and so as not to violate the rule. The same thing is also done by teachers who teach remotely. She always starts the beginning of the semester by scheduling the first meeting to convey the procedures for the applied rules. In conjunction with Francis & Oluwatoyin (2019). They highlight that classroom management is the teacher's effort to control the class by implementing instructional procedures in order to educate students to be disciplined in the learning process. The rule has been made and will be carried out well by giving instruction procedures to students in case they understand what to do.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the conclusion and recommendation. The conclusion describes a summary of the findings presented in chapter four. Recommendation describes suggestions for improvement of future research.

5.1. Conclusion

This study focuses on teachers' perceptions of classroom management practices to create a conducive learning atmosphere as classroom management can help teachers to control students and the learning process. The findings of this study conclude classroom management to maintaining and creating conducive learning atmosphere is done by having good relationship with student, paying attention to attitude and intelligence student, having many talents, giving academic and social punishment, making rule independently, and informing the classroom procedure in first meeting.

5.2 Recommendation

Because the findings of this study are general and broad, it is recommended for further research to examine more specific problems that refer to the category to be studied. For example, the perception of teachers in determining laws that do not involve violence to create discipline. This topic can yield new findings for ongoing studies because the control of non-violent punishment is still useful in the world of education in the future. In order to avoid it involves many teachers to provide perceptions that are used as data and reproduce the data.

There is the possibility of classroom management practices that can have an impact on students as an action or effort in creating conducive learning conditions. In essence, the teacher's role is to practice classroom management in learning to prevent the class can be conducive. For example, by creating a relationship between teacher and student, the teacher is enthusiastic, the teacher applies academic punishment and social punishment, the teacher makes rules, and the teacher adds classroom procedures. All of these are research findings that have the impact that students are more familiar with the teacher, students can enjoy and understand the material easily because the teacher is enthusiastic in teaching, students are more diligent in bringing a dictionary so they don't get punished for memorizing vocabulary, ready to follow the rules because they have received an explanation about procedures in class. All of them are classroom management practices that are applied in creating a conducive learning atmosphere to help students learn more effectively and disciplined.
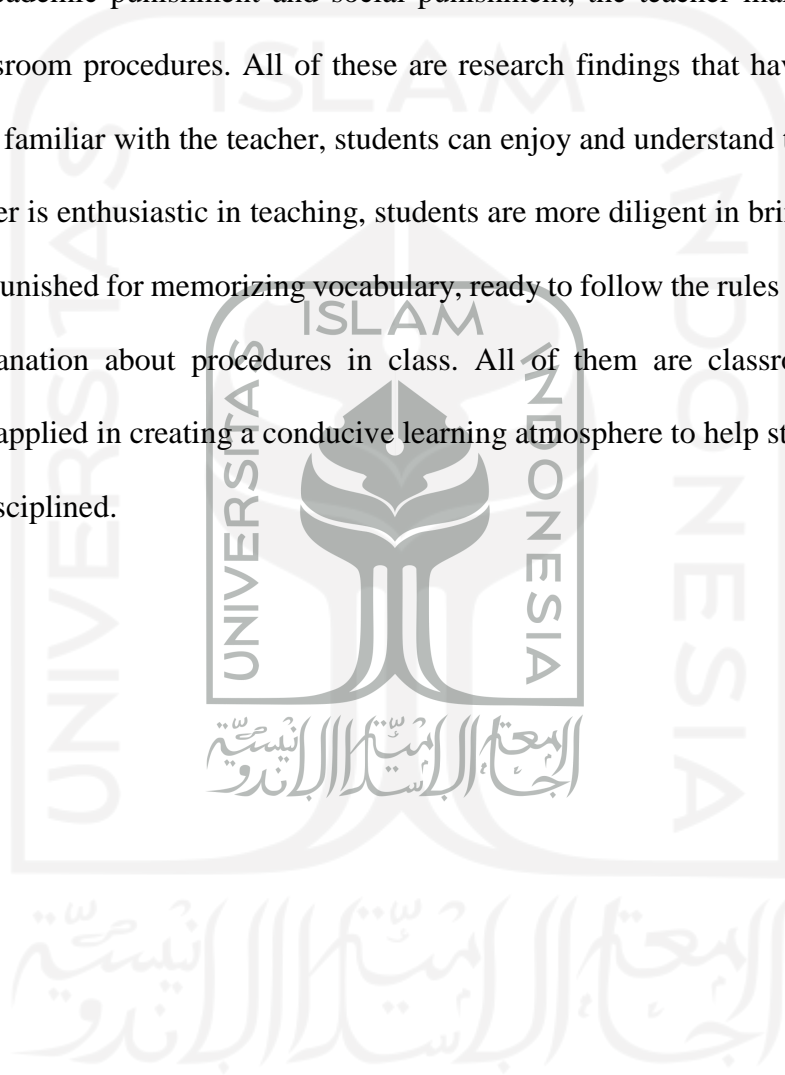
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Appendix 1 Permit Letters

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Tanggal   : 17 Desember 2021

Nomor   : 4172/Dek/70/DURT/XII/2021

Hal   : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Kepala Sekolah SMP N 2 Jebus

Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa   : Yana Yopianti

Nomor Induk Mahasiswa   : 18322035

Program Studi   : Pendidikan Bahasa Inggris

Pembimbing Skripsi   : Adam Anshori, S.S., M.A.

Judul Skripsi   :

"**Junior High School Teacher's Perception on Classroom Management Practice**"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi.,M.Si., M.Ag., Psikolog

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Judul Skripsi   :

"Junior High School Teacher's Perception on Classroom Management Practice"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.
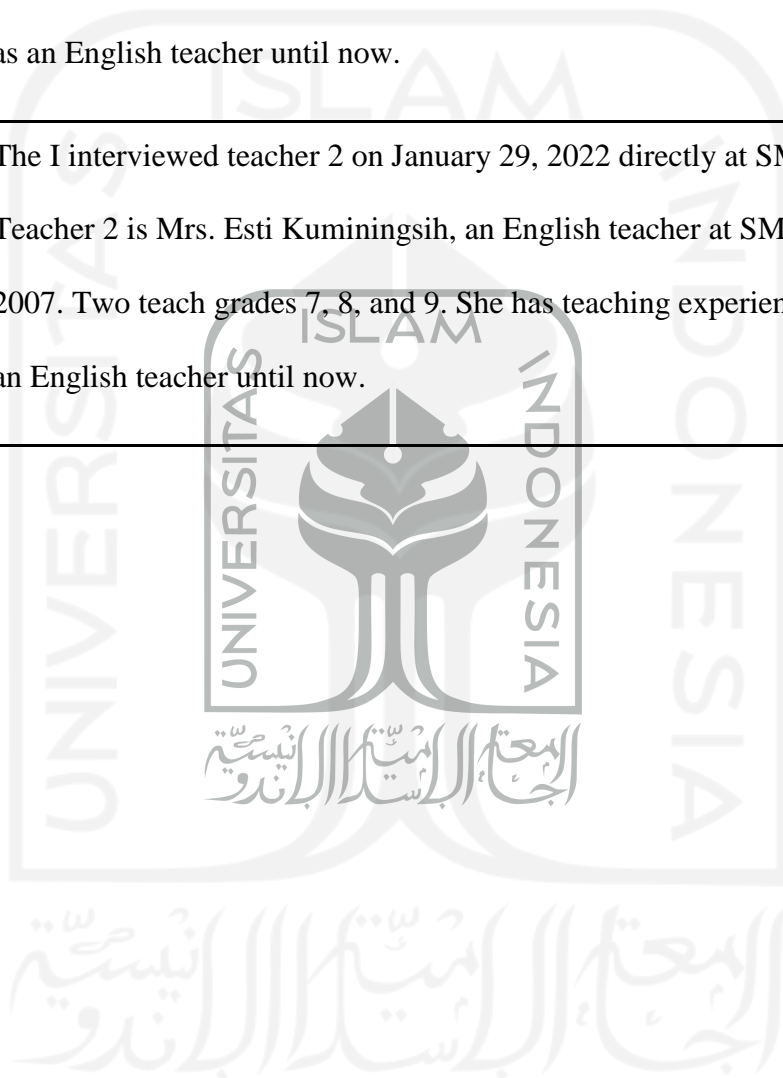
WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi.,M.Si., M.Ag. Psikolog

Appendix 2 Description of The Participant and The Interviews' Process

Teacher 1-T1, January 24, 2022	The I interviewed teacher 1 on January 24, 2022 directly at SMP N 3 Jebus. Teacher 1 is Mrs. Vega Darmayanti, an English teacher at SMP 3 Jebus since 2005. She attends grades 7, 8, and 9. She has teaching experience since 2005 as an English teacher until now.
Teacher 2, January 29, 2022	The I interviewed teacher 2 on January 29, 2022 directly at SMP N 2 Jebus. Teacher 2 is Mrs. Esti Kuminingsih, an English teacher at SMP 3 Jebus Since 2007. Two teach grades 7, 8, and 9. She has teaching experience since 2007 as an English teacher until now.

Appendix 3 Interview Transcript of T1

I: Bismillahirrahmanirrahim. Assalamualaikum, warahmatullahi wabarakatuh

T1: Waalaikumsalam Warahmatullahi Wabarakatuh

I: pertama-tama saya ingin mengucapkan terima kasih atas waktu dan kesempatan untuk saya sebelum memulai kegiatan Saya ingin memperkenalkan diri terlebih dahulu. Perkenalkan nama saya yang saya dari Universitas Islam Indonesia jurusan pendidikan bahasa Inggris. Tujuan saya pada hari ini adalah untuk melakukan wawancara guna untuk mengambil data skripsi saya. Nah skripsi saya ini berjudul tentang persepsi guru SMP terkait manajemen kelas. Disini saya akan mengajukan beberapa pertanyaan. eee bisa kita mulai Bu?

T1: Okay Yana

I: Apakah ibu mengenal nama-nama siswa ibu di kelas Jika iya Bagaimana cara ibu tersebut? Apakah dengan ibu menerapkan menggunakan name tag atau denah tempat duduk atau gimana bu?

T1: as a teachers sebagai seorang guru yah Yana, hal yang paling penting adalah kamu kenal sama pelajar, kamu kenal sama dengan murid yang kamu ajarkan. Karena rasanya sangat tidak nyaman sekali ketika you berinteraksi dengan mereka you tidak kenal tidak tahu namanya. Okay jadi apa trik dari saya agar tau nama siswa anak-anak di kelas saya. saya sudah 17 tahun mengajar dan saya selalu tahu nama saya. I know nama-nama anak didik saya. Gimana caranya? Kalau absen itu hal yang wajar yah formal yah. Tapi ketika saya mengajar dan mengabsen I look their face one by one. Saya tuh liatin wajahnya mereka. Saya ngk pernah ngeabsen ngk liat wajah. Misalnya Yana tanpa melihat wajahnya. Saya selalu melihat wajah and then saya menyapa. Saya selalu menyapa misalnya, Hallo Yana good morning. What are you doing? terus semalam gimana? Itu selalu saya sapa.

I: ketika mengabsen juga harus eye context kepada siswa dan juga menyapa.

T1: iya jangan hanya sekadar mengabsen nunduk terus tanpa melihat. Lihatin wajah orangnya. terus gitu yaa ketika di kelas yah Yana kalau ibu ketika awal-awal pertemuan awal semester anak-anak baru masuk sering-sering dah Yana buatin suatu game-game yang simpel yang bisa membuat mereka tuh, saya berinteraksi lebih sama anak-anak saya.

I: Jadi hubungan antara guru dan murid terjalin ya?

T1: yah itu jadi saya punya hubungan lebih dengan berinteraksi dengan mereka dengan game. Dengan game you akan tau nama mereka, wajah mereka.

I: Semakin sering berinteraksi maka akan semakin kenal siswa?

T1: Iyaa pokoknya gitu. Semakin sering komunikasi dengan mereka, sapa mereka. Itu trik dari saya, jadi itu berlangsung dan sekarang sudah mengenal masuk semester 2, semakin akrab. Tapi bukan berarti akrab di laut konteks no. Okay itu dari saya.

I: Pertanyaan selanjutnya Apakah ibu sudah antusias dalam mengajar jika Iya Bagaimana cara atau persiapan Ibu mengajar agar lebih antusias dalam mengajar? Ketika sering bad mood nih kalau ada masalah sebagai guru harus mempersiapkan diri harus tetap antusias di depan siswa caranya gimana Bu?

T1: Ini terlepas yah I am human saya manusia and my student is a human to mereka juga manusia yah. Tidak dipungkiri bad mood, capek, lelah itu tetap ada. Ngk mungkin kita is so perfect it's impossible. Tapi so bagaimana cara kita mengatasinya. Kalau saya dari dulu berpikir bahwa a teachers ia a artist. Yah seorang guru adalah seorang artis. Iya kenapa saya selalu begitu? Kenapa mereka di depan, mereka dilihat, mereka diperhatikan bukan cuma pelajaran? Seorang guru bagi saya mereka harus have good looking, performance, good attitude. Pertama good looking enak dilihat. Saya paling tidak mau tampil jelek depan siswa saya.

I: Yang pertama pastikan kita nyaman dulu ya?

T1: yah kita nyaman, tidak tampil jelek ini banyak maksudnya. Tapi kita harus tampil nyaman enak dilihat. Terus good performance. Good performance itu apa? Secapek-capeknya kita careful, so happy look happy. Kamu harus terlihat bahagia. Jadi caranya gimana yah? Kalau kamu lihat kelas saya. Ketika saya masuk kelas saya pasti "Hallo Assalamualaikum guys" itu pasti mau secapek apapun saya pasti seperti itu. Caranya apa? Give positif vibe. Beri aura positif ke anak-anak. Kalau mereka lelah capek itu insyaallah pasti akan teratasi kalau you semangat. Jadi guru tuh harus semangat. Ngk bisa kamu bilang nak saya ini capek, saya ini lelah loh. Iyalah pasti capek menghadapi 20-30 siswa di dengan karakter yang berbeda. Harus tahan emosi.

I: Apakah ibu sudah pernah memberi tahu tentang harapan tujuan pembelajaran dari suatu topik yang ibu ajarkan? Jika ia itu Kapan ibu menyampaikan tujuan pembelajaran tersebut atau harapan ibu kepada siswa ibu?

T1: yahhh nak diawal kan kita punya lesson plan rencana pembelajaran pasti diawal tuh ada apa sih yang ingin kita capai di setiap pembelajaran. Di Setiap pelajaran kita jelasin ke anak-anak what can we do now? apa sih yang akan kita lakukan sekarang? apa sih tujuan kedepannya ibu kasih tau. Dan pastilah saya kasih tahu ini Loh nak seperti ini harapan saya kasih tau sama anak. Terlepas tercapai atau tidaknya proses pembelajaran itu tapi kita sudah memberitahukan dulu ke anak-anak. Oke kita akan seperti ini dan harapan kita akan seperti ini.

I : Apa saja yang dipersiapkan untuk mencapai tujuan pembelajaran tersebut? seperti menyiapkan media pembelajaran yang menarik mungkin bagi siswa untuk mencapai tujuan yang ikut membantu siswa untuk mencapai tujuan tersebut.

T1: haa eh kalau dikelas itu semua media bisa jadi sebagai sarana belajar ya kita nggak berpusat not just book tidak hanya buku. Apalagi belajar bahasa Inggris kita tidak berpusat pada buku kan ada speaking, listening, reading. Yang saya persiapan ya of course media tapi itu tidak banyak.

Kalau saya nggak banyak-banyak kalau saya sih tapi nggak terlalu yang buat anak-anak merasa ribet itu ya yang paling sering saya gunakan selain buku menggunakan karton apa sih namanya itu kertas warna warni origami.

I: Pertanyaan selanjutnya jika siswa ibu berperilaku buruk, Bagaimana cara menghadapinya? Awalnya kita bahas cara ibu menghadapinya dulu.

T1: Saya ini di sekolah ini terkenal sebagai guru yang tegas dan disiplin. Iya karena saya itu tegas dan disiplin tapi saya tidak pernah memukul anak, saya tidak pernah menghukum anak-anak lari sekalipun. So bagaimana tadi mencegah ya? Khusus di kelas saya Anak-anak ini kan hal yang paling termalas mereka adalah membawa kamus iya. Iya, itu adalah hal yang paling malas. Kalau mengerjakan PR masih mengerjakan mereka kerjakan. Tapi lupa membawa kamus adalah paling paling sering mereka lupa. Paling sering di kelas setiap kelas saya selalu mengingatkan nak besok jangan lupa ya, bring your dictionary, please. Mereka mengatakan iya tapi itu yang paling mereka langgar. Nah hukum apa yang saya kasih tapi hukuman untuk mendidik bukan kekerasan. saya ini adalah tipe yang sering memberikan tugas dalam bentuk hafalan.

I: Oh iya berarti kalau siswanya lupa bawa kamus disuruh setor hafalan?

T1: iya setor hafalan.

I: hafalan dalam bentuk apa Bu?

T1: a word. In around you boleh, at home. Apa yang bisa you setor ke saya. Dan rentangnya dalam 5-10 kata.

I: Pertanyaan selanjutnya kelima bu, sudahkah Ibu menerapkan atau mungkin Ibu membuat peraturan di kelas?

T1: Setiap guru tentu punya rule masing-masing. Sekolah juga punya aturan itu pusatnya. Tapi guru karena dia masuk kelas dia tau siswanya dia juga punya aturan ya.

I: Contoh aturan-aturan di kelas ibu? Bisa disebutkan tiga.

T1: Oke boleh, contoh aturan aturan-aturan yang pertama mereka harus bawa kamus bahasa Inggris. Bagaimana caranya sebelum pelajaran saya dimulai mereka harus pinjem dulu ke kelas-kelas lain.

I: Oh ya berarti boleh pinjam

T1: boleh pinjam sebelum pembelajaran dimulai. Kedua, saya adalah tipe guru yang rapi jadi mereka harus punya buku catatan dan latihan sendiri. Sekarang ya anak-anak yang sering dicampur yang satu buku bisa 3 mata pelajaran ya kalau saya nggak mau satu catatan sendiri ya bukan apa-apa sih nak. Kitakan bahasa Inggris mata pelajaran Ujian Nasional.Antara kelas 7,8,9 saling kesinambungan katakan itu nanti dipakai untuk kelas 9. Yang terakhir ya mungkin

aturannya apa ya kadang-kadang satu minggu sekali di luar di luar yang hukuman tadi saya ya satu minggu sekali itu saya mewajibkan anak anak setor hafalan yang list katanya saya buat sendiri.

I: Jadi ibu buat list kosakata untuk mereka?

T1: Yah ibu buat sendiri list vocabulary kepada mereka rutin dan wajib di setor.

I: Rentang waktu menghafal mungkin setelah pertemuan ini berarti pertemuan berikutnya.

T1: iya saya selalu kasih waktu satu Minggu sekali.

I: Ibu yang terakhir Sudahkah Ibu menjelaskan prosedur dari aturan-aturan yang ibu buat? Bagaimana cara ibu menjelaskan prosedur tersebut? Maksudnya bu dari aturan-aturan tersebut ibu jelaskan tidak prosedurnya. Contohnya kalau masuk ke kelas ibu, siswa harus tapi on time. Mungkin prosedur-prosedur sebelum memasuki kelas ibu atau pelajaran bahasa Inggris di kelas ibu itu bagaimana?

T1: Kita sebagai guru di sini ya kadang proses pembelajaran tatap muka pertama kali itu menjelaskan hal-hal yang akan kita bilang ke anak-anak itu udah punya rambu-rambu ya kita punya saya yang itu di awal-awal itu pasti saya menyempatkan waktu 2 jam.

I: Kontrak belajar?

T1: Iya Kontrak belajar.

I: Saya kuliah pertemuan pertama menjelaskan kontrak belajar juga berarti sama.

T2: Selebihnya ya cuma mengingatkan saja jadi 2 jam pertama itu di awal semester itu ya khusus.

I: Jelas juga lebih gitu ya daripada hanya menempel aturan di kelas mereka juga belum tentu baca gitu ya Bu ya walaupun nanti mungkin. Berarti harus disepakati gitu ya.

T1: No itu aturan yang saya buat untuk kelas saya tanpa menanyakan kesepakatan. Saya bel bunyi langsung masuk kelas. aku nggak pernah keluar dari kelas kecuali saya mau ke Toilet.

I: Iya mereka juga kan kita menghargai waktu mereka mereka juga menghargai kita. Saya rasa sudah selesai wawancaranya bu. Terima Kasih atas waktu dan informasinya saya akhiri dengan wassalamualaikum warahmatullahi wabarakatuh.

T1: Waalaikumsalam Warahmatullahi Wabarakatuh.

Appendix 4 Interview Transcript of T2

I: Assalamualaikum warahmatullahi wabarakatuh

T2: Waalaikumsalam Warahmatullahi Wabarakatuh

I: Perkenalkan nama saya di sini nanti saya ada salah satu mahasiswa dari Universitas Islam Indonesia jurusan pendidikan bahasa Inggris tujuan kedatangan saya pada hari ini adalah untuk izin melakukan wawancara untuk mengambil data skripsi saya yang berkaitan dengan persepsi guru terkait manajemen kelas. Baik Ibu apakah boleh Apakah bisa kita memulai kegiatan wawancara nya Ibu?

T2: Iya.

I: ibu untuk pertanyaan pertama Apakah ibu mengetahui nama-nama siswa ibu di kelas, jika Iya bagaimana cara mengetahui nama siswa khususnya siswa baru dan siswa lama Apakah ada perbedaan cara, Bu?

T2 : yaa kebetulan untuk mengetahui nama siswa Alhamdulillah Ibu tahu cuman untuk siswa yang lama dan baru ada perbedaan kalau siswa lama Alhamdulillah sudah tahu ya tapi untuk siswa baru Tanah Baru 1 semester ya ini kelas 7 sekitar 80% cara ibu mengenal mereka biasanya Ibu memperhatikan dari sisi akademis dan nilai siswa yang akademis nya bagus dan rendah, lalu siswa yang sering membuat masalah, seperti itu ada siswa yang suka Cari perhatian dalam kutip siswa unik dan siswa yang rajin atau malas.

I: berarti cara ibu mengenal siswa dari sisi akademik ya Bu?

T2: Iya ibu cepat mengenal mereka dari sisi akademik. Kita tidak mengatakan siswa itu nakal akan tetapi siswa yang sering menjadi trouble maker di kelas.

I : Baiklah kita langsung saja ke pertanyaan kedua Apakah ibu sudah antusias dalam mengajar jika Ibu sudah antusias itu apa saja yang dipersiapkan sebelum mengajar agar ketika di kelas Ibu lebih antusias dan siswa mungkin bisa belajar dengan nyaman?

Y2: Kalau antusias itu tergantung tergantung mood ya kadang ada kalanya itu antusias kadang ada kadang tidak kalau ingin menciptakan suasana yang lebih biasanya di kelas itu ibu baca dulu atau tanya ada es breaking bermain dulu game sudah dimulai dengan yang seperti itu perlahan suasana di kelas pasti akan menarik.

I: Jadi kita juga harus punya eee mungkin sesuatu yang bisa membuat mereka itu juga tertarik untuk belajar. seperti game?

T2: Iyaa betul ada juga Ibu terkadang memberikan video pelajar atau bahkan hanya bisa menyajikan sebuah film pendek anak-anak kalau melihat sesuatu secara visual itu lebih tertarik.

I: karena mungkin dilihat dari buku pelajaran mungkin lebih mau mononton ya?

T2: Yaa boring mereka kan.

Y: Kemudian pertanyaan ketiga Apakah ibu selalu memberi tahu tentang harapan atau tujuan pembelajaran jika siswa tersebut mempelajari suatu topik Jika ia itu kapan waktu penyampaiannya atau Apakah setiap pertemuan atau di awal bab saja?

T2: kalau untuk menyampaikan tujuan topik itu selalu di setiap kali pertemuan enggak cukup satu itu lebih dari 2 atau 3 kali pertemuan terjadi di awal pembelajaran setiap bab menyampaikan tujuan pembelajaran yang ibu ambil dari buku dan kadang-kadang juga sedikit ibu simpulkan.

I: kita langsung saja ke Pertanyaan selanjutnya jika siswa berperilaku buruk, Bagaimana cara ibu untuk menghindari memberi hukuman yang keras atau bisa dikatakan lebih ke fisik untuk menghindari itu apa saja yang ibu lakukan?

T2: Yang pertama jelas ibu tegur dulu ya mau tanya apa alasannya mereka melakukan itu yang kedua Ibu nasehati dan kalau tidak mempan juga suruh buang sampah atau membersihkan WC.

I: kemudian pertanyaan berikutnya. Sudahkah ibu membuat aturan di kelas Ibu tersendiri atau kemudian Apakah ibu sudah menerapkan aturan-aturan tersebut? Bagaimana cara ibu menerapkan aturan yang dibuat agar siswa bisa menaati peraturan tersebut?

T2: Kalau aturan untuk kelas ibu sendiri sudah ibu buat ya dan Alhamdulillah sampai sekarang jadi aturan ibu buat di kelas itu seperti kalau pada saat di awal dan di akhir pelajaran itu kan itu selalu berdoa ya Jadi ibu meminta mereka untuk berdoa dengan bahasa Inggris nah itu ibu terapkan ke satu satu anak jadi tidak tidak harus ketua kelas.

I: ouhh secara eee bergiliran?

T2: bergiliran jadi mereka termotivasi, terus kalau keluar mau Permisi mau ke WC, cuci muka misalnya juga menggunakan bahasa Inggris. Jadi caranya dipraktekkan dulu ibu kasih contoh terus satu siswa mencoba seterusnya seperti itu.
I: biar mereka juga paham gitukan?

T2: yaa jadi speaking mereka juga terlatih.

I: yahh selain melatih speaking, mereka juga berlatih eee maksudnya menggunakan bahasa Inggris?

T2: Yaa betul.

I: kemudian Pertanyaan selanjutnya Sudahkah Ibu menjelaskan prosedur dari peraturan yang berlaku di kelas Ibu prosedur tadi cara yang dapat siswa lakukan agar bisa menaati peraturan tersebut mungkin agak Adakah suatu pertemuan Ibu mungkin untuk menjelaskan aturan prosedur dari aturan-aturan tersebut?
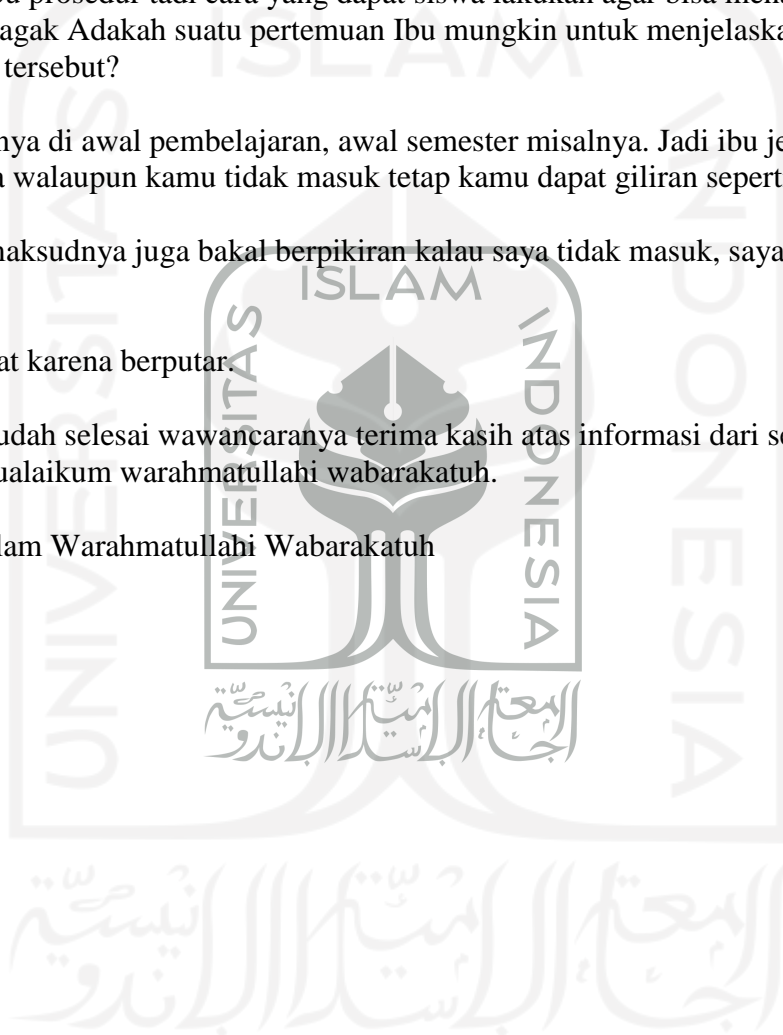
T2: Di awal biasanya di awal pembelajaran, awal semester misalnya. Jadi ibu jelaskan dulu aturan-aturan yaaa walaupun kamu tidak masuk tetap kamu dapat giliran seperti itu.

I: jadi siswa eee maksudnya juga bakal berpikiran kalau saya tidak masuk, saya juga akan dapat giliran.

T2: Yah pasti dapat karena berputar.

I: ibu mungkin sudah selesai wawancaranya terima kasih atas informasi dari sesi ini saya akhiri dengan wassalamualaikum warahmatullahi wabarakatuh.

T2: Waalaikumsalam Warahmatullahi Wabarakatuh

Appendix 5 Interview Transcript sample and Interpretation

Participant Line	Transcript
I	The next question, are you already enthusiastic in teaching, if yes. How do you prepare or teach to be more enthusiastic in teaching? When you're often in a bad mood, if there's a problem as a teacher, you have to prepare yourself, you have to stay enthusiastic in front of the students, how do you do it?
T1	Regardless, I am human, I am human and my student is human. It is undeniable that bad moods, tiredness, and tiredness are still there. It's impossible that we are so perfect it's impossible. But so how do we deal with it. I have always thought that a teacher is an artist. Well a teacher is an artist. Yes, why am I always like that? Because they're up front, they're seen, they're noticed, not just a lesson. A teacher for me must have good looks, performance, and a good attitude. First, good looking is good to see. I don't want to look ugly in front of my students.
I	First, make sure we're comfortable, right?

The result of this study found several aspects that can be applied in classroom management practices to create a conducive classroom environment for learning involve greeting students when they meet you, having a good performance, preparing learning media in the form of games or ice breaking, making rules and procedures, preparing meetings for rules and procedures to

students, and giving academic punishment or social punishment for students who violate the rules and regulations. T1 applies classroom management such as having close eye contact when teaching, always reminding the rules that are in class, such as don't forget to bring your own. She also has a unique way of appearing more enthusiastic about learning. Meanwhile, T2 applies classroom management, such as preparing ice breaking, learning media, and enforcing rules and punishments for students who misbehave.

Appendix 5 Link of Interview Recording Videos

Teacher 1 and Teacher 2	https://drive.google.com/drive/folders/1FNxiLDMasno05OmEjmfJ6ZcpFOAc0WSu