FROM LEARNING REFLECTION TO TEACHING REFLECTION: A PRE-SERVICE TEACHER'S STORIES OF EXPERIENCE ONLINE CLASSROOM MANAGEMENT STRATEGIES

A Thesis

Presented to Department of English Language Education as Partial Fulfilment of Requirements to Obtain the Bachelor of Education Degree

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ISLAMIC UNIVERSITY OF INDONESIA

2021

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that I wrote this thesis myself. There are no other works except those cited in quotation and references, as a scientific paper should.

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DEDICATIONS

I proudly dedicate this thesis to my number one supporters, my parents and my thesis supervisor who also gave me such meaningful support and guidance during this thesis writing process.

ACKNOWLEDGMENT

All praises to Allah SWT who gave me blessings, including health, patience, and strength, and guided me so that I can complete this thesis as one of the requirements to obtain a Bachelor Degree in English Language Education. Without him I cannot do anything. I could not be more thankful. May peace be with our Prophet Muhammad SAW who has brought us to this bright life.

Special thanks I would like to give to my parents who always believe in me and for all the never ending support. Thanks for all the beautiful reminders you gave to me, Mom and Dad. Also, for my little brother who annoyed me sometimes, but I know that you care for me. Thanks, Bro. Furthermore, I also would like to give my best gratitude to these people:

1. Ima Windy Astuti S.S., M.Hum. as the Head of English Language Education Department,

2. Intan Pradita S.S., M.Hum. as my amazing thesis supervisor. Thank you very much for all the support and guidance you gave to me and the other Santri skripsi friends Miss,

3. My beloved grandfather and grandmother for taking care of me whenever I felt tired and sick,

4. My college friends; Nindy, Amanda, Wika, Lu'lu, and Unsa. Thanks to you guys for all the good things we had together. I am so grateful to have amazing friends like you guys in my college life,

5. My partner Kartika, thank you for always being there for me since the day one we started this college life. Your reminder and support really meant for me, Also, thanks for always listening when I told you a bunch of my stories. Thank you, Bro,

6. I also want to thank "GMC Smala'17" Apika, Unki, Riska, and Anggita for all the support and meaningful messages they gave to me. Also, thanks for boosting my mood whenever I felt down, Unki. Thanks, Bro.

7. Last but not least, for everyone I cannot mention the name here, thank you so much for supporting me.

Yogyakarta, 16th June 2021

Zain Suksesiana Yajid

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FROM LEARNING REFLECTION TO TEACHING REFLECTION: A PRE-SERVICE TEACHER'S STORIES OF EXPERIENCE ONLINE CLASSROOM MANAGEMENT STRATEGIES

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ABSTRACT

Experiencing classroom management in vocational schools during COVID-19 pandemic was reported to be more challenging for pre-service teachers. This condition forced them to use available resources to support their teaching experience, especially in experiencing classroom management. This research aims to retell the story of a pre-service teacher who recalled her experiences about the ways her teachers manage the class when she was a learner. This learning reflection became the main reference to experience classroom management during her teaching practicum. This study applied narrative inquiry as the research method. One English pre-service teacher voluntarily participated in this research. Journal writing and interviews were used in this study to obtain the data. In analyzing the data, the researcher used narrative data analysis methods which were transcribing the data, member-checking, and coding. Also, to re-narrate the data, dimensional space of narrative inquiry including personal-social, past, present and future experiences, and place was used by the researcher. Further, the pre-service teacher showed her strong classroom management strategies (social presence, cognitive presence, and teaching presence) during the school-based teaching practicum. The research found that as a student, Nana (pseudonym) perceived that although teachers were present to teach the students, yet only some of them managed the class by also being either cognitively present or socially present. There were few teachers who managed the class by being both cognitively and socially present to their students. These reflections affected her current experiences as a pre-service teacher. In her current reflection, the participant believed that apparently being a teacher who is socially and cognitively present to the students was somehow exhausting. However, she did not give up being this kind of teacher.

Keywords: *Online Classroom Management, Pre-Service Teacher, Vocational High School*

CHAPTER I

INTRODUCTION

This chapter elaborates how current research findings are justifiable to support the rationale of this research.

1.1 Background of the Study

Current researches have often addressed reflection as an important element in teaching practices. For the past decade, some researchers have tried to examine the use of reflection on pre-service teachers' teaching practicum. There are two types of reflections, self-assessment reflection as represented in Farrell (2007), and peer-assessment reflection as found by Chien (2014). Farrell (2007) revealed that reflection through discussion and journal writing offers positive changes related to pre-service teacher's attitudes and practices. On the other hand, Chien (2014) found that the use of reflection tools such as evaluation and observation from classmates and lecturer, help the pre-service teachers to understand their weaknesses and strengths in teaching. From these two studies, it seems that reflection can only be conducted either self or peer ones. However, recent research by Tiainen, Korkeamäki, & Dreher (2017) provides possibilities to use both types of reflection. They examined the reflection of pre-service teachers throughout the first teaching practicum. It showed that reflection has a positive contribution to pre-service teachers in constructing understanding and applying it in the next classes. From those current researches, it is concluded that reflection on pre-service teachers' teaching practicum brings beneficial impacts for them to their teaching practicum, to their attitudes, and to their understanding of teaching strategies.

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One of the benefits of doing teaching reflection is that it contributes to the development of classroom management strategies, especially for pre-service teachers. Reflection on teaching practicum has been conducted in the education department in Indonesia. Azizah, Nurkamto, & Drajati (2018) tried to examine how EFL pre-service teachers reflect their classroom management practices. The result revealed that by doing questioning, analyzing the condition of the class directly, memorizing issues happened in the class, doing peer discussion and with the lecturer, preparing for the next teaching practice and predicting what issue that might happen during the teaching practice, the pre-service teacher could keep developing their classroom management strategies. Based on this study, several things including unexpected things are possible to happen in the class and the pre-service teacher can reflect their own teaching practice from those things. It also can be seen that the pre-service EFL teachers did self-reflection and reflect from the peer ones. On the other hand, Ragawanti (2015) revealed that doing reflective practice is positively beneficial for pre-service teacher to develop their classroom management skills because it helps the pre-service teacher to be aware of problems that occurred during the teaching practicum also help them to know what ways they must do in dealing with those problems. Therefore, reflection corresponds positively to teaching practices.

Despite the number of research on teaching reflection of pre-service teachers (Chien, 2014; Tiainen, Korkeamäki, & Dreher, 2017; Azizah, Nurkamto, & Drajati, 2018), only few studies in Indonesia describe how pre-service teachers in vocational high schools reflect their own teaching (Azizah, Nurkamto, & Drajati, 2018; Ragawanti, 2015). Whereas, pre-service teachers in vocational high school might have unique experiences related with classroom management during the

teaching process since vocational high school aims to create the students to become a workforce. There should be more research that describes teaching reflection of pre-service teachers in vocational high school. Therefore, to fill this gap, the present study explores the pre-service teachers' online classroom management experiences during COVID-19 pandemic in vocational high school and its reflections and how they reflect on it.

1.2 Formulation of the Problem

This research was conducted to answer these questions:

1. How does the EFL pre-service teacher in vocational high school reflect on their classroom management experiences as a student?
2. How does the EFL pre-service teacher in vocational high school reflect their classroom management experiences when she becomes a pre-service teacher?

1.3 Objectives of the Study

This research aimed to explore how EFL pre-service teachers' in vocational high school reflect on classroom management that they have done during the online teaching practicum.

1.4 Significances of the Study

This research is expected to give empirical contributions for teaching reflection issues in Indonesian English Language Teaching field. Moreover, this research is also expected to have practical contributions that reflect classroom management is beneficial for pre-service teachers which help them in evaluating their own teaching practice

CHAPTER II

LITERATURE REVIEW

This chapter describes the relevant studies of this study. In this chapter, there is also a theoretical framework that helps this study be more understandable.

2.1 Conceptual Review on Classroom Management Strategies

Akbaba & Altun (1998) explained that classroom management is about how the teachers make the students involved in the learning process and build an effective classroom environment. On the other hand, Doyle (1980) states that effective teaching can be achieved by implementing effective classroom management. This indicates that how the teachers manage the class is the essential point in developing a positive classroom environment. Furthermore, Sieberer & Nagler (2015) described some elements in classroom management that teachers can do such as creating the setting, setting the classroom, sitting arrangement, teacher-students communication, making rules of the class and how to communicate the rules to the students. Several issues may show up in the classroom and the teachers are expected to do several things to cope with those issues in order to have an effective classroom environment, so that students can experience positive learning. Based on those studies, it is concluded that effective classroom management is an important element in building an effective classroom environment. Effective Classroom management can be achieved by implementing several strategies. Marzano (2005) found several ways that can be applied in the classroom including creating rules and procedures, effective disciplinary interventions, positive

relationship between students and teacher, developing a positive mental set, and instill a sense of responsibility to the students. The first point is establishing rules and procedures in the classroom related to students' behavior. Applying rules and procedures means that there is an expectation on how the students behave in the classroom. In order to create effective classroom rules and procedures, the students must be included in the process of making it. This strategy will increase the students' sense of responsibility in implementing the rules in the classroom. There are some aspects that can be a consideration when making classroom rules and procedures including the behavior of the class in general, how to start and end of the day, transitions and interruptions, considering making rules for common and special equipment in the class, group work and seat work and activities that leading by the teacher also can be considerate in establishing rules. The second point is disciplinary interventions, this point related to consequence. Consequences for students can be positive or negative. It depends on how the students implement the classroom rules and procedures. How the teacher react (verbal and physical reaction), tangible rewards (verbal praise, certificate, and reward field trip), direct cost (negative consequence), group contingency and home contingency (parents awareness of their child's both positive and negative behavior and establish consequences at home related with children's misbehavior) are five categories of disciplinary interventions. The third point that the teacher can do is building and maintaining a positive relationship between students and teacher. Having a positive student-teacher relationship is beneficial to make the classroom work smoothly. Moreover, Marzano (2003) explained that the important key of having effective

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classroom management is a positive relationship between students and the teacher. Several things can be done by the teacher in order to have a positive relationship with the students including showing the teacher's personal interest in students, teacher must treat each student equitably and showing their affirmative reaction to students, teacher also must be assertive to the students, and must be aware about the needs of each student is different.

Further, another point that teachers can do is developing a positive mental set for themselves (teachers). Having a positive mental set helps the teacher to think and behave effectively in the classroom and not easily be distracted with other things unrelated to the classroom. In order to be able to build a positive mind of the teacher, the teacher can do several things such as monitoring the classroom and acting emotionally objective. Here are the ways that can be done by the teacher to be able to act emotionally objective; realizing that teachers are also human beings that have emotions, taking care of themselves, reframing, controlling their emotions in front of the students, and staying positive. The last point is building the students' responsibility in the classroom. Teacher is the one that can help to instill the sense of responsibility of the students. If the students learn how to be responsible for themselves, it will increase their ability in dealing with problems they have, preventing problems happening, and making a positive classroom environment. Teaching students to be responsible for themselves requires several things including giving explanations about responsibility meaning, developing students' self-awareness, teaching the students how to do positive self-talk, and help

the students to be assertive and teach them how to prevent problems and resolution.

2.2 Classroom Management Strategies in Online Environment

Recently, teachers must deal with online teaching because the growth of COVID-19 pandemic requires schools to change the learning system from offline learning to online learning. Thus, how the teacher manages the class might be different. Currently, there has been limited literature on how fully online learning should be carried out. Thus, this study provides conceptual and empirical review on the closest reference of the online learning environment. Garrison (2009) tried to explore the essential presences in creating effective classroom management in blended learning. It shows that there are three elements that appear. The first point is *social presence.* This point focuses on how the teachers communicate and creating positive relationships with the students and teachers' emotions. The second point is *cognitive presence.* The key point of this presence is the awareness of teachers on the way they think. This point is related to how the teachers overcome problems they have. The last point is *teaching presence.* This point is about how the teachers planning their teaching includes the curriculum, the method they used, the task will be given to the students, and the learning activities, even the direct instruction. Additionally, Stewart (2008) emphasized that classroom rules and its empowerment should be brought in the beginning of the teaching learning process. The teacher should also be consistent with the rules in order to bring a cooperative atmosphere. Miller & Lu (2002) raised a finding that by being away from their instructor, the students tend to find significant difficulties when they deal with

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unpredictable problems. Thus, Stewart (2008) suggested that the online instructor must have a strong teaching belief and an effective management style that will result in student success without compromising standards. This is considered as a preventive management strategy. This suggestion is somehow similar to the component of social and cognitive presence as proposed by Garrison (2009). Thus, what makes classroom management strategies work in an online learning environment is started from how the teacher's belief is constructed.

In terms of practical evidence, Castelo (2020) reflected that clarity is the most important help for both teachers and students. In an online learning environment, it is necessary to help students build routines and set clear goals. It might be boring or dry but the students tend to be easier to follow the learning process. Make the instruction accessible for all, such as doing homework with *google documents* so that it is easier for students to reach the content and the feedback. The last one is the teacher should have a strong communication channel. In some Asian countries, this communication channel is through chat rooms applications, especially WhatsApp learning groups (Baishya & Maheswari, 2020; Zulkanain, Miskon, & Abdullah, 2020).

2.3 Journal Writing to Document Classroom Management Experiences

Reflections become an important point both in learning and teaching. Reflection is often used to document an experience of someone else. In the learning context, doing reflection seems promising to do for students. As what Larsen, London, and Emke (2016) discovered, that doing reflection helped the students improve their memory of experiences they had. By doing reflections the students

would be aware of what they have done and learned before. Furthermore, reflecting on their own experiences allows the students to create their own beliefs and reflect their beliefs with the task they had (Chang, 2019). It means that it is possible for the students to have their own belief based on things they felt and they have done during the learning process.

While in the teaching context, teaching reflection can be done either self-assessment reflection or per-assessment reflection. Both self-assessment reflection and per-assessment reflection have various tools in doing the reflection. Journal writing is one of the tools often used in self-assessment reflection. Farrell (2018) described that teaching journal writing contains teachers' teaching practice record which can reflect what they have done in the classroom. Moreover, Tavil (2014) explained that writing a journal supports the pre-service teachers in activating their thinking and awareness about how they teach their students, it also helps them in reflecting their teaching practices. Furthermore, Farrell (2013) adds that sharing the journal writing to other teachers is recommended to do. When the teachers share their journal writing to other teachers, it is possible for them to achieve a different view about their teaching practice and they can reflect from it. From those studies, it seems like teachers can do self-reflection using journal writing and can even gain reflection from the peer one if they share their teaching journal writing. Thus, writing a teaching journal is a promising tool to reflect on teaching practice. In writing a teaching journal, there must be some aspects that should be revealed in it. Farrell (2013) revealed that there are three main points that should be written in the teaching journal. The first point is teaching approaches and methods. Teaching

approaches and methods are about how the teachers plan their teaching. At this point, there are some questions that can guide the teachers in writing the journal. These questions are about the approaches used by the teacher and how they plan the approaches, materials, and how the approaches go when the teachers apply it. The other point that must be included in the journal writing is evaluating teaching. This point focuses on how the teachers evaluate their own teaching. In evaluating their teaching practice, teachers can follow these aspects as guidance in evaluating their teaching practice. 1) How teachers self evaluate their teaching 2) Asking for students evaluation 3) Measuring the level of students' interest about the lesson. The teacher observed the students' behavior and expressions during the learning process 4) Surveying the students after the lesson has been done 5) Teachers' feelings about experiencing floating class and how they overcame it 7) Ways in dealing with students that incorporate in learning English. The last point is one's perception of self as a teacher. At this point, teachers explain their belief as a teacher. These are the aspects related with perception of self as a teacher includes; 1) Teaching philosophy, in which the teachers write their own teaching philosophy, 2) How teaching philosophy reflects on the teaching practices, 3) How to balance their professional and private lives, and 4) How their feelings after teaching and how to deal with that.

The use of journal writing as teaching reflection seems promising to do. Farrell (2013) revealed that doing reflection by writing a journal provides time for teachers to arrange their thoughts, so that they can be more organized in analyzing their own teaching practice. In other words, writing a journal facilitates teachers to

have well organized reflection. Moreover, Msila (2013) states that if teachers write a teaching journal, they will be able to discover their strength in teaching. It means that reflecting through journal writing is helpful in analyzing the teachers' strength when teaching. In other studies, Zulfikar & Mujiburrahman (2017) reported that reflective journals influenced teachers' teaching practice, teachers' perceptions towards the interaction between teacher and students, and teachers' method in preparing the things that will be used in the teaching practice. Based on these findings, it seems like there is a possibility for teachers to change their perception and teaching practice. Thus, writing a teaching journal provides several positive benefits for teachers in reflecting their teaching practice.

2.4 Theoretical Framework

Through careful literature review, this study employed two constructs as the framework in this research by Garrison (2009) and Farrell (2013). The literature on how fully online learning should be carried out at this time is still limited. Therefore, this research applied the conceptual theory from Garrison (2019) because it is the closest reference related to the online learning environment. While Farell (2013) used in this study because it provides elements that can guide the participant in writing their teaching experience. The framework is presented in the figure below:
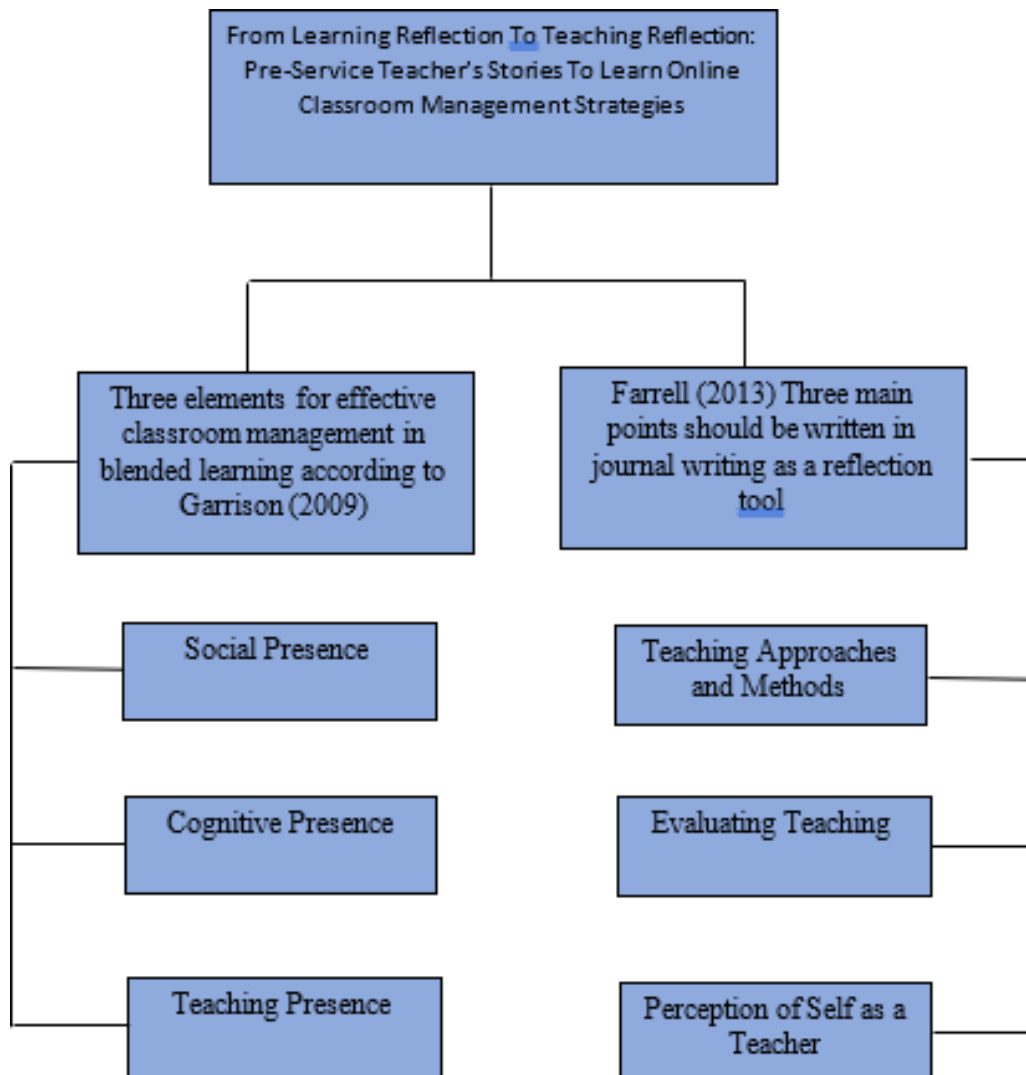
Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology of this study that contains research design, setting and participant, research instrument and data collection, and data analysis.

3.1 Research Design

COVID-19 pandemic made a significant impact on the teaching learning process. One of the impacts was on how my yearmates and I needed to make a lot of adjustments in teaching internships. There were a lot of stories, the told and the untold ones that underlied how we, as pre service teachers, did the teaching internship. The story turned into significant data that provide potential contributions to teacher education. Researching stories, in this context was through teaching reflection, can be conducted by using narrative inquiry (Clandinin & Connelly, 2000). Since this research aims to investigate the agency as a teacher through her classroom management experience in vocational high school, narrative inquiry is applied as the research method.

3.2 Setting and Participant

There was one participant in this study, Nana, a 7th semester pre-service English teacher. Nana's story in this study was mainly about her experiences of classroom management both when she was a student and when she was during PPL (School based teaching practicum) program. One of the reasons for recruiting Nana as the participant was due to her strong

profile as a teacher. Nana was assigned to conduct PPL at vocational high school in Yogyakarta. In Indonesia, teaching vocational high school students is considered to be demanding because it requires strong classroom management strategies when we deal with students who have dynamic learning strategies (Nindita & Pradita, 2019). Given that dynamic environment, instead of crying over the spilt milk, Nana felt enthusiastic and motivated to be a vocational high school pre-service teacher.

Nana's teaching enthusiasm has been brought since she was a student. Nana was born and grew up in Yogyakarta. As a well known city of learners, Nana tends to be familiar with education issues. Nana used to be well acknowledged for the characteristics of her English teachers through her learning reflection. This interest somehow brought her to be a pre-service teacher. Since she was in the 7th semester, she taught elementary students in grade 4, 5, and 6 about English vocabulary in some schools near her hometown as English extracurricular. By having several teaching experiences, she tends to be familiar with the atmosphere of the teaching process and experiencing how to manage the students and class.

The setting of this research was in Yogyakarta, as a place where Nana has colorful stories about her online teaching experiences.

3.3 Research Instrument and Data Collection

In this study, the data were collected through:

3.3.1 Journal Writing

The pre-service asked to write their experiences during the school-based teaching practicum program in vocational high school. I used (Farrell, 2013) journal writing template to be given to the participants. There are 3 main points that should be written in the journal including teaching approaches and methods, evaluating teaching, and perception of self as a teacher. Each point has several questions as the guidance for the participant to write the journal. The questions are described in the table below:

Table 3.3.1 Journal Writing Elements and its questions (Farrell, 2013)

Construct	Conceptual Definition	Components	Journal Writing
Perception of self as a teacher	Perception of a self as a teacher is about the teachers' belief on teaching.	Teaching Philosophy	Describe your philosophy of teaching and how it is reflected in your day-to-day practices as an educator Describe your experiences in handling exhaustion during managing your classroom Describe how you evaluate your teaching process
Teaching Approaches and Methods	Teaching Approaches and Methods focus on how the teachers plan their own teaching, including approaches, methods, and material will be used in the classroom.	Teaching Approaches Teaching Methods	Describe your overall plan during classroom management Describe your approaches and methods when you meet your students

			Describe your approaches when you deal with students' difficulties in accessing or understanding learning materials

3.3.1.1 Template of the Diary/Journal Writing

The Diary must be written on the google site. There are 2 main pages. The first page is the home page. In this page, the participant must write the description of the site and put his/her photo profile. Then, the second page is PPL SEKOLAH 2020. In this page, the participant must write; 1) their teaching philosophy related to the covid-19 pandemic that happened during the teaching practicum, and 2) the teaching diary that includes the teaching method and teaching approaches during the covid-19 pandemic. The participant must write a minimum of 500 words. Below is the display of the teacher's diary on google sites.
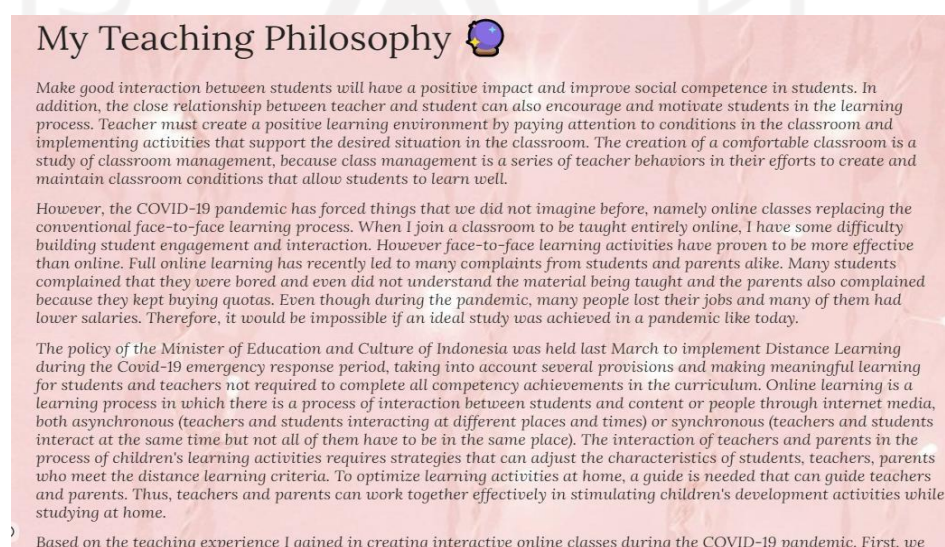
Figure 3.1 Teaching Philosophy Page
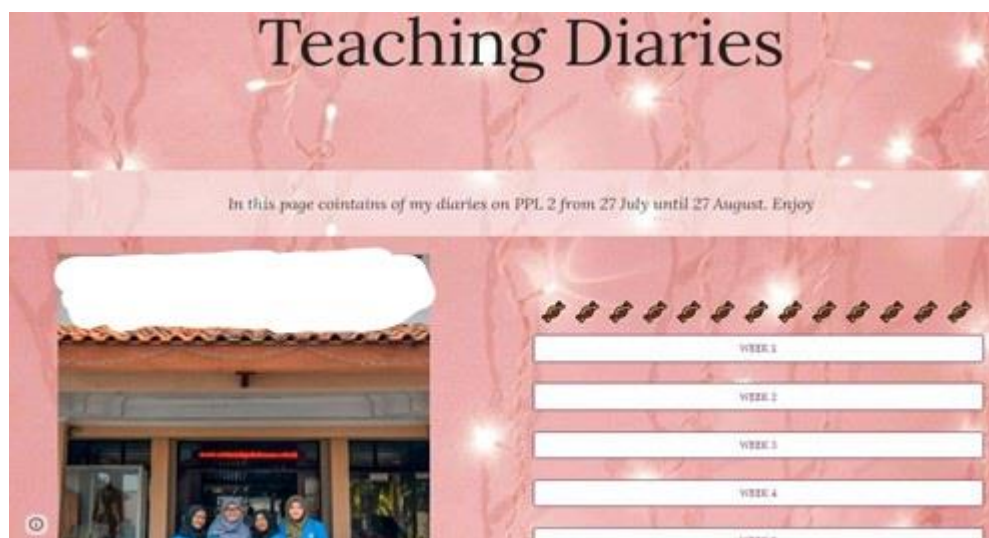
Figure 3.2 Teaching Diary Page

3.3.2 Interview Guidelines

Besides journal writing/diary PPL, interviews are also used in this study to obtain the data that is untold in the diary. The interview questions were developed by referring to the Community of Inquiry theory by Garrison (2009).

Table. 3. 3.2 Interview Questions

Construct	Conceptual definition	Components	Interview questions
Community of Inquiry (Garrison, 2009)	In the process of creating effective and meaningful collaborative learning, there are essential elements needed including social, cognitive and teaching presence of the teachers.	1. Social Presence 2. Cognitive Presence 3. Teaching Presence	1. Is there anything that your teachers did in the classroom that impressed you, so that it made you more excited about learning?

| | | | 2. Is there anything that your lecturers did in the classroom that impressed you, so that it helped you in building your classroom management strategies? |
| | | | 3. Apart from the way your lecturers teach, is there a course that also helps you in building your class management skills? |

3.4 Data Analysis

Here, I implemented the theory from Clandinin & Huber (2002) about three dimensional space of narrative inquiry in exploring the story of the participant. These three dimensional space includes, personal-social, past, present and future experiences, and place. Then, to analyze the data, I used three narrative data analysis methods; transcription of the data, member-checking, and coding by Lewis (2019). During data transcription, since I have two types of data including diary and interview data, I re-read the transcription of the diary and re-listen to the interview data. Then I transcribed the data. In the coding phase, I highlighted the essential points of the data in a different color. The interpretation of the data also happened in this stage. For the next phase, I did the member checking. In this phase, I tried to communicate the data I have transcribed to the participant by

sending the data file through an online message application. I let the participant read and give her feedback on my transcription. I also conducted an online meeting with my participant in order to re-read the data interpretation and re-questioning several things. Besides, I also communicated the data interpretations with my thesis supervisor. For the final stage, I re-narrated the data based on three dimensional space of narrative inquiry by (Clandinin & Huber, 2002).

3.5 Data Trustworthiness

In order to ensure the data that has been collected, I did the member checking. Clandinin (2006) explained that member checking by negotiating the field text to the participant is an essential thing that should be done by the researcher during the inquiry process. Thus, here I tried to communicate the data that has been transcribed to Nana as my research participant and also to my thesis supervisor. At first, I interpreted the data by myself. After that, I did a WhatsApp voice notes discussion with my supervisor while reading my data interpretation as written in Google documents. This step was encouraging because we sometimes found that there was some data that needed to be re-inquired or re-confirmed. Thus, I conducted a Zoom meeting with Nana, to re-questioning as well as re-reading the data interpretation together.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents all the findings of this study from the data that has been collected and its discussion.

4.1   Findings

From the data, it is found that Nana has high awareness of things she has experienced. She reflected on what she got when she was a student at school and she also realized the things she had done as a pre-service teacher during the teaching practicum. She believed that not all the teachers were able to manage the class by applying all the three presents (social, cognitive, and teaching). The story that was retold in 4.1.1. describes classroom management practices that were applied by Nana's teachers and lecturers. The way Nana's teachers and lecturers manage the class have influenced Nana's experiences as a pre-service teacher right now. The story that was retold in 4.1.2. describes Nana's experiences of managing her classroom by referring to her learning reflection in 4.1.1. Nana kept trying to apply the three components of classroom management strategies during her teaching practicum. Further, as her current reflection, Nana believed that although reality hit her hard when she was trying to apply three presences during online classroom management, she showed great enthusiasm to keep doing so. Each application of social, cognitive, and teaching presences are described in the stories below.

4.1.1 *"I reap what I sow"*: How Nana practiced what she has experienced

Nana was a girl who was born in Yogyakarta. She also grew up in Yogyakarta, a city that is popular as the city of students. Living in a melting pot culture, Nana got the benefits in a way that most of her teachers in schools are well educated and well experienced to deal with the teaching learning process. Nana grew up to love English as her school subject. She did not know yet what she wanted to become, but she really loves English. This love made her enjoy the schools. Eventually, her English teachers' way of managing classrooms was interesting to observe. Nana tended to recall her memories when she was taught by various kinds of teachers who had different teaching characteristics. She experienced being taught by a teacher whose teaching was enjoyable when she was in junior high school. She said that the teacher was great. He cared with his students, he also got along with the students, so it made students enjoy the learning process more, even he always gave the students praises such as that's right, good job, great, and many more. This way of teaching was impressive for Nana as a teenager. She found that the teacher was also an important factor for students' learning motivation. However, her experience in high school was the most different in comparison to the other teachers. She found that her teacher was just delivering the materials as prescribed in the textbook. He acted more like a course instructor who assigned the students to do a worksheet, left the class, and went back to give a score. Nana was not impressed with this experience. She thought that an English teacher should be like her junior high school teacher.

Moreover, Nana found two lecturers in her campus whose way they managed the class really impressed her, like her junior high school teacher. Nana entered English education department as her major in higher education. At first, she was just trying to learn about education, so she decided to take this major. However, after she attended several lectures, she showed her enthusiasm in teaching. There, she also experienced being taught by several lecturers, each of whom has a different character in managing the class. She also observed deeply how these lecturers manage the class as she did when she observed her teachers in school. She said that most of the lecturers there were such friendly lecturers and their way of teaching was fun, but there were lecturers whose teaching was boring. Further, the two lecturers she found that had impressive classroom management strategies were Sir Abi and Miss Dita. Nana said that Sir Abi was very strict with the rules he established. In the beginning of the class, he already set the class rules and he never changed the rules in the middle of class. He was always consistent with it. Even though he was such a strict lecturer, he can be a fun lecturer too in the class. This way of teaching really impressed her.

On the other hand, Miss Dita showed her strong communication skills in the class. Nana said that the way Miss Dita communicates with the students makes the students able to understand her explanations, even sometimes she throws a joke to the students and it makes them enjoy the learning process. This experience made Nana believe that building positive

students-teacher relationships is very important. At campus, she also gained a bunch of knowledge related to classroom management from various courses she took on campus. She learned how to manage a class and teach effectively through a Classroom Management course and in the Reflective Peer MicroTeaching course she got an opportunity to practice how to do online teaching. Furthermore, related to how she was able to communicate in public (students) she learned it in a Public Speaking course. She found that this course helped her improve her self-confidence and her fluency in speaking.

Experienced being taught by different characters of teachers and observing their teaching strategies, also having the opportunity to learn more how to manage class in an effective way through several courses on campus, affect how Nana creates her own belief on classroom management. As a result, she did find her own classroom management strategies. Thus, when she was assigned to do teaching practicum, she tried to apply her own strategies she got from all those experiences in her own classroom, she was able to manage her class well.

4.1.2 *"My students need my presence"*: Teaching Reflection of Classroom Management Experiences

During the school-based teaching practicum, Nana already planned all the things she will use for teaching. Nana was such a well-prepared teacher. She really makes sure that the things she will use in the class are ready to

use. However, although the teacher already prepared the teaching well, it is still possible that the teaching did not work as planned. In this case, Nana applied teaching presence in the classroom. It is also possible that unexpected things might occured.

Eventually, when Nana did the teaching practice, it did not work smoothly. There were things that worked as she planned, but there were also things that did not work. She said that one activity that did not work as she planned is the online quiz. She cannot make the online quiz happen because of the time management problems and students' connection problems. However, she was able to overcome that problem, by changing the quiz into another activity; giving a task to make a dialogue. Thus, as she realized that things she has planned are not suitable enough, she revised her planning as her way to avoid that thing happening again. Experiencing this thing did enrich her awareness about her own teaching, especially related to what she has done in managing the class. In this case, Nana tried to apply cognitive presence.

Moreover, since the teaching practicum was held online, Nana did not meet directly with students. This thing required her to have a strong communication channel, so that she would be able to catch up with the students. Thus, she tried to build a great relationship with the students by trying to understand the students' feelings; providing assignments and materials that suit the students' needs. In addition, as her ways in maintaining her communication with the students, she said that she tried to

actively remind the students to submit their assignments and asked them whether they have problems or not in doing the assignments. In this case, Nana tried to apply social presence.

4.2   Discussion

Garrison (2009) postulated the classroom management concept into three main points that are supposed to be done by the teacher in order to be able to manage the class effectively. These points include social presence, cognitive presence, and teaching presence were quite clearly revealed in the participant diary PPL. In Nana's narrative, these three components worked as 'reap-to-sow'. Nana got strong representation of these three components from her teacher and her lecturers when she was in junior high school until she was a pre-service English teacher. This experience affects Nana's classroom management experiences. This study, however, is not ready to claim that Nana's past classroom management experiences already construct her teaching identity or teaching agency because Nana herself found that she is still thinking about teaching as her second priority. Thus, in the discussion, I present how her past experiences on classroom management practices by her teachers stimulate and affect her way of managing the classroom as a pre-service English teacher.

4.2.1 *"My teachers are the men of character"*: People who build my classroom management strategies

Nana was assigned to do school-based teaching practicum in vocational high school. During the teaching practicum process, Nana was able to manage the class well by showing her strong classroom management strategies. Behind Nana's success in managing the class, of course there are things that

make her able to achieve that. Experienced being taught by several teachers that have strong classroom management strategies is why she was able to manage her own class effectively. Moreover, Nana's teachers and lectures ways in teaching did stimulate Nana's awareness about what is proper to do by the teachers in the classroom. Doing teaching practicum in vocational high school require the teachers to have strong classroom management strategies to deal with the various kinds of students. As Nindita and Pradita (2019) found that teaching in vocational high school is challenging since the students have various learning strategies. Thus, although it is not easy to do, but Nana was still able to show her best in managing the class during the school-based teaching practicum.

Actually, Nana faced several issues when she did the school-based teaching practicum; when prepared things will be used in the class and when she taught the students. However, rather than crying a river, she showed her high fighting spirit in managing the problems and she always comes with applicable problem solving. Sir Abi's character which is always consistent with the rules he established affect how Nana was able to find her problem solving skill (cognitive presence). As what Garrison (2009) emphasized that cognitive presence is about how the teacher manage any issues/problems they faced; finding the solutions, eventually, Nana was able to deal with problems she had. Dealing with several problems did insist Nana's awareness about things she has done. This is in line with what was revealed by Akyol, Garrison and Ozden (2009) that cognitive presence enriches awareness on ways of thinking, also leads to feel a progress.

Furthermore, Nana also showed that she is a teacher that cares about the students' feelings and honest with herself. What Nana felt when she was being taught by her English teacher in junior high school who is able to make the learning process enjoyable for the students and her lecturer on campus (Miss Dita) who has effective communication skills to the students made her able to acquire these skills (social presence). She had been a student, so she knew very well what it was like. Therefore, while planning the learning; choosing the approach, preparing the material, activities, and worksheet for the students, she really considered how the students would feel about it. In this case, besides applying the social presence, Nana also applied the teaching presence. As what Garrison (2009) described that teaching presence related to how the teacher plan the learning, Nana showed that she really planed the learning well for her students. She checked all the thing she will used and do in the class in order to ensure that all those things were ready to use. Moreover, Nana said that before she decided to make any materials and activities, she tried to get to know the students' needs and characteristics, so that all the thing she plan will be suitable for the students and the students will be easier in the learning process. Moreover, As Garrison (2009) highlighted that social presence is about the ability of the teachers to create effective communication with the students and about the teachers' emotions, Nana tried to maintain her communication with her students. Communication is an important point between the teacher and the students in order to have effective learning environment. In online learning, teachers do not meet directly with the students, so teachers cannot communicate with students as when they communicate face-to-face. Hence,

Nana tried to keep in touch with her students by texting her students through WhatsApp; frequently reminding the students to submit the assignments and asking if the students had a problem. According to Rogers and Lea (2005), when people doing a text-based communication, it is not possible to show any physical gestures or show facial expressions, but it the social presence still can be occurred, even though it is not strongly occurred. In addition, Garner and Rouse (2016) state that since non-verbal gestures; smile, eye contact did not exist in online learning communication, acknowledge others' contribution in order to give them encouragement is important to do. Based on these studies, in online learning, social presence still occurred although it is not fully appeared. Moreover, Nana said that maintaining the online communication with her students was hard to do. However, she did not give up and she tried her best to create good student-teacher interactions because she believed that having positive interactions between the teachers and the students is an important thing for developing students' learning motivations. This finding can be supported by what (Baishya & Maheswari, 2020; Zulkanain, Miskon, & Abdullah, 2020) said that strong communication channels are a very needed thing by teachers in online teaching.

Overall, all the strong classroom management strategies that Nana showed during the school-based teaching practicum in line with Stewart (2008) suggestion. Stewart said that having strong belief in teaching and effective classroom management style are essential points that online teachers must have to be able to guide the students to achieve the learning goals.

4.2.2 *"I love teaching, but I will just make do for living"*: Future Plan

Nana does love teaching. She already has shown her enthusiasm in teaching

since she was in college. Thus, when she did the school-based teaching practicum in vocational school, she was able to teach effectively by applying her strong classroom management strategies. This finding can be supported by what Doyle (1980) found that implementing effective classroom management is positively beneficial in acquiring teaching effectiveness.

Actually, being a teacher seems promising for her because she already has strong management skills. However, being a teacher is not her most priority. For her future life, she does not have any specific jobs she wants. She did not explain exactly what she wants to be. She said that wherever she will get in in the future, she will just be responsible with her job by trying her best to apply her management skill effectively. Further, if she gets a job in another field, she will try to apply her management skills to manage her time. However, if she gets an opportunity to be a teacher, she will maintain the communication between her and her students and also improve her classroom management strategies; try to consistent in establishing class rules. This finding can be supported by what Stewart (2008) revealed that class rules and the consistency of the teacher in applying the rules are considered to bring a positive classroom environment.

4.2.3 Lifetime Framing

Based on the findings and its discussion, the participant narratives on experiencing online classroom management lifetime framework are presented below.

From Learning Reflection To Teaching Reflection: Pre-Service Teacher's Stories To Learn Online Classroom Management Strategies

Past

Observed how her teachers teach in the class

Observed how her lecturers in college manage the class

Learned about classroom management in several courses she took on campus

Present

Nana's classroom management skills:

1. Care about the students' feelings
2. Honest with herself
3. Has a high fighting spirit
4. Always comes with applicable problem solving
5. Well-prepared
6. Reflective

Future

She will make do for living (find a job)

If she works in education area, she will improve her classroom management skill especially for the class rules and student-teacher communication

Is she works in other field, she will apply her management skill to manage her time.
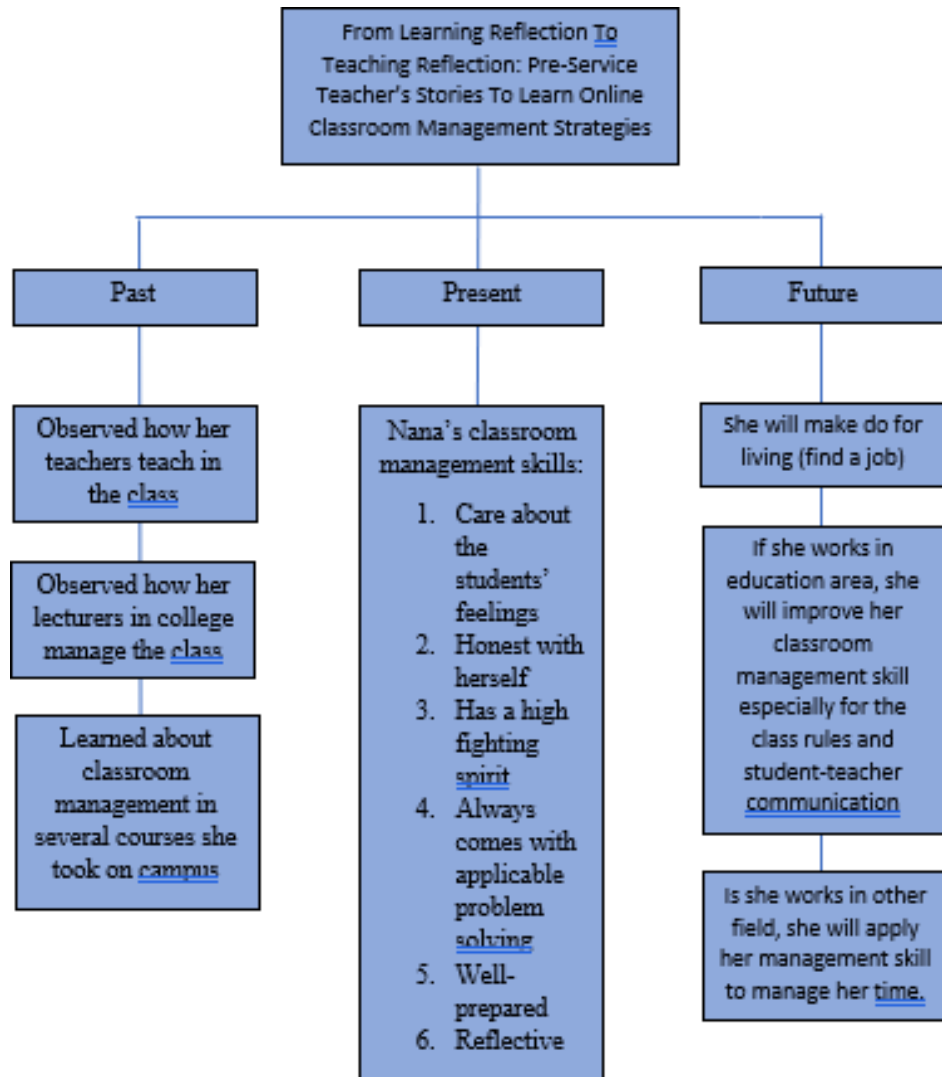
Figure 4.1 Nana's Lifetime Framing

CHAPTER V

CONCLUSION & SUGGESTION

This study highlights that through reflective practices, both learning and teaching reflection, eventually develop the skills of pre-service teachers to apply classroom management strategies. The skills included implementing teaching presence, cognitive presence, and social presence. As her learning reflection, Nana believed that not all teachers are able to manage the class by being cognitively and socially presence. This learning reflection influence how she manage her own class during the teaching practicum process. Now, after she experienced being a pre-service during the teaching practicum, she perceived that being a teacher who is able to implement cognitive and social presence at once is not easy to do. However, yet it is not something impossible to do. In the context of online learning, the teacher did not know exactly what happened to their students, thus, maintaining relationships with the students and caring about their feelings are important to do. More than that, having problem solving skills is needed in order to deal with all the problems that occurred. Also, being aware about what the teachers have done in the classroom is also essential to be done by teachers. Since it can help them to emphasize their thinking about things they should do to be better in teaching. These findings imply that English teachers should be trained on how to build strong and effective management strategies to be able to manage online classrooms. However, there is only one participant involved in this study. Therefore, as a suggestion for further research, researchers can increase the number of participants. The future researcher can probably take more participants from inside and outside the city of Yogyakarta, so that the experience of online classroom management will vary.

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APPENDICIES

Appendix 1

Informed consent form

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan di bawah ini:

Nama   : Fadilla Eka Setyani

Umur   21

Jenis Kelamin : perempuan

Pekerjaan   : mahasiswi

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **"From Learning Reflection To teaching Reflection: Pre-Service Teacher's stories To Experience Online Classroom Management"** dan bersedia untuk:

1. Membagikan link diary PPL
2. Diwawancarai terkait topik dari penelitian
3. Di dokumentasi proses wawancaranya
4. Dihubungi lebih lanjut apabila ada data yang perlu untuk ditanyakan ulang

Semua nama, tempat dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat tanpa paksaan dari pihak manapun.

Yogyakarta, 27 Maret 2021

Peneliti,   Partisipan,

Zain Suksesiana Yajid   Fadilla Eka Setyani

Appendix 2

DATA ANALYSIS

Interview Data Transcription	Coding
Nah dari cara guru mu itu ngajar, ada ngga si yg ngeh dikamu, sehingga itu tuh bikin kamu jadi lebih semnagat belajar? **adaa, gurunya enak karena dia concern dgn muridnya. deket juga sama murid2nya, jadi murid tu juga lebih enjoy buat belajar, dia juga selalu beri kalimat2 positif kaya yess that's right, good job, great, etc** owalah berarti gurunya tuh care sama siswa, ibaratnya hubungan guru sama muridnya tuh baik ya dil. udah gitu sering kasih prise/positive feedback. dan itu ngebuat kamu jadi lebih semangat belajar **iyaa gituuu beb**	**Social presence (this built her belief in making positive relationship with students)**

(Example of interview data coding)

Diary Data Transcription	Coding
I work from home today. At 8 a.m., I continued working on and making lesson plans sourced from the package book given by Mrs.Tari. I changed from the beginning because it turns out that Mrs.Tari uses KD like the one in the textbook, namely KD 3.15 and 4.15. I was a little confused because when I studied in the Tesol Material Development and Micro-teaching courses, I had never found KD 3.15 or 4.15. So I asked for the syllabus that Mrs.Tari used to teach, but until now she hasn't sent it. I think she is still busy with her SKP business because I saw in the WhatsApps story she was busy with attendance and SKP matters at SMK 1 Depok. So I am currently replacing KD first. I have asked Mrs.Tari whether I should make a lesson plan directly in the form of online learning or it should be based on regular learning. But until now, she has not answered my message via WhatsApps. Because Mrs. Tari hasn't sent KD with the latest revision, so I looked for it on the internet. And I also found the latest KD and KI revision in 2018. You can download it if you want to see the newest KD by click this KD and KI 2018 revision.	Teaching presence (making the lesson plan) Social presence (honest with her own feelings) Cognitive presence (did not give up in managing a problem)

(Example of journal writing data coding)

Appendix 3

Interview Questions List

1. Where did you go to school?
2. As you can remember, how were your teachers when you were in school?
3. Is there anything that your teachers did in the classroom that impressed you, so that it made you more excited about learning?
4. Why did you choose to take English education department?
5. Are there any of your perceptions about your teachers that made you take the education department?
6. In your view, how are the lecturers in your campus?
7. Is there anything that your lecturers did in the classroom that impressed you, so that it helped you in building your classroom management strategies?
8. Apart from the way your lecturers teach, is there a course that also helps you in building your class management skills?
9. What will you do after you graduate from the university?
10. How will you apply your management skills on your job?