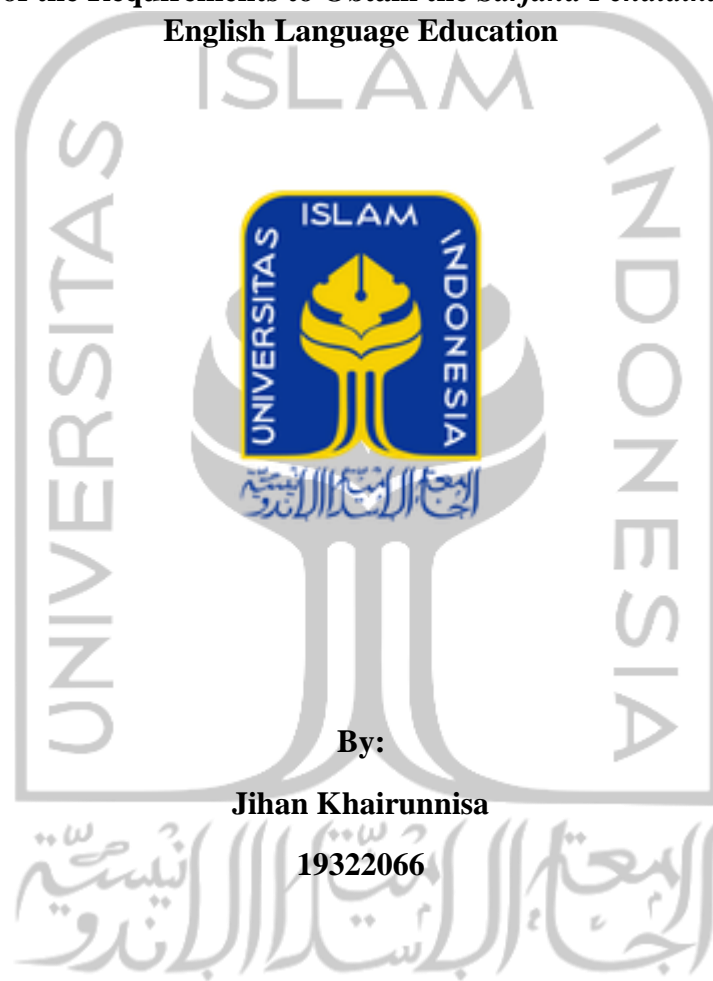# AN EFL HIGH SCHOOL PRE-SERVICE TEACHER'S CLASSROOM MANAGEMENT PRACTICE: AN OBSERVATIONAL STUDY

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

By:

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCE

ISLAMIC UNIVERSITY OF INDONESIA

YOGYAKARTA

2023

APPROVAL SHEET

**AN EFL HIGH SCHOOL PRE-SERVICE TEACHER'S CLASSROOM
MANAGEMENT PRACTICE: AN OBSERVATIONAL STUDY**

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Approved on 24th July 2023

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RATIFICATION SHEET

AN EFL HIGH SCHOOL PRE-SERVICE TEACHER'S CLASSROOM MANAGEMENT PRACTICE: AN OBSERVATIONAL STUDY

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Defended before the Board of Examiners on 8ᵗʰ August 2023 and Declared Acceptable.

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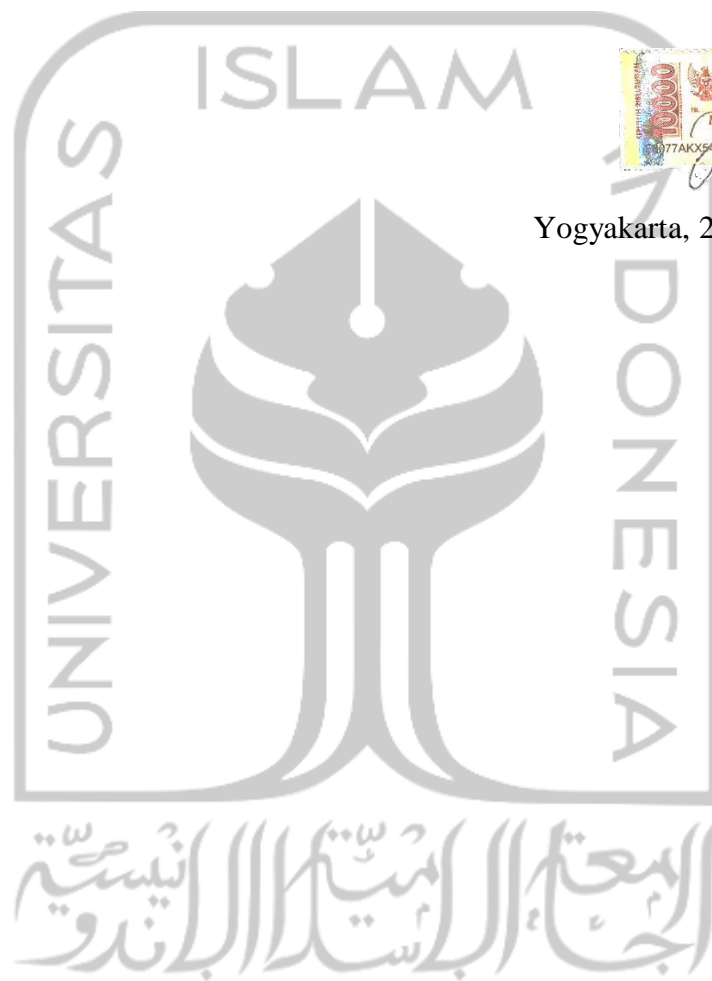Faculty of Psychology and Socio-Cultural Sciences

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STATEMENTS OF WORK'S ORIGINALITY

I hereby attest that this thesis is entirely an original work of myself, excluding only that which is noted in the references and citations. This thesis has never been submitted to earn a degree or for other purposes.

Yogyakarta, 25th July 2023

MOTTO

"For indeed, with hardship [will be] ease."

(Q.S. Al-Insyirah: 5)

"Never be ashamed of trying. Effortlessness is a myth."

– Taylor Swift

DEDICATION

I dedicated this thesis to the following:

1. Mama, Papa, and Bunda. I would not be here without your endless prayers and support. Thank you for always believing in me, and for everything you sacrificed. Losing Bunda right before I started this thesis was the hardest thing I'm dealing with. I hope Mama and Bunda will be looking down on me from Heaven. I cannot wait to reunite with you both again.

2. My family: Emak Tum, Mama Nining, Abah Rasno, Farhan, Bang Iki, Tante Winda, Nizam, and Naufal. Thank you for always putting a smile on my face. And for always telling me, "Don't worry, you will be just fine. You got us." Thank you for being so supportive this whole time.

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5. My thesis supervisor, Sir Willy Prasetya, S.Pd., M.A., who has patiently guided and supported me throughout this thesis writing process. May Allah SWT grant you the best reward.

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12. Lastly, myself. I know it has not been easier, but thank you for holding on, Jihan. Everything will be all right.

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First and foremost, the researcher would like to express her deepest gratitude to Allah SWT who has given her mercy to complete this thesis. A sincere thanks go to Mr. Willy Prasetya, S.Pd., M.A., as her thesis supervisor who patiently guided the researcher during the thesis writing process. The researcher would like to thank the English Language Education Department for their help and assistance.

Furthermore, the researcher is immensely grateful to her beloved family and friends for the endless support, prayers, and encouragement throughout the process of creating this thesis.

Finally, the researcher is completely aware of how flawed this thesis is. She would appreciate any suggestions for improvements in the future. Hopefully, this thesis will benefit the readers.

Yogyakarta, 25th July 2023

Jihan Khairunnisa

TABLE OF CONTENT

AN EFL HIGH SCHOOL PRE-SERVICE TEACHER'S CLASSROOM MANAGEMENT PRACTICE: AN OBSERVATIONAL STUDY

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ABSTRACT

Classroom management is a crucial aspect of education that significantly impacts student learning and teaching effectiveness. This study investigates how a pre-service teacher practice classroom management in EFL Classroom on a senior high school level. The researcher uses a descriptive qualitative method consisting of a pre-service teacher as a participant. The data was collected by nonparticipatory classroom observation which examined how a pre-service teacher practice classroom management. The observation result was then analyzed and categorized through Marzano et al. (2005) classroom management theory. Based on the observation result, this current research proved that an EFL pre-service teacher could practice a decent classroom management at a high school level, alongside an advisory that such skills require to be strengthened through more practice.

Keywords: Classroom Management, EFL Classroom, Pre-service teacher

CHAPTER 1
INTRODUCTION

1.1. Background of the Study

Successful learning depends on the teacher's ability to deliver material, give assignments, and classroom management. Marmoah & Denmar (2017) said in their study that teachers play an important role in a classroom and they must know how to perform their roles effectively. As the class consists of diverse students in terms of English language skills, motivation, and socio-cultural background, classroom management becomes one of the challenges for teachers. Classroom management is commonly perceived as a quiet challenge by teachers. There is no theory saying teachers' classroom management skills must be perfect, but they are required to master this skill. Managing a classroom successfully means teachers can coordinate their actions to handle students' various behaviors. Previous studies show that students have different motivation to learn and somehow teachers have limited learning sources (Puspitasari, 2019).

Therefore, it is highly relevant to studying how pre-service teachers practice their classroom management to enhance the quality of education. The strategies for managing classroom used by pre-service teachers are the keys to help them establish the development of positive and effective learning environment. Zyon, Saluda, and Royo (2019) stated that pre-service teachers had insufficient abilities to handle distruptive behavior and maintaining a safe and positive classroom environment. Pre-service teachers can enhance their competences through applying classroom management strategies such setting class expectations and teaching them by

example. According to a study conducted by Kim and Lee (2020), pre-service teachers require adequate training to support their improvement of confidence and abilities to teach.

The current research aims to investigate how an EFL pre-service teacher at a high school manages a classroom. At the high school level, students are usually has greater independence thinking and autonomy which can be difficult for pre-service teachers to handle. In EFL context, language barrier is most likely to happen due to limited proficiency level or lack of fluency in the target language between teachers and students (Ragawanti, 2015).

1.2 Formulation of the Problem

The present study attempts to investigate how pre-service teacher practice classroom management guided by this question:

1. How does an EFL pre-service teacher practice classroom management at a high school level?

1.3 Objective of the Study

The objective of the study is to investigate the classroom management practices by a pre-service teacher at a high school.

1.4 Significance of the Study

This result of the present study is expected to provide a fitter understanding towards how classroom management was implemented in Indonesian high school.

It is also convenient for language teachers to improve their teaching skills and how to handle students' behavior in the EFL Classroom.

CHAPTER II
LITERATURE REVIEW

2.1 Classroom Management

Teaching English in the context of EFL is quite challenging for teachers. As facilitators, teachers should create a positive atmosphere to attract students' willingness and engagement to learn. Classroom management has been considered the most essential part of the teaching-learning activity. Effective classroom management is more than just about conveying the materials and having students seated on their seats quietly. Classroom management has been defined by Marzano et al. (2005) as a teacher's ability to manage classroom mobility, which includes students' engagement, behavior, and interest in learning. It is necessary to obtain a better understanding of what creates effective classsroom management. Mikulec & Hamann (2019) stated that classroom management can be summed up in order and control. Control is a minor part of a larger system that involves establishing standards and routines, fostering a pleasant classroom atmosphere, and developing strong relationships with students, all of which can be addressed through classroom organization. Educational researchers have tried to clarify the term "classroom management" in a variety of ways. Brophy (2006) said classroom management is the efforts teachers develop to establish and maintain a learning environment.

Marzano et al. (2005) also pointed out there are highly required elements to support effective classroom management: r*ules and procedure, discipline and consequences*, t*eacher-student relationships*, and *student responsibility*. By

implementing those elements, students can comprehend how to behave themselves in the classroom, particularly throughout the teaching and learning process.

Teachers are generally held responsible for handling various situations in the classroom. Although, the situation in the field will likely not run as smoothly as students are required to behave throughout the learning process. There are numerous problems that can happen in classroom such as students distruptive behavior. Compared to senior teachers, pre-service teachers commonly deal with anxieties related to their lack of experience and limited teaching skills (Wang et al. 2020). There are concerns among pre-service teachers that they would not be able to handle students' behavior due to the lack of ability to successfully manage a class and enabling effective teaching and learning as revelead by Jackson et al. (2013). The study also mentioned that somehow there are lacks according to the knowledge they have larned in their university courses in comprehension of abilities and as well as which techniques are best to effectively manage their future classroom.

2.2 Previous Studies of Classroom Management

In the context of managing EFL classroom at a high school level, the researcher provides few articles related to the previous studies.

Ragawanti (2015), shows how reflective journal practice can help pre-service teachers build their classroom management skills. The study focused on how pre-service teachers manage critical moments, classroom activities, and teaching techniques. It can be seen from the participants' journals; that handling students' disruptive behavior is an issue that commonly occurs while managing crucial moments. Managing activities, planning, and ensuring that the activities ran

smoothly were the most challenging part. Regarding teaching techniques, the hardest thing to control was using the language and managing the speaking pace to explain the lesson.

The study conducted by Hasnia and Murtiningsih (2020) shows that the English teacher at the school uses two types of learning methods: student-centered and teacher centered. The data was collected from an interview with three English teachers as participants. There are three questions about teachers' strategies in managing classrooms and the challenges in implementing those strategies. The teachers also pointed out that the classroom situation is only sometimes conducive; challenges will appear throughout the learning activities. As the participants mentioned, most of the students also tend to have disruptive behaviors such as playing with mobile phones during the lessons, playing around with classmates, not paying attention, and sleeping.

From the previous study it showed that the teaching preparation is very much needed to handle any distruptions that may arise in the classroom. In this context, pre-service teachers should be aware to adjust their teaching strategies that help create effective classroom management.

2.3 Conceptual Framework

The framework of this research use the elements of construct theory according to Marzano et al. (2005) on managing classroom management. Those elements represents how an EFL pre-service teacher practice their classroom management as present on the desplay below.

```
┌─────────────────────────────┐
│   Classroom management      │
│                             │
│   (Marzano et al. 2005)     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────────────┐
│ Classroom management elements:      │
│                                     │
│   • Rules and procedures            │
│   • Discipline and consequences     │
│   • Teacher-students relationship   │
│   • Students responsibility         │
└─────────────────────────────────────┘
              │
              ▼
┌─────────────────────────────────────┐
│  An EFL High School Pre-service     │
│  Teacher's Classroom Management     │
│  Practice                           │
└─────────────────────────────────────┘
```

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The present study uses a descriptive qualitative method with an observational study approach. This design enables the researcher to discover more about how an EFL pre-service teacher practice classroom management. Classroom observational study applied to capture the complexity and dynamics of the teacher's classroom management practices.

3.2 Setting and Participant

The setting of this research takes place in a private high school in Yogyakarta. The target participant was an EFL pre-service teacher who was undergoing a teaching practice at that time as one of the requirements to fulfill her studies. The participant was Zahra. To maintain her confidentiality, the name of the participant is a pseudonym. The participant is a final-year English Education student at a private university in Yogyakarta.

3.3 Research Instrument

The research instrument of this study uses an observational checklist according to (Marzano et al, 2005) elements of effective classroom management practice.

Rules and procedures

Effective classroom management involves students contributing to creating rules and procedures. Rules and procedures include general classroom behavior, use of learning materials or activities, and seating arrangement. Simply, it is how the teacher expects students to behave, how they respect each other, and the class property. Teachers need to establish the rules alongside the procedures.

Discipline and consequences

Disciplinary should balance both positive and negative consequences. To reward the way, a suitable discipline system includes strategies for dealing with inappropriate and disruptive behavior as well as strategies for rewarding positive behavior. Teachers need to show verbal and physical reactions that address students' whether it is appropriate or inappropriate classroom behavior.

Teacher-student relationship

A positive classroom environment consists of a good teacher-student relationship. As a center of attention, teachers should make their students feel safe and radiate positive energy. Teachers do not have to feel personally connected to every individual, but it is important for them to be interested in their students. It helps them to create a stronger foundation for effective classroom management.

Student responsibility

This aspect involves all the students' responsibilities towards classroom activity and how they manage to maintain them. There are a few varieties of aspects that include self-discipline, self-management, self-regulation, self-control, and social skills.

3.4 Data collection

The data for the current study is collected qualitatively through classroom observation at a private high school in Yogyakarta. A session of the course was recorded and transcribed. To verify that the data collected is in genuine condition, the observation process employs a checklist and note-taking to take notes on significant items. The recording is also required for later viewing to identify details that might have escaped notice during initial inspections. The video recording's transcription is included as an appendix.
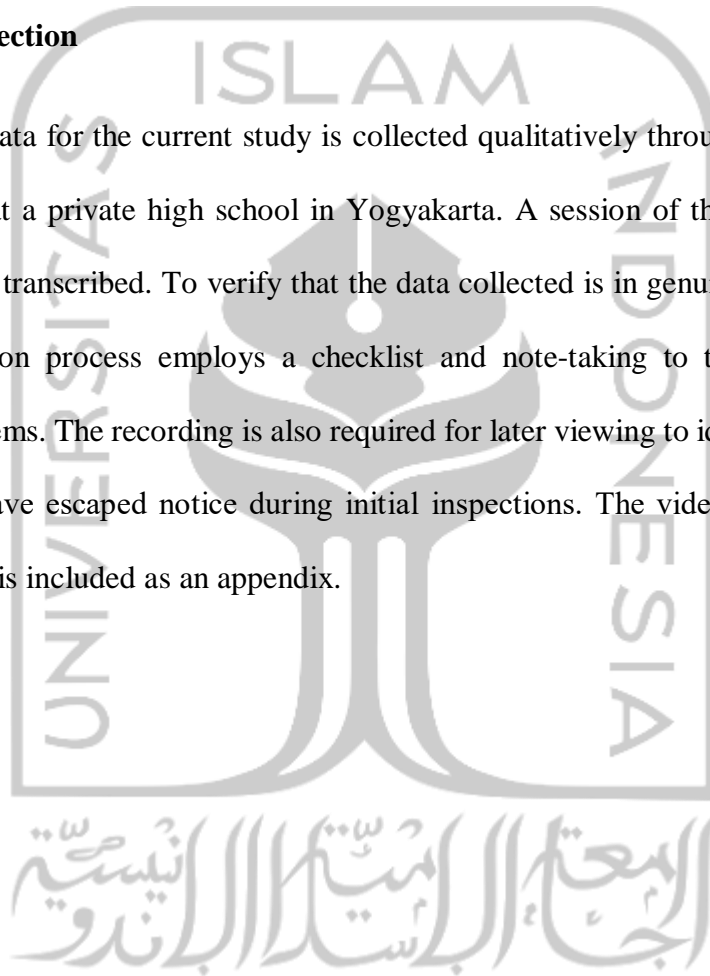
Table 3.5 Observation checklist

Elements	Sub-elements	Tally	Total (N)
Rules and procedures	The teacher and students are engaged to classroom rules and procedures.	Utterance	0 times
Disciplines and consequences	The teacher acknowledges students' behavior.	Utterance	0 times
Teacher-student relationship	The teacher applies equitable interaction with all students. The teacher acknowledges students' needs.	Utterance	0 times
Student responsibility	The students understand about their responsibility.	Utterance	0 times

3.5 Data Analysis

The researcher watched the recorded video repeatedly to find the elements of classroom management practices used. Regardless of the observation checklist result, the researcher uses note-taking to support the reliability of the collected data. The data then are categorized according to the construct from the classroom management theory (Marzano et al, 2005) and analyzed in the form of behavior and utterances produced by the teacher and the students

CHAPTER IV
FINDINGS & DISCUSSION

4.1 Findings

This chapter shows all the data findings that have been analyzed and categorized based on the four aspects of classroom management according to construct theory. The researcher collected the data from observing a pre-service English teacher's classroom management practice in an EFL classroom. The researcher took the data by contacting the participant and asking for permission to observe the recorded teaching video during the class. During data transcription and analysis, the researcher re-read and re-watched the video to establish that the collected data was reliable. The researcher checked this process repeatedly.
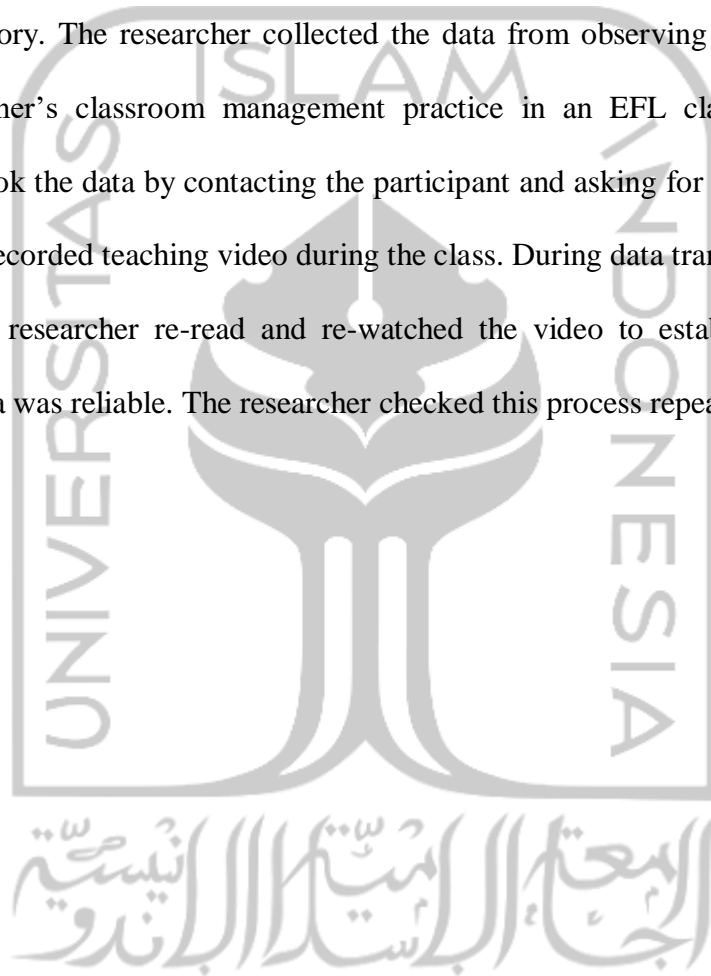
Table 4.1. Observation's Transcript Result

Elements	Sub-elements	Tally	Total (N)
Rules and procedures	The teacher and students are engaged to classroom rules and procedures.	Utterance	5 times
Disciplines and consequences	The teacher acknowledges students' behavior.	Utterance	3 times
Teacher-student relationship	The teacher applies equitable interaction with all students. The teacher acknowledges students' needs.	Utterance	9 times
Student responsibility	The students understand about their responsibility.	Utterance	8 times

4.1.1 Rules and procedures

The result of transcription analysis shows that the participant applied rules and procedures throughout the teaching learning process. Both teacher and students are involved in establishing rules and procedures equally which illustrated in Extract 1-2:

Extract 1. *sample of transcript data*

T: Sebelum kita lanjut ke next activity, *kalian bisa catat nama-nama anggota kelompok di class meting yang waktu kalian menggerjakan quizizz.itu, masih ingat nggak? Bisa coba dilihat di E-Learningnya.* [Before we move on to the next activity, you can write down the names of the group members. Do you still

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remember the groups when you were working on the Quizizz? You can check it on the E-Learning, just in case.]

S: Lupa, miss. [I forgot, miss.]

S2: Yang group project, guys. [The group project, guys.]

T: Iya, kalo yang group project pasti inget kan? [Yes, remember the group project, right?]

S: Group project yang mana, miss? Yang di Aula? [Which group projects, miss? The one where we work at the school hall?]

T: *Betul, yang kalian biasa bikin makalah di Aula. Pakai kelompok yang itu dulu ya untuk activity ini…* untuk instruksinya ini watch the video that have been posted in E-Learning. Setelah kalian tonton videonya, discuss the questions seputar materi yang berkaitan dengan video tersebut in a group. Ada yang mau ditanyakan? [That's right, the ones you used to write papers at the school hall. You can use that group for this activity… you need to watch the video that has been posted on the E-Learning for today's activity. After you watch the video, discuss the questions about the topic in a group. Do you have any questions?]

The first sample showed the intention of the participant to recall students about the past group project placement that was agreed beforehand. To begin the next activity, the teacher instructed the class to list the names of each group to work on the next project. The teacher also insisted students to check their E-Learning platform to prevent confusion and mixing up of classmates. When the class has settled with this situation, the teacher tried to involving students about the deadline and submitting platform as presented in Extract 2:

Extract 2. *sample of transcript data*

T: Iya, videonya individual ya. Cuma outlinenya aja yang diskusi sama kelompok. *Kalian mau submssionnya di E-Learning atau di YouTube?* [Yes, the video is an individual task. You only need to discuss the outline with your group. Where do you want the submission to be, E-Learning or YouTube?]

S: *Di E-Learning aja, miss, jangan di YouTube*. [E-Learning, please, miss. Not YouTube.]

T: *Okay, di E-Learning ya submissionnya.* Sekarang silakan dilanjut diskusinya… *Guys, attention, please. Ini karena waktnya akan habis sebentar lagi, tugasnya dikumpulkan hari Sabtu malam, ya? Okay, nggak?* [Okay, E-Learning it is. Now, please continue the discussion… Guy, attention, please, since we're running out of time, what about you finish this assignment at home and it will be due on Saturday night? Can you do that?]

S: Okay, miss. Bisa. [Okay, miss, we can do that.]

In this section, the teacher wanted students to have options on where they may turn in their work. Considering it was a speaking assignment, the teacher suggested YouTube as of the options, however after hearing the response from the students, they chose to submit their work on their E-Learning platform. Along with the discussion, they agreed on the deadline of the next project. According to what the researcher examined based on the observation, the participant constantly checked to see whether the students had any concerns over the decision that have been made together.

4.1.2 Discipline and consequences

To explain further about this aspect, the author categorized the transcription analysis result into Extract 3-4 which conclude what strategy did the teacher use to acknowledge students behavior:

Extract 3. *sample of transcript data*

[As the teacher continues to explain instruction for the assignment, the class condition suddenly goes uncondusive due to students making noises such chattings with their classmates and playing with their gadgets.]

T: *Baik, tolong diperhatiin dulu ya, kita review apa yang kita pelajari hari ini…* Jadi, tadi apa aja yang kita pelajari? Pertama? [Okay, please pay attention, let's review what we have learned today. So, what did we learn?"

S: Imperative sentence

T: Yaa, imperative sentence, selanjutnya apa lagi ya? [Yes, Imperative Sentence, what else?]

S: Simple present tense, miss.

This section provided an example of how a teacher reacted to students' behavior during the teaching-learning process. There are various students' behavior that could be a disturbance for the classmates if it goes unnoticed. In this sample, the teacher firmly asked students to stop any activities they were doing at that moment before leading them to review the material when the class turned inconducive at the end of the lesson.

Extract 4. *sample of transcript data*

T: Gimana sudah paham belum? Perlu diputar satu kali lagi? [Do you guys understand? Do I need to play it one more time?]

S: Iya miss, putar sekali lagi. [Yes miss, one more time.]

T: *Okay, diputar satu kali lagi ya… Nanti kalian harus benar-benar paham stepnya ya apa saja yang dilakukan… Ini mungkin suaranya tdak terlalu jelas, jadi kalian bisa putar ulang lagi di E-Learning melalui HP kalian masing-masing ya… selanjutya bisa dilihat instruksi yang sudah saya attach di E-Learning untuk diskusi kalian. Saya kasih waktu 5 menit untuk duduk sesuai kelompoknya masing-masing. Ayo, segera ya… Sudah?* [Okay, it will be played one more time. You have understand the each steps clearly… The sound might cannot be hear clearly so you can play it back again in the E-Learning platform with your own cell phones, okay? You can also read the instructions that I have attached there for you discussion. I will give you five minutes to manage your seats accordingly to thr group placements. Are you guys done?]

Besides reacting to students' behavior, the participant also showed that she established some consequences to the students related to classroom situations. This section emphasizes that the teacher firmly warns the students to pay attention to the assignment instructions.

4.1.3 Teacher-student relationship

Marzano et al. (2005) pointed out that one of the strong aspects of running classroom management smoothly is to have a good relationship between the teacher and students. To support that statement, communication is fundamental to effective classroom management. Therefore, a teacher must have several approaches to dealing with students. This section focuses on how the participant acknowledges student needs and interacts with them equally as presented in Extract 5-7:

Extract 5. *sample of transcript data*

S: Mau difoto dulu, miss. [I want to take a picture of the whiteboard, miss.]

T: ***Boleh, yang lain silahkan kalau mau difoto untuk catatan***… sudah semua ya? [Sure, you all can take a picture of the whiteboard as well if you want to. Are you done?]

S: … Kelompoknya yang group project atau yang quizizz? [Is it the group project or the Quizizz group?]

T: Yang group project aja ya… ***Di sini ada yang tinggal di pondok? Ada yang nggak bawa HP?*** [The roup project ones… Does anyone here live in the boarding school? Do you guys bring your own cell phones?]

S: Bawa semua. [We do.]

In this era, most of the students feel comfortable learning with their gadgets alongside them. On the bright side, gadgets allow students to be more flexible; they can support them to learn asynchronously when needed. Nowadays, teachers must adjust the various learning styles to engage students. However, not everybody in this economy can afford said gadgets, thus acknowledging what your student needs is a crucial.

Extract 6. *sample of transcript data*

T: ***Gimana sudah paham belum? Perlu diputar satu kali lagi***? [Do you guys understand? Do I need to play it one more time?]

S: Iya miss, putar satu kali lagi. [Yes miss, one more time.]

T: Okay, diputar satu kali lagi ya… [Okay, it will be played one more time.]

Extract 7. *sample of transcript data*

T: ***Baik, tolong diperhatiin dulu ya, kita review apa yang kita pelajari hari ini… Jadi, tadi apa aja yang kita pelajari? Pertama?*** [Okay, please pay attention, let's review what we have learned today. So, what did we learn?"]

S: Imperative sentence

T: ***Yaa, Imperative Sentence, selanjutnya apa lagi ya?*** [Yes, Imperative Sentence, what else?]

S: Simple present tense, miss.

In Extract 6-7, the participant emphasized equitable interaction between all the students. The equitable interaction between the teacher and students pictured as the teacher repeated some questions related to the material several times to ensure students that they have understood the lesson. The participant also persuade students to review the material together before the class ended. Regardless of the attachment sample in this section, there are nine utterances that categorized as the teacher-student relationship throughout the lesson. Besides the utterances during the lesson, the teacher also makes rounds with each student.

4.1.4 Students' responsibility

As mentioned in Chapter III, a few aspects of classroom management include self-discipline, self-management, self-regulation, self-control, and social skills. One thing that is considered as student responsibility is completing the assignments. It can be a parameter for teachers to measure students' competence. Working on assignments can be quite challenging for some students, hence the consequences of not getting it done will clearly affect their grades. Extract 8-9 presented how the participant guided the students to work on their project.

Extract 8. *sample of transcript data*

T: This is the language features of imperative sentence; it uses action verb and simple present tense… di pertemuan ini kita akan membahas lebih dalam lag tentang imperative sentence dan simple present tense. ***Do you still remember imperative sentences? Masih ada yang ingat tentang imperative sentence?*** [These are the language characteristics of imperative sentences; using action verbs and simple present tense... in this meeting we will discuss more about imperative sentences and simple present tense. Do you still remember imperative sentences? Does anyone still remember about imperative sentences?]

S: ***Inget miss, kata perintah***. [Yes, I do. It is a command word.]

Extract 9. *sample of transcript data*

T: Sebelum kita lanjut ke next activity, kalian bisa catat nama-nama anggota kelompok di class meting yang waktu kalian menggerjakan quizizz.itu, masih ingat nggak? Bisa coba dilihat di E-Learningnya. [Before we move on to the next activity, you can note down the names of the group members in the class meeting when you were working on the quizizz.itu, do you still remember? You can try to see it in the E-Learning]

S1: Lupa, miss. [I forgot, miss.]

S2: ***Yang group project, guys.*** [It is the group project, guys.]

T: Iya, kalo yang group project pasti inget kan? [Yes, you do remember it right?]

As presented in Extract 8-9, it shown that the students understood their own responsibilities by remembering and answering the teacher's question about the class procedures and instructions for their project. Moreover, the participant assured students frequently whenever they had doubts about the instructions. She answered any question from the students thoroughly with following repetitions.

4.2 Discussion

The objective of this current study aims to investigate the classroom management practices of a pre-service teacher at a high school. All the data findings that have been analyzed will be discussed further in this chapter.

The provided data and transcript extract are exemplifying how teachers might practice classroom management. Marzano et al. (2005) indicated that teachers are required to handle different kinds of circumstances in a classroom. From the observation, the participant used several approaches to deal with students in the classroom. Compared to service teachers, there may be barriers in the way pre-service teachers conduct their teaching practice (Hildenbrand & Arndt 2014). In this case, pre-service teachers tend to implement the strategies they were taught in university rather than develop new ones.

Based on the concept of effective classroom management according to Marzano et al. (2005), the researcher discovered that the participant applied four elements of the concept in this research. Regardless of several shortcomings, such as the absence of specific parts, it was determined that the implementation of classroom management by the participant had fulfilled the objective of this study. Starting from the first element, rules and procedures, there are only five utterances fit this category. To explain it further, no rules element was found during the

observation since it was the last teaching practice section at that time. On the other hand, both teacher and students seem to engage in implementing class procedures. The findings show that the participant involved students by giving them options in terms of assignment submission. Further, the findings show that participant confirmed the students about group placement as one of the procedures for the assignment process. By establishing clear expectations and procedures, teachers can promote a positive classroom environment that supports student learning and success (Sugai & Horner, 2009).

There are various approaches to classroom management, one common method is the use of disciplines and consequences (Marzano et al., 2005). One of the focuses in this element is to examine whether the participant acknowledges students' behavior. In this research, the finding shows that the participant did not entirely acknowledge various students' behaviors in the classroom because some students indicate disruptive behavior such as talking to their peers as the teacher explaining the lesson, playing with their gadgets, or sleeping. This lack of attention could have led to some students' disruptive behavior going unnoticed and unaddressed, leading to an increase in such behavior. Additionally, using effective teaching methods helps ensure positive student outcomes and minimize disruptive behavior in the classroom. A study by Emmer and Stough (2001) found that inconsistency in applying consequences can lead to confusion and frustration among students, resulting in disruptive behavior.

The teacher-student relationships are critical to creating a positive and effective learning environment. To create a positive learning environment, teachers need to put out the time and effort necessary to establish relationships with their

students that are built on mutual respect, trust, and open communication (Marzano et al., 2003). This chapter of the research focuses on two primary areas: participant application of equitable teacher-student interaction, and acknowledgment of students' needs. The participant succesfully applied a holistic teacher-student interaction strategy throughout the lesson. She has been understood to be aware of students' needs associated with the learning process. Moreover, previous research has shown that students who have a positive relationship with their teacher have better academic outcomes, improved behavior, and higher attendance rates (Roorda et al., 2011).

In Marzano's classroom management theory (2005), students should be aware of the standards that will be set in the classroom, including the rules and procedures, and take an active role in developing these standards. It is the obligation of the students to treat their teacher and peers with respect. The findings show the participant continually ensures that students are aware of their responsibilities regarding following correct instructions for their assignments. In addition to persuading the students of their responsibilities to complete their assignments, the participant made sure students understood the subject they were taught by asking questions and wrapped up the lesson with a review at the end of the class. By embracing their responsibility in the classroom, students can improve their academic performance and help create an inclusive learning environment (Rouche & Lewis, 2011).

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

This current research has proven that a pre-service teacher could practice effective classroom management at a high school level. The participant demonstrated that she applied the four Marzano et al. (2005) elements of classroom management in her teaching practice, which the researcher examined in this study. It can be said that the participant applied decent classroom management practice, although to improve the skill, more practice is needed. From the implementation of this practice, teacher and students shared a responsibility for the effectiveness of classroom management. Such responsibility includes engaging students in classroom participation to prevent disruptive behavior and the occurrence of unforeseen circumstances during the teaching-learning process in the classroom. Despite these elements, a teacher needs to be flexible to understand that every student is unique and may respond to different classroom management strategies, a teacher should be willing to adjust to different approaches as needed.

5.2 Suggestion

The limitation of this study is the researcher was unable to analyze the data that is dependent solely on one participant and meeting. Further research should discuss about the language element on the classroom management. needs to conduct several meetings to do a classroom observation to explore more about how pre-service teachers practice their classroom management. Although the participant from this current research was able to demonstrate a proper classroom management practice, it is undeniable that comparison could be used to evaluate pre-service

teacher's preparation for the classroom. Moreover, this study only uses transcription analysis to collect, the author suggests future researchers to use the findings as an example to conduct relevant studies with more diverse design.

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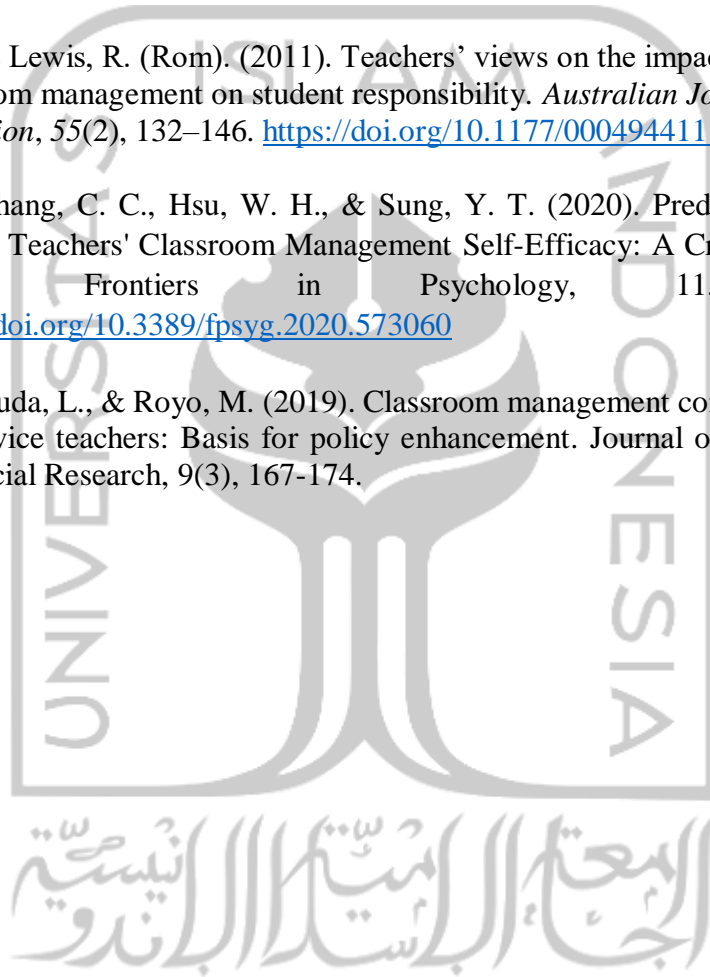
Observation Data Transcription

Observer: Jihan Khairunnisa

Observe: Zahra

Time: 9th March 2023

Place: SMA UII

Length of observation: 43 minutes

T: Teacher

S: Student

Coding themes:

Green= Rules and procedure

Yellow= Discipline and consequences

Blue= Teacher-students relationship

Orange= Students' responsibility

T/S	Line	Observation Transcript	Elements
T	001	We will continue the material. Jadi, nanti kita akan membahas dan diskusi tentang prosedur teks dalam grup, melanjutkan tugas di pertemuan yang lalu.	
T	002	This is the language features of imperative sentence; it uses action verb and simple present tense… di pertemuan ini kita akan membahas lebih dalam lag tentang imperative sentence dan simple present tense. Do you still remember imperative sentences? Masih ada yang ingat tentang imperative sentence?	
S1		Inget miss, kata perintah.	Students responsibility: students understand about their responsibility
S2		Nggak miss, lupa.	
T	003	Iya, jadi imperative sentence itu kalimat perintah… biasanya kalo kita di procedure text	

			itu kan ada perintah-perintah di setiap stepnya, itu yang dinamakan imperative sentence. Imperative sentences are used when we want to tell someone to do something or telling people to do or not to do things. It usually doesn't have a subject, nggak ada subject di kalimat ini. We can adjust to the listeners for the speakers to understand the subject. Biasanya di kalimat imperative diakhiri period atau tanda titik dan exclamation point atau tanda seru. Seperti yang kalian lihat, biasanya kalo di kalimat perintah itu kalian menemui tanda titik dan tanda seru ya?	
S			Iya	
T	004		Sampai di sini ada yang mau ditanyakan dulu nggak tentang kalimat imperative?	Teacher-students relationship: the teacher applies equitable interaction with all students.
S			Enggak, miss, lanjut.	
T	005		Okay, kita lanjut. Then, the next is simple present tense. Sebelumnya kalian sudah mempelajari tentang simple present tense? Mungkin di SMP?	Teacher-students relationship: teacher the teacher applies equitable interaction with all students.
S1			Belum miss.	
S2			Iya miss tapi sudah lupa.	
T	005		Jadi simple present tense ini menggunakan kata kerja bentuk pertama.	
S3			Miss, izin ke toilet ya?	
T	006		Iya, 5 menit ya… the simple present tense is technical used for the following for the general tenses. The first one is to express fact, general statement of truth, and common ideas that everybody knows. Jadi untuk menyatakan fakta atau pernyataan-pernyataan. Bisa untuk menyatakan sebuah kebiasaan atau suatu peristiwa. Selanjutnya, to describe future or event atau untuk mendeskripsikan wacana yang akan kita lakukan di masa depan. Kemudian, to tell jokes, stories, and related events in real ltime. Kita bisa menggunakan simple present tense untuk mnceritakan sesuatu. Sampai di sini ada yang mau ditanyakan?	Discipline and consequences: the teacher aknowledges students' behavior
S			Belum ada.	

T	007	Lanjut ya, ini contoh pattern atau susunan kalimat dalam simple present tense. The first one is affirmative sentence. Ini ada (S)ubject + Be (am, is, are) + Predicate. Contohnya: He is a doctor. Di sini yang berlaku sebagai subject adalah?	
S		He.	
T	008	He, ya. Kemudian ada be is, dan ada predikatnya ini: a doctor. Ada juga negative sentence… Nah, di simple present ttense ini punya bentuk lain yang menggunakan verb berbeda, contohnya; (S)ubject + Verb + Object. Bisa dilihat di power point ya… Jadi dari sini ada yang mau ditanyakan?	
S1		Tidak ada, miss.	
S2		Mau difoto dulu, miss.	
T	009	Boleh, yang lain silahkan kalo mau difoto untuk catatan… Sudah semua ya?	Teacher-students relationship: teacher acknowledge students' needs
S		Sudah, miss, lanjut.	
T	010	Sebelum kita lanjut ke next activity, kalian bisa catat nama-nama anggota kelompok di class meting yang waktu kalian menggerjakan quizizz.itu, masih ingat nggak? Bisa coba dilihat di E-Learningnya.	Rules and procedures: Teacher involve students in classroom rules/procedures
S1		Lupa, miss.	
S2		Yang group project, guys.	Students responsibility: students understand about their responsibility
T	011	Iya, kalo yang group project pasti inget kan?	Teacher-students relationship: Teacher applies equitable interaction with all students
S		Group project yang mana, miss? Yang di Aula?	
T	012	Betul, yang kalian biasa bikin makalah di Aula. Pakai kelompok yang itu dulu ya untuk activity ini… Untuk instruksinya ini watch the video that have been posted in E-Learning. Setelah kalian tonton videonya, discuss the questions seputar	Rules and procedures: Teacher involve students in

		materi yang berkaitan dengan video tersebut in a group. Ada yang mau ditanyakan?	classroom rules/procedures Teacher-students relationship: Teacher acknowledge students' needs
S		Kelompoknya yang group project atau yang quizizz?	
T	013	Yang group project aja ya… Di sini ada yang tinggal di pondok? Ada yang nggak bawa HP?	Rules & procedures: Teacher involves students in classroom rules/procedures Teacher-students relationship: Teacher acknowledge students' needs
S		Bawa semua.	
T	014	Sudah dibuka videonya? Ditonton dulu ya videonya.	
S		Iya, miss.	Students responsibility: students understand about their responsibility
T	015	Dari video ini, kira-kira orang itu sedang membuat apa?	
S		Batik	Students responsibility: students understand about their responsibility
T	016	Gimana sudah paham belum? Perlu diputar satu kali lagi?	Teacher-students relationship: Teacher applies equitable

			interaction with all students
S		Iya miss, putar satu kali lagi.	
T	017	Okay, diputar satu kali lagi ya… Nanti kalian harus benar-benar paham stepnya ya apa saja yang dilakukan… Ini mungkin suaranya tdak terlalu jelas, jadi kalian bisa putar ulang lagi di E-Learning melalui HP kalian masing-masing ya… selanjutya bisa dilihat instruksi yang sudah saya attach di E-Learning untuk diskusi kalian. Saya kasih waktu 5 menit untuk duduk sesuai kelompoknya masing-masing. Ayo, segera ya… Sudah?	Discipline and consequences: the teacher aknowledges students' behavior
S		Sudah miss.	Students responsibility: students understand about their responsibility
T	018	Kita lanjut instruksi activitynya. Pertama, what does the video tell us about? Nomor 2, what do we need to do the Batik art based on the video? Selanjutnya, di nomor 3, can you explain the steps to do the Batik art based on the video? Sampai sini ada yag mau ditanyakan?	
S		Nggak, miss, belum ada.	
T	019	Baik, dilanjut ya diskusinya… Sambil diskusi miss jelasin dulu ya. Tujuan kalian dibentuk group untuk activity ini karena nanti kalian ada final projet. Final projectnya kalian akan membuat teks prosedur, tapi untuk pembuatan video itu akan dilakukan secara individu. Tapi, kalian harus susun kerangka video tersebt secara berkelompok. Jadi, outputnya itu adalah kalian buat video mengenai Langkah-langkah dari project yang akan kalian buat. Sekarang, kalian bisa diskusikan activity yang kita kerjakan hari ini, selanjutnya kalian bisa diskusikan mengenai final project itu. Udah paham belum? Kalau ada yang belum paham, langsung ditanyakan ya.	
S		Berarti ini projectnya sendiri kan?	
T	020	Iya, videonya individual ya. Cuma outlinenya aja yang diskusi sama kelompok. Kalian mau submssionnya di E-Learning atau di YouTube?	Rules & procedures: Teacher involves students in classroom rules/procedures

S		Di E-Learning aja miss jangan di YouTube.	Students responsibility: students understand about their responsibility
T	021	Okay, di E-Learning ya submissionnya. Sekarang silakan dilanjut diskusinya… Guys, attention, please. Ini karena waktnya akan habis sebentar lagi, tugasnya dikumpulkan hari Sabtu malam, ya? Okay, nggak?	Rules & procedures: Teacher involves students in classroom rules/procedures
S		Okay, miss. Bisa.	Students responsibility: students understand about their responsibility
T	022	Baik, tolong diperhatiin dulu ya, kita review apa yang kita pelajari hari ini… Jadi, tadi apa aja yang kita pelajari? Pertama?	Discipline and consequences: Teacher acknowledge students' behavior

Teacher-students relationship: Teacher applies equitable interaction with all students |
S		Imperative sentence.	
T	023	Yaa, imprave sentence, selanjutnya apa lagi ya?	Teacher-students relationship: Teacher applies equitable interaction with all students
S		Simple present tense, miss.	Students responsibility: students understand about their responsibility
T	024	Iya, simple present tense. Okay, perlu diinga juga ya nanti tolong Ketika buat prosedur teks,	

		diperhatikan language features dari si imperative sentence dan simple present tensenya ya… Sekarang kalian boleh kembali ke tempat duduk masing-masing… Sudah ya? Untuk pertemuaa selanjutna, kalian akan ada ulangan harian.	
S		Ulangan harian? Tentang apa aja miss?	
T	025	Materinya tentang procedure text yang udah kita pelajari hari ini dan di ertemuan sebelumnya., Tadi kalian kan sudah foto materinya, ya? Nanti bisa saling share aja ya, sekalian materi yang sebelumnya juga. Atau kalian bisa liat di E-Learning, saya udah upload materinya di sana juga ya. Dibaca-baca ulang yaa… Saya ingatkan lagi untuk activity yang udah kalian kerjakan hari ini, deadlienya hari Sabtu malam ya. Dikumpulkan individu, kalo ada yang tidak menggumpulkan, konsekuensinya ya nggak dapat nilai… Udah paham semua ya… Yuk sekarang kita baca Alhamdulillah sama-sama.	
S		Alhamdulillahirrabbil'alamin.	
T	026	Thank you for today, wassalamualaukum warrhmatullai wabarakatuh.	