THE CLASSROOM MANAGEMENT STYLE PREFERENCE OF THE ENGLISH TEACHERS: A CASE STUDY AT MTS N 2 PALEMBANG

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ABSTRACT

In the teaching and learning of English, classroom is an important place; most teacher and student interactions take place in the classroom. The classroom is needed for a teacher to carry out his role in the teaching and learning process. This study aimed to find out the classroom management style that the English teacher prefers to manage at MTs N 2 Palembang at MTs N 2 Palembang. This study used a qualitative research. One of the qualitative research designs applied in this study was case study design. The participant of this study were one of the English teachers and one of the seventh-grade students of MTs N 2 Palembang. The data were collected through interview. The data were analyzed and presented descriptively. The results of this study showed that the English teacher at MTs N 2 Palembang showed a strong preference for authoritative style of classroom management; I also found student's perception about the classroom management style that the English teacher prefers to manage the class was good. The student knew that the teacher was always very attentive to the needs of the student and showed care and encouragement, showing warmth, care, and respect, but are not pushovers, as they also hold high expectations for their students and hold them accountable for their actions.

Keywords: classroom management, preference, style

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research questions, (3) research objectives, and (4) significances of the study

1.1 Background

In the teaching and learning of English, classroom is an important venue; most teacher and student interactions take place in the classroom. Hill and Flynn (2006) state that within the classroom, teacher as an educator plays a vital role, imparts knowledge and values to students, prepares them for additional education and for work life and could be a major contributor to sensible education. Teachers explain the objectives for learning, help students activate prior knowledge, scaffold instructions, and differentiate instructions for each student and small group according to need (Donohoe, 2012, p.17). From the statement, it can be concluded that the classroom is needed for a teacher to carry out his role in the teaching and learning process.

A teacher is asked to act in the teaching-learning phase based on the role he or she performs. McLeod, Fisher, & Hoover (2003) state that being educational leaders is the fundamental role of teachers. Teachers must address the social, intellectual, and physical structure of the classroom to fulfill that role. Classroom life includes lesson planning; coordinating routine procedures; gathering resources; arranging the environment to optimize efficiency; tracking student progress; and anticipating, avoiding and preventing. McLeod, Fisher, & Hoover

(2003) add that in today's classroom teachers feel frustrated because strategies that might have been successful for them in the past do not work now. Teachers often complain about lack of attention, lack of effort, disruptive behavior, and lack of general cooperation of their students, all of which hinder the effective teaching of the classroom. Whether the source of the problem is the student, the community or the teacher himself, the teacher always works hard to overcome this seemingly impossible situation. Therefore, it is clear that a teacher is an inseparable part of the teaching and learning process in the classroom.

There are several roles a teacher performs in the classroom. One of the most critical functions of an instructor is as a class manager, according to Marzano, Marzano, & Pickering (2003). In a poorly run classroom, successful teaching and learning will not happen. The most important task as a teacher is to build a situation where learning can take place, Scrivener (2005) adds. The secret to the overall success of the course could be successful class development and management skills. The association with the teacher's behavior, intentions and personality and the interaction with the learners are an important part of this. In addition, Delceva & Dizdarevik (2014) stated that teachers need to be able to create a healthy school environment as the key to the teaching process. An environment such as this is characterized as purposeful, involved, comfortable and motivating. All challenges and difficulties can be solved easily with a supportive educational atmosphere and mutual trust between teachers and students. In addition, teachers are responsible for setting the expected level of student success. From this statement, it can be concluded that, an ideal teacher must have a role to

teach and manage their students in the classroom to create a positive school atmosphere.

Language teachers must be professionally trained and skilled to manage language classes effectively and get better performance in learning English as a second language. Scrivener (2005) emphasizes that in handling several activities and problems that can arise at any time in the classroom, educators are expected to have certain organizational skills and techniques. Furthermore, Khatri (2016) states that teacher behavior also influences classroom management. Teacher behavior can be desirable and undesirable but desirable or preferred behavior is more effective and unwanted behavior is not effective for classroom management and teaching and learning. Attractive behavior from a teacher can attract the attention of students and build good relationships between teachers and students. Good relationships and support like this make class management appropriate. In conclusion, the teacher is the first person to work in the classroom to ensure that students learn certain subjects. In this connection, he plays an important role in the teaching and learning process as well as managing the classroom.

Management of the classroom is an essential problem for any teacher. Classroom management, according to Walters & Frei (2007), is how things in the classroom are done in general. In addition, classroom management refers to maintaining a healthy and stimulating learning environment, according to Djigic & Stojiljkovic (2011). The term incorporates a teacher's professional personality, skills and actions designed to fulfill all his or her professional tasks, as well as the activities taking place within the student community and the effects of this

process. It can be concluded from the above statement that management of the classroom is a way for teachers to provide a positive climate that can improve the learning environment.

Managing the classroom is one of the main challenges faced by teachers as they encounter concerns in the teaching and learning process in the classroom. As Christensen (1994) states, classroom management, especially classroom management in large classrooms, is a challenging aspect for teachers. There are a variety of issues in the broad classroom, according to language teachers. Since the large size of the classroom restricts the learning environment, there are some pedagogical concerns that often weaken language teachers. These include difficulty speaking, reading, and writing assignments, difficulty tracking and getting input, difficulties with individual work, inability to perform low-level tasks, difficulty walking around the classroom, and lack of attention from students. In this respect, in the teaching and learning process in the classroom, teachers need to have successful plans. If teachers do not have successful strategies, their teaching will not succeed, especially in large classes.

There are several variables that impede successful management of classrooms. Oversized classrooms are one of the factors hindering successful class management, according to Sasidher, Vanaja, & Parimalavenu (2012). How an instructor organizes learning, offers guidance, and retains control and discipline would be influenced by large classes. The bigger the class, the less learners can contribute to the tasks of learning. In our research, participants struggled to control their classrooms in order to teach effectively in terms of achieving each

skill in each lesson plan (as cited in Habibi, *et al*, 2018, p. 2115). A teacher must also have an efficient way of creating a supportive atmosphere that will boost the learning experience.

Some excellent class descriptions have been suggested by many experts. Hayes (1997), however, notes that there is no quantitative concept of what constitutes a broad class since the views of people of this differ from context to context. Ur (1996) notes that what is important to the class is seen as something huge is how, regardless of the exact number of students in it, the instructor sees the size of the class in a specific situation. In the meantime, Qiang & Ning (2011) describe that large class is one with more students than teachers prefer and it is possible to help available resources, from this point of view, large class is generally considered to cause teachers unresolved issues. In conclusion, what is implied by a big class depends on the interpretation of the class size by the instructor. English teachers must have a strong management class in this regard, an atmosphere that is sponsored by broad classes.

In wide groups, there are several types of teaching related problems. There are five types of problems related to teaching in large groups, according to Hayes (1997), namely: 1) distress caused by physical constraints; 2) problem management (disciplinary aspects); 3) lack of individual attention; 4) appraisal difficulties; 5) learning effectiveness issues. These issues can be psychological, physical, but often technological. Harmer (2000) concludes that teachers and students have problems with broad classes and the teaching and learning process. It is difficult for teachers to interact with students seated in the back, and

individual attention is provided to students, and complex and innovative teaching and learning sessions can not even be coordinated. Most notably, for new teachers, large classes are very daunting (as quoted in Qiang & Ning, 2011, p. 2). In this connection, teachers must deal with unexpected events and have the ability to control student behavior, using effective classroom management strategies.

In my preliminary study through interviews and observations to seventh grade MTs N 2 Palembang students where most classes were very large (around 30 students for each class), I found that during the teaching and learning process, students were very passive and unmotivated. They did not want to talk or participate in any activity, except for a few high school students. Some students did not even pay attention to the lesson. Classrooms were often noisy and difficult to operate. There was not much interaction in the lesson so everyone felt bored. It was difficult to carry out the learning process successfully. This is especially true for new graduate teachers, who still lack experience. They tend to focus on what they are saying or delivering material (orally), rather than saying it (nonverbal). Therefore, teachers need to manage student learning by organizing and controlling what happens in the classroom.

Teaching English aims to improve students' four skills in listening, speaking, reading and writing. Based on Curriculum 2013, all four language skills (listening, speaking, reading and writing) are taught and learned in an integrated manner. For example, while students are reading, they can also focus on talking by discussing what they have read with a friend or teacher. They can also rewrite or elevate what they have read. They can hear material through audio visuals or

from the voice of their teacher as well. The last hope is for students to be able to apply language in real life. So, students need to know all the abilities of the four language skills.

With regard to integrated skills in teaching English, the results of preliminary studies through interviews with English teachers at MTs N 2 Palembang showed that no teacher teaches skills in an integrated manner. The teachers at this school do not teach basic skills in an integrated manner. They feel that teaching primary school skills separately can help them manage their class better. It is easier to formulate activities and manage classes when focusing only on one skill. However, although they do not teach key skills in an integrated manner, they still face some problems in managing classes in teaching English especially in speaking classes.

Based on the observation during the teaching and learning process of English lesson at MTs N 2 Palembang, I found the problem that the teachers faced in speaking class, the students were bored about the activities. The teacher only focused on speaking to students who could respond to the teacher's, not to all students. The students were, therefore, getting bored in speaking class. In order for the teaching and learning process not to be interesting, the instructor did not have numerous activities. While the teacher asked the students questions or asked some students to practice in front of the classroom, the other students made noises and paid no attention to their friends who spoke.

In this respect, during the teaching and learning process, English teachers need to have successful strategies for handling their classrooms. They need a good

management class, an atmosphere that is sponsored in the classroom. Problematic behavior is uncommon in active language classes, according to Harmer (2007). If students are interested, there is little motivation for them to act poorly when they have a fair degree of self-esteem and achievement. Teachers must also evaluate how they can act to ensure that the classroom is a success-oriented environment. There is a lot of discussion about the types of class management styles. According to Dunbar (2004), because classroom management has a direct impact on learning and teaching, there are four types of styles that a teacher can follow to manage the classroom. The four styles of class management are as follows: authoritarian style, authoritative style, indifferent style, and Laissez-faire style. The four natural styles are different. Authoritarian management style allows a teacher with the freedom to be assertive with students by not letting them interfere with the class. On the other hand, in an authoritative style, teacher behavior is less strict than authoritarian style, while creating a disciplined environment. Indifference is about the teacher's ability to handle the class. Teachers, who follow an indifferent style, have little demand for students. As a result, engagement with students is less than other styles. Finally, in the laissez-faire style, teachers allow student participation and encourage their independence on a large scale; so, the repetition of a question is considered interesting, not a distraction. In Dunbar's view, knowing classroom management is "just as important" as other teaching and learning components. Therefore, this theory will be used to analyze the classroom management styles the English teachers prefer to manage at MTs N 2 Palembang.

Considering the classroom management styles the English teachers prefer to manage class, I am motivated to conduct a research to find out what classroom management styles do the English teachers prefer to manage at MTs N 2 Palembang. Therefore, I propose "The Classroom Management Style Preference of the English Teachers: A Case Study at MTs N 2 Palembang" as the title of the study.

1.2 Research Questions

In the following research question, the issues of this study was formulated: "What classroom management style did the English teacher prefer to manage at MTs N 2 Palembang?"

1.3 Research Objectives

Based on the problem stated above, the objective of this study was to find out the classroom management style that the English teacher preferred to manage at MTs N 2 Palembang.

1.4 Significances of the Study

It is hoped that the results of this study can provide more information to English teachers on classroom management style. Teachers will get alternatives on how to manage the classroom, what they should do if a student interrupts during class, how to deal with problematic behavior in the classroom and students' perceptions of the class management style are preferred by English teachers. manage.

For MTs N 2 Palembang students, the findings of this study are expected to be a strength to motivate them to interact with their teachers and create an

effective classroom environment to achieve high quality achievement in the process of teaching and learning English.

For myself, this research is expected to provide many benefits and information on classroom management style and student' perceptions of it. It is hoped that this study can improve my ability and knowledge as a prospective teacher in managing classes in teaching English.

Finally, this research is also oriented to provide information to other researchers on the classroom management style preferred by English teachers in the classroom and students' perceptions of it. Furthermore, the results of this study are expected to be a reference for future researchers who want to do research on classroom management style.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of classroom management, (2) components of classroom management, (3) classroom management styles, (4) effective classroom management, (5) previous related studies.

2.1. The Concepts of Classroom Management

The concept of class management is debated a lot. The word class leadership, also referred to as "class power" and "class discipline," is the most well-known definition that refers to what we call class leadership when teaching is in progress. Classroom management is essentially defined as a way to cover up decisions made by teachers about the use of space and time in the classroom where teachers are standing and who they see. Moreover, during the teaching and learning process, this is the way teachers address questions and check comprehension. As a consequence, the goal of successful management of the classroom is to have a productive environment that promotes learning (Qinglan, Junyan, & Shongshan, 2010). From the above statement, classroom management influences the success of teachers in delivering students to achieve learning goals.

For efficient teaching and learning, classroom management is very critical. In their studies, Baker, Lang, & Lawson (2002); Fowler & Şaraplı, (2010); Rich & Dönmez (2009) showed that classroom management is a significant problem for school teachers, university lecturers, school leaders, system managers, and school users in education. In classroom management, student characteristics, instructor effectiveness, environmental conditions, and student achievement

expectations are significant factors. In their study, Johnson and Brooks (1979) describe classroom management as an organizational position in which tasks are carried out in a variety of settings. In addition to those social values, this typically results in the nurture of knowledge, the application of knowledge, such as personal dignity, human interest, belief, path and decision-making and cohesion (as quoted in Chamundeswari, 2013, p. 369). In the Indonesian context, classroom management is defined as a set of techniques and skills that enable a teacher to effectively control students to create a positive learning environment for all students (Ministry of National Education, 2003). As such, classroom management has become a major concern of teachers where they are given the responsibility to impart knowledge to their students.

Management of the classroom is closely connected to the issues of motivation, discipline, and reverence. Classroom management is a teacher's method of establishing and sustaining an organized learning atmosphere and discipline, according to Brown (2001), which implies the reaction of teachers to student misconduct. Furthermore, classroom management was described by Evertson & Weinstein (2006) as an action taken by teachers to build an atmosphere that promotes and encourages academic and social-emotional learning. It aims not only to create and sustain an organized atmosphere so that students can participate in meaningful academic learning, but also to improve the social and moral growth of students. In addition, Scrivener (2012) describes the management of classrooms as a way for teachers to handle student learning by arranging and monitoring what happens in the classroom of the teacher. This is

the manner in which the teacher deliberately wishes not to coordinate and govern, or the manner in which the teacher delegates or delegates or gives up that control to the student.

Management of the classroom is the action taken by teachers to build a student-supporting learning environment. There are five types of actions to achieve high-quality classroom management, according to Evertson & Weinstein (2006): (1) Teachers need to develop caring relationships, help with and between students, and (2) Teachers coordinate and enforce instructions in ways that maximize student access to learning. (3) In addition, teachers must promote student participation in academic activities that can be accomplished using methods of group management (e.g. by setting rules and procedures for the classroom). (4) Teachers must foster the development of social skills and self-regulation of students. This relates to holding students accountable for their actions. Finally, to support students with behavioral issues, teachers must be able to use effective strategies. The last two acts illustrate that successful management of the classroom improves student behavior. Thus, management of the classroom is an ongoing relationship between teachers and their students.

Quality classroom management is needed for successful teaching and learning. There are two priorities for classroom management: (1) Building an atmosphere for academic learning. Academic learning refers to learning material specified by national standards of material, such as reading and writing learning, intellectual learning, science learning, mathematics, social studies, and so on; and (2) Developing a social-emotional learning environment. Socio-emotional

learning improves the production of social skills and the ability to holistically convey feelings (Evertson & Weinstein, 2006, as quoted in Garret, 2014, p. 12). It can be inferred that while teachers build an environment that encourages academic learning and social-emotional learning, the classroom is well controlled.

2.2 Components of Classroom Management

In order to provide quality teaching and improve the learning environment of students, teachers have a duty to control the classroom. There are five elements of class management, according to Garret (2014): (1) Physical Design Class; The physical design lies in how the classroom is arranged, where the student desk is, where the instructor desk is located, where the learning center and supplies are located, where objects such as pencil sharpeners are commonly used, etc. (2) Rules and Routines; Teachers build class rules and routines such as pencil sharpeners, etc., and handing back papers and taking attendance to ensure classroom activities run smoothly with as few disruptions and possible loss of time, (3) Relationships; Effective classroom managers develop loving relationships, support with students and parents and promote supportive relationships between students, (4) Involve and Motivate Instructions; Successful managers construct lessons involving students and carefully prepare their lessons so that each learning activity is well organized and runs smoothly, (5) Discipline; Discipline revolves around teachers who concentrate on avoiding and reacting to wrongdoing of students. Discipline does not imply discipline, nor does it imply action taken after bad conduct happens by teachers. Discipline often requires acts by teachers to discourage poor behavior. In conclusion, while each instructor

would have a specific management style to meet each class 's needs, it is possible to regularly find any of the above class management components.

2.3 Classroom Management Styles

Classroom management has a direct impact on learning and teaching. According to Dunbar (2004), there are four types of styles that teachers can follow to manage the classroom. This includes the section under teacher management style which is also included in Chamundeswari's (2013) study. Chamundeswari (2013) has identified indifference style as permissive style and laissez-faire as pampering style where the other two styles remain the same. The four styles differ from each other in the following features:

2.3.1. Authoritarian

Teachers from the Authority impose strict limits and restrictions on learners. A seat will also be provided to students during the semester. Generally, tables are in a straight line and there are no variations. At the beginning of the lesson, students must be in their seats and they are often there during this time. Rarely does this teacher offer permission to join or acknowledge absenteeism. It is always silent. Students realize that the teacher should not be disturbed by them. Authoritarian students do not have the opportunity to learn and / or practice communication skills because exchanges and oral discussions are not encouraged. Good discipline is preferred by this instructor and expects swift enforcement. Usually, failure to comply with the teacher results in detention or traveling to the office of the principal. Students should obey directions in this class and not ask why (Chamundeswari, 2013, p. 376). Thus, in the classroom environment,

authoritarian dictators often teach, do not encourage interaction and create strong competition among students.

An oppressive mentor aims to make learners feel in control. According to Wachtel (1999), high control and low support, using incentives and punishments, describe the authoritarian form. Dunbar (2004) notes that a number of behavioral laws appear to define authoritarian styles, sometimes seen as punitive and restricting, and that students do not have a say in their leadership, nor do they need an explanation; the teacher's character is often considered cold, even punitive. Barni, et al., (2018) add that authoritarian teachers concentrate on discipline and have immediate standards of enforcement, assuming that to gain information, students only need to pay attention during class.

2.3.2. Authoritative style

Teachers are empowered to practice positive teaching in a controlling and nurturing environment. Dunbar (2004) states that teachers are empowered to Impose restrictions and restraints on students, thus promoting freedom at the same time. The reasons behind the rules and decisions are also clarified by this instructor. The teacher offers a respectful but strict rebuke if a student interrupts. Often, these teachers propose discipline, but only after thoroughly considering the situation. A professional instructor is also available, including critical discussion, to verbal exchange. Students know that if they have important questions or suggestions, they will disturb the teacher. This setting offers students with opportunities to learn and practice communication skills.

In the classroom, a professional teacher displays a pleasant and compassionate attitude. According to Baumrind (1971), the authoritative style is characterized by behavioral values, high standards of appropriate behavior, consistent statements about why some behaviors are reasonable and others are not reasonable, and warm relationships between student and teacher (as mentioned in Chamundeswari, 2013, p. 370). Barni, et al., (2018) stated that competent teachers show a friendly and caring attitude towards their students and express interest and attention, thus giving limitations and control to students and at the same time encouraging their freedom.

2.3.3. The *indifferent*

Indifferent educators allow learners to act freely. Careless teachers are not too interested in the classroom, according to Dunbar (2004). These teachers put a lot of demands on students, if any, and usually do not seem to be involved. Indifferent teachers do not want to force students and often feel that it is not worth it for class preparation. There is no chance of stuff like field trips and special ventures. This teacher will not take the time needed to plan and, year after year, can use the same content. A lack of discipline in class, too. The abilities, trust, or confidence to discipline students may not be available to these teachers. Ihtiyaroglu (2018) added that teachers have a lower level of involvement in classroom activities in the classroom management profile that does not care about teachers and display a higher level of conduct of indifference.

2.3.4. The *Laissez-faire*

Laissez-faire teachers believe that having fun in class is more important for students than managing it. Dunbar (2004) described laissez-faire teachers as giving students little demand or power. 'Do your own thing,' this classroom explains. These teachers receive students ' motivation and acts and seek to track their behaviour. Teachers tend not to damage students' emotions and have trouble saying no or following rules. The instructor will presume that the student is not getting enough attention if the student interrupts the class. Teachers may be disturbed when students disrupt lectures in the expectation that students may have something interesting to say. It appears to be inconsistent once discipline is given.

2.4 Effective Classroom Management

In a poorly run classroom, successful teaching and learning will not happen. Qinglan, Junyan, & Shongshan, (2010), and Tuncay, (2010), state that providing a supportive environment that improves student learning is the aim of effective classroom management. The following skills have been emphasized as the center of effective classroom management, according to Osman (2010): (1) Develop a good understanding of students ' personal / psychological needs; (2) Create productive teacher-student and peer relationships that can meet students ' psychological needs; (3) Develop student supervision skills into acceptable behaviors; (4) Implement teaching methods that facilitate optimal learning by meeting the academic needs of students and class groups; (5) Use organizational and group management methods that maximize student behavior while on duty; (6) Use a variety of counseling methods and behaviors that involve students in examining and correcting their inappropriate behavior; In addition, (7), teachers

must have the ability to critically review various classroom management implementation methods and apply them to their own teaching styles, learning objectives, student needs, and other contextual variables. They must be aware of the fact that there is no universal cure for all problems that could potentially interfere with classroom learning.

2.5. Previous Related Studies

There are three previous studies which are related to my study. The first related study conducted by Djigic & Stojiljkovi (2011) which is entitled "Classroom management styles, classroom climate and school achievement." The purpose of Djigic & Stojiljkovi (2011) study is to investigate the relationship between the management styles of teachers' classroom (interventionist, non-interventionist and interactionist), satisfaction with the environment of the classroom and the accomplishment of students in school. The study also aims to find out which type of classroom leadership among primary school teachers in Serbia is most widely used. Data analysis found that both teachers and learners were most pleased with the teacher's engagement atmosphere in the classroom. When the teacher adopts an interactionist style, student achievement is best, and lowest when the teacher is an interference.

The similarity between my study and the previous study is both of these studies discuss similar topic, which is the teachers' classroom management styles. The difference between my study and the previous study are in the objectives of the study. The objective of the previous study is to examine the relations between teachers' classroom management styles, satisfaction with

classroom climate and students' school achievement. The previous study is also aimed to find out which classroom management style is most commonly used among primary school teachers in Serbia, while the objectives of my study are to find out classroom management styles that English teachers prefer to manage in at MTs N 2 Palembang, as well as the students' perception toward the preference of classroom management. The method used in the previous study is quantitative method, while my study will use qualitative method.

The second related study conducted by Chamundeswari, (2013) entitled Teacher Management Styles and their Influence on Performance and Leadership Development among Students at the Secondary Level. The aim of the study is to explore the different styles of classroom management of 90 female teachers and their effect on the success and personality development of 900 secondary-level students. As most research in India have only concentrated on the efficacy of teachers, including teaching strategies, the findings of the study on the essence of this era have pioneered efforts. To study its management style, this research has expanded to a wider scale. The spectrum therefore requires the effect on different areas of student growth. Improving academic performance and improving social skills are the most significant ones. This study is therefore expected to make a significant contribution to understanding the scenario of the Indian classroom and its effects on Indian student growth.

The similarity between my study and the previous study is both of these studies discuss similar topic, which is the teachers' classroom management styles. The difference between my study and the previous study are in the

objectives and the method of the study. The objectives of the previous study is to investigate the different classroom management styles of 90 female teachers and its influence on performance and personality development of 900 students at the secondary level, while the objectives of my study are to find out classroom management styles that the teachers of English prefer to manage, and the student's perception to support the data about the preferences of the classroom management. The method of the previous study was an expost facto study, exploratory in nature, while the method of my study is a qualitative case study.

The third related study conducted by Koutrouba, Markarian, &Sardianou (2018) entitled Classroom management style: Greek teachers' perceptions. Purpose of the study is to examine Greek elementary school teachers' perceptions about classroom management and, more specifically, whether they develop an interventionist, interactionist or non-interventionist style as regards behavior and instructional management. The results show that Greek teachers tend to interact in terms of instructional management but intervene in behavior management. However, these findings need to be clarified in relation to the major educational and social changes in Greece that affect the perceptions of parents, students and teachers with respect to the values of education and the teaching profession.

The similarity between my study and the previous study is both of these studies discuss similar topic, which is the teachers' classroom management styles. The difference between my study and the previous study are in the objectives and the method of the study. The objectives of the previous study is to examine Greek elementary school teachers' perceptions about classroom

management and, more specifically, whether they develop an interventionist, interactionist or non-interventionist style as regards behavior and instructional management, while the objectives of my study are to find out classroom management styles that the teachers of English prefer to manage, as well as the students' perception toward the preferences of the classroom management. The method of the previous study was a quantitative study where data elaboration and statistical analysis were performed using Predictive Analytics Software Statistics, while the method of my study is a qualitative case study.

CHAPTER III

RESEARCH AND METHODOLOGY

This chapter presents: (1) research design, (2) operational definition, (3) particioants of the study, (4) data collection, (5) data analysis, and (6) trustworthiness

3.1 Research Design

The main focus of the study was to explore classroom management styles the English teachers prefer to manage. The research was based on a qualitative method which included the interviews to English teacher. According to Fraenkel, Wallen, & Hyun (2012), Qualitative research refers to studies that analyze the consistency of relationships, processes, conditions, or materials. Creswell (2012) notes that research techniques in which researchers analyze in-depth projects, incidents, practices, procedures, or one or more persons would be used as a case study technique. I used this design because I want to explore in depth about classroom management style that the English teacher preferred to manage at MTs N 2 Palembang. Thus, the findings of this study would not be generalized to the other Islamic schools (Madrasah Tsanawiyah) or participants.

3.2 Operational Definition

The title of this study is "The Classroom Management Style Preference of the English Teachers: A Case Study at MTs N 2 Palembang." To avoid ambiguity; some terms used in this study were defined. Classroom management style preferences refers to the teacher's preferred strategy for managing student learning by organizing and controlling what happens in the classroom. English

teachers refers to the study object used to examine their classroom management style choices.

3.3 Participants of the Study

The participants of this study were one of the English teachers and one of the seventh-grade students of MTs N 2 Palembang. English teacher at MTs N 2 Palembang was chosen as a participant because the struggle to manage large classes was one of the main themes of problems and strategies to overcome English teacher in relation to classroom management (Habibi, *et al.,* 2018, p. 2109). There were six English teachers at MTs N 2 Palembang who had experience in teaching English between 5 to 20 years. There was only one English teacher who had more than 15 years' experience in teaching English. Therefore, I chose the English teacher who had more than 15 years' experience in teaching English as the participant of this study.

The student participant in this study was the seventh grade student who was involved in the class where the teacher participant was conducting the teaching and learning process. One of the seventh grade-students of MTs N 2 Palembang student was chosen to be interviewed to support the data about classroom management style that the English teacher preferred to manage. In this study, I used a purposeful sampling with a convenience case strategy. According to Creswell (2007), a convenience case is a case that represents a website or individual from which researchers can easily access and collect data. I used this strategy in selecting locations and study participants as I had access to conduct research and collect data on the location (as cited in Habibi, *et al*., 2018, p. 2109).

Thus, one English teacher and the seventh-grade student of MTs N 2 Palembang, who was involved in the class, where the teacher participant was conducting the teaching and learning process, was chosen as my participant in this study.

3.4 Data Collection

In data collection, I found out the data through interview in order to gain information about the classroom management styles preference of the English teacher. According to Creswell (2012), A qualitative interview is the method of interviewing one or more general respondents, interviewing open-ended questions and documenting their responses, then copying and typing the information for review into a computer file. In this study, I interviewed one of the English teachers at MTs N 2 Palembang in order to find out his/her classroom management style preference. I also interviewed one of the seventh-grade students from the class where the teacher participant of this study conducting the teaching and learning activities, in order to support the data about the preference of the classroom management style. For student, I chose one student who was involved in learning activities in this class. The data was recorded by using a smartphone. As a participant code of ethics, I did not mention the actual name of the participant, but the pseudonym.

I used a semi-structured interview. Cohen & Crabtree (2006) stated that semi-structured interviews provide reliable qualitative data. This was the most widely used interview format for qualitative research, and was based on a series of open-ended questions, in which new questions arose as I and the interviewer communicated (DiCicco Bloom & Crabtree, 2006, p. 315). Cohen & Crabtree

(2006) show that with the aid of an interview guide, semi-structured interviews are conducted that gives a list of unique interesting questions and topics but does not restrict the conversation. This gives respondents the right, in their own words, to express their opinions. Therefore, I could ask for clarification and explanation while the respondent submitted the answer. I asked questions in a certain order or be able to move back and forth based on the answers given by the person being interviewed.

The interview questions consisted of 2 parts which cover the following topics: (1) classroom management styles that the teacher of English prefers to manage, and (2) the students' perception to support the data about the preferences of the classroom management style. The interview questions about the classroom management styles that the teacher of English preferred to manage the class was constructed based on the inventory of classroom management profile proposed by Dunbar (2004). The interview questions about the student's perception toward the preferences of classroom management was constructed based on the inventory of students' perceptions of classroom management proposed by Demir (2009).

3.5 Data Analysis

Data from interviews were analyzed to determine information on the class management style preferred by English teachers in the classroom and supported by students' perceptions of classroom management style choices.

3.6 Analyzing the Classroom Management Style

Using thematic analysis, data from interviews were analyzed. Thematic analysis is a qualitative analysis used for the analysis of classifications and data-related themes (Alhojailan, 2012, p.10).

First of all, I transcribed the results of the interviews from the participant. I improved grammar, eliminated interview noise (e.g., stutter, pause, etc.), and non-standard accents was standardized. I explored the transcript, identified the unit of meaning and combined it into a higher level theme. I set the theme, i.e. identified as much code as needed from the transcript, and then reduced the code into categories and themes. I reviewed the theme I created, defined and named the theme. I redefined and changed the theme name to be more complex. And the last step was to generate a report. Namely telling, describing and developing a reasonable explanation of the management style that was easier to handle by English teachers at MTs N 2 Palembang.

The interview result from student, I transcribed the results of the interviews from the participants. Later, I translated the interview transcript from Bahasa to English. I improved grammar, eliminated interview noise (e.g., stutter, pause, etc.), and non-standard accents were standardized.

The student's perception was summarized as themes to support the teacher's answer related the classroom management style preferences. I selected, focused, simplified, abstracted, and transformed the data in the form of an interview transcript. I sorted, sharpened, focused, and organized the data to get the final conclusion. After that, I organized the data to draw conclusions and actions.

Finally, I concluded the data display to determine student's perception to support the data of class management options.

3.7 Establishment of Trustworthiness

In this study, to improve the ability to assess the accuracy of the findings and convince the reader about the accuracy, I used triangulation of sources. Denzin (1978) and Patton (1999) stated that triangulation of sources is examining the consistency of different data sources from within the same method. For example: at different points in time; in public vs. private settings; comparing people with different view points. The concept has been aptly captured by Denzin (1978) who argues that triangulation in qualitative research assumes that if two or more sources of data, theoretical frameworks, types of data collected, or researchers converge on the same conclusion, then the conclusion is more credible.

Thus, in analyzing classroom management styles that the teacher of English prefers to manage, I used triangulation of sources. Through triangulation of sources, I compared interview result from the teacher with interview result from the student in order to find out classroom management styles that the English teacher preferred to manage.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the following subtopics: (1) Findings and (2) Discussion.

4.1   Research Findings

The research finding showed the classroom management style that the English teacher preferred to manage at MTs N 2 Palembang and the students' perception to support the data about classroom management style that the English teacher preferred to manage.

4.1.1 The classroom management style that the English teacher prefers to manage at MTs N 2 Palembang

Based on the data gained from interview, the classroom management style that the English teacher preferred to manage at MTs N 2 Palembang were authoritative and Laissez faire. The themes and the codes of qualitative data gained from interview were summarized in table 4.1:

Table 4.1: Theme and codes for The classroom management style that the English teacher prefers to manage

Themes	Codes
Authoritative style	1. Before the teacher taught the students, he gave them some instructions. When he gave assignment, he would give them clear information. 2) Before he taught, he would tell his students about the rules, the game rules during the teaching and learning process in the classroom. However, according to the student, when there was a student who did not do his assignment, the teacher was not

Themes	Codes
	angry with him, he just reminded the student to do the assignment.
	3) The teacher and the students have made a commitment that the students can interrupt the teacher during the process of teaching and learning.
Laissez faire style	1) If it was urgent, the students could ask for the teacher's permission to join a special activity.
	2) The teacher would just remind the students not to make noise in the classroom. The student thought that the teacher overcame it calmer and better than other teacher who was getting angry and made the situation more tense.
	3) At the beginning of the lesson, the teacher asked the students to sing together, had an interesting icebreaking to motivate the students to learn. The student thought that it brought positive effect where the students would enjoy the class, they would not feel stressful.

The themes and codes describe in table 4.1 were fully explained as follow:

4.1.1.1 Authoritative Style

Based on the data gained from interview, the classroom management style that the English teacher preferred the most to manage at MTs N 2 Palembang was authoritative style. The authoritative styles of the English teacher showed in the following features: 1) The teacher was concerned about both what his students learned and how they learned; 2) The teacher explained the reasons behind the rules and decisions; 3) The students understood that they could interrupt the lecture if they had a relevant question.

4.1.1.1.1 The teacher was concerned about both what his students learned and how they learned

According to the teacher, the teacher was concerned about both what his students learned and how they learned. The teacher stated that, *"Of course I should concern about what they are studying and how they are studying. Because, if I do not put a special concern to my students, they will know nothing about what they are studying about. At the end of the lesson, the English teacher hopes that they can get something at least from what they have learned from their English teacher,"* (personal communication, August 16, 2020). Before he taught the students, the teacher gave them the instruction, such as, *please listen to me carefully and pay attention on my instruction in order you can get what i am going to teach.* If the teacher gave them assignment, he would give them clear information or instruction. *'If u have any problems, you can ask me'.*

The teacher gave direction for the students' behavior and activities and he expected the students to follow his direction. He consistently gave the students in the class directions and guidance in rational and objective way. The teacher also had a clear standards of behavior for the students in the class, but he was willing to adjust those standards to the needs of each of the individual students in the class. The teacher tried to motivate the students in learning English moreover for speaking skill. He used various methods of teaching speaking in order to motivate and make students interested in speaking. He was conscious that to monitor their own learning and environment, students need to develop self-regulatory abilities. He designed instruction to offer options to students, while

also maintaining high standards and learning objective for students. In their classrooms, authoritative teachers often build a space which allows students to choose to misbehave. Having this choice makes learners fully accountable.

4.1.1.1.2 The teacher explained the reasons behind the rules and decisions

Second, the teacher explained the reasons behind the rules and decisions. Based on the data gained from interview, I found that the teacher needed to establish general rules of conduct for his classroom. According to the teacher, "*I sometimes explain the reasons behind my rules and decisions why I punish the naughty boy, naughty students. So, as an English teacher in the classroom, when I teach, the students should follow the teacher's instruction, the teacher's obligation, and so on. Before I teach, usually I tell to my students about the rules, the game rules during the teaching and learning process in the classroom. The rules are, you must not come late, if you are given an assignment, you must do it well, and submit based on given time, you may not bother your friend, may not make noise in the classroom you must be a good student,*" (personal communication, August 16, 2020). Furthermore, according to the teacher, about the punishment that would be accepted by the students if they break the rules that they have agreed one another before, they should sit in front of the teacher, they would get double assignments, clean something in the classroom, ask the student reciting the Qur'an, and so on.

This characteristic of style was supported by the student's opinion, that to prevent disruptive behavior in the classroom, at the beginning of the class, the teacher had told the students about behavioral commitments. It was about

attendance, lateness, class participation, cheating and proper actions in the course syllabus and addressing them. Such clear statements were a reminder to students that the school requires respectful conduct in the classroom and had the privilege to interfere and punish when students act disrespectfully and that the rights and freedoms of students to learn in the classroom would be secured free of interruption and harassment. According to the student, "*when the situation where the teacher had to address a difficult student's disruptive behavior occur, the teacher would approach the student, spoke to the students and told the students of the commitments they had already made before*" (personal communication, August 17, 2020).

Meanwhile, the problem that the teacher encountered in the class for this management style was that certain students were overlooked and did not do the task when the students are told to do the assignment. The student stated that, the teacher was not annoyed with them, he only reminded the students to do the task. The student said, "*when the students were instructed to do the assignment, there were some students who were ignored and did not do the assignment. The teacher was not angry with them, he just reminded the students to do the assignment,*" (personal communication, August 17, 2020).

4.1.1.1.3 The students understood that they could interrupt the lecture if they had a relevant question

In authoritative classroom, the students understood that they could interrupt the lecture if they had a relevant question. A student's classroom interruptions may take different forms, from blurting out an answer without

raising his hand, to responding when another student has been called on, to making an unsolicited comment in the middle of a lesson or discussion. Whatever form the interruption takes, students who call out can get the teacher and the class off track, as well as prevent other students from participating fully in class activities. However, based on the data obtained, the students understood that they could interrupt the lecture if they had a relevant question. According to the teacher, PW, "*Based on the commitment at the beginning of our meeting, usually I tell to my students that the students may interrupt, may ask me in the process of teaching and learning especially on my explanation,*" (personal communication, August 16, 2020). Thus, the students knew that they could interrupt the lesson or they could ask the teacher during the process of teaching and learning especially on his explanation. They might interrupt the teacher in the middle of the explanation. The teacher would be glad when his students raise his/her hand while he is explaining the lesson. He will let his students ask some questions.

4.1.1.2 Laissez Faire style

Based on the data gained from interview, the second classroom management style that the English teacher preferred to manage the class at MTs N 2 Palembang was Laissez Faire style. Laissez Faire style of the English teacher showed in the following features: 1) The teacher did not want to reprimand a student because it might hurt his/her feelings; 2) The emotional well-being of his students was more important than classroom control; 3) If a student requested a hall pass, he would honor the request.

4.1.1.2.1 The teacher did not want to reprimand a student because it might hurt his/her feelings

Reprimand is a word which describes some form of punishment and insult. The teachers have come reprimanding the students and that also in front of the class. The reprimands may be in vocal scolding, and also beating of the students in front of anyone or everyone. The teachers, reprimand the students because they think that they need to keep the students in discipline and they opt reprimanding the students the right way in which they get bring themselves back on the track so as to perform as the teacher wishes. It maybe because the students do not finish a given class work, home work or any other curricular activities, which was given by the teacher and was expected to be done. It may be of various other reasons like attitude problem of the students in the class towards studies.

According to the teacher, if a student was making a noise, or did not follow the teacher's instruction, of course the student should be reminded not to do the disruptive behavior. The teacher stated that, "*Example of how I reprimand the students are: Please not to make a noise in the classroom, appreciate your friends who are studying in the classroom, do not go out of the class without my permission, if you feel that you are sick, you can go to the school health services room, etc.,*" (personal communication, September 09, 2020).

In order for students to learn in speaking class, the students may not be quiet. According to the teacher, "*If I teach the students how to speak (English), of course they must speak, they may not be quiet*" (personal communication, August 16, 2020). If in the middle of the lesson, the students were starting to make noise,

by doing something that was not related to the lesson or starting to make a conversation with their friends, the teacher said that, "*As an English teacher, we should not seat on the teacher's chair, we should mobile, we should check the students works, whether they get problem or difficulty in doing the assignment.*" (personal communication, August 16, 2020). When the students were trying to start any conversation with his/her friend, he would remind the students not to talk unless discussing about the lesson or the assignment topic. "*ok students, while we are in this teaching and learning process, Please, be quiet! Make the situation calm! don't make any noise! don't disturb your friend! do the teacher's instruction!*" (personal communication, August 16, 2020). Based on the explanation above, the teacher did not want to reprimand a student because it might hurt his/her feelings; he just reminded the students not to do the disruptive behavior.

According to the student, there were positive and negative effect about the management style that the teacher used in manage the class. The student state, "*There are positive and negative effect about the management style that the teacher uses in managing the class. The positive effect is that the students enjoy the class, they do not feel stressful. While, the negative effect is the students will be noise, they will feel the easement from the teacher's style in managing the class*" (personal communication, August 17, 2020).

Furtherore, according to the student, insubordinate behavior that ever happened in the class was where the students did not do their homework. The teacher would only ask the students to finish the homework in the class; "*The*

teacher would remind the students who address insubordinate behavior in the class, and then he would continue explaining the lesson. I think it's good enough, students will feel the attention they might expect so that in the end they are willing to do the assignment." (personal communication, August 17, 2020). Furthermore, according to the student, *"And if the student still disobey, he immediately will punish the student. If the same thing happens again, the teacher would ask the student to meet the BK teacher* (personal communication, August 17, 2020). Thus, in handling the insubordinate behavior of the student, a further action the teacher would take is sending the students to guidance and counseling teacher.

4.1.1.2.2 The emotional well-being of his students was more important than classroom control

Based on the interview to the teacher, the teacher always tried to build the students happiness. The teacher claimed, to build the students happiness, *"We should try to make the students happy, not stress or they will be reluctant to the subject that we are going to deliver. For example, at the beginning of the lesson, we ask the students to sing together, have an interesting icebreaking, it can motivate the students. By doing this, it can motivate the students to be happy while they are going to get the lesson, so they will not get stress, they will be happy. We should try to make students also happy with us, feel familiar with the teacher, and etc.,"* (personal communication, August 16, 2020). From the explanation we can see that, for the teacher, the emotional well-being of his students was more important than classroom control.

This statement was supported by the student's opinion where *a situation when the teacher had to address a disrespectful behavior, he would just ignore the disrespectful behavior"* (personal communication, August 17, 2020). The teacher avoided lecturing, shaming, and blaming the students. Such tactics incite disrespectful responses. It prevented a situation when the teacher had to address a verbally/physically aggressive behavior.

4.1.1.2.3 If a student requests a hall pass, he will consider the request

If a student requested a hall pass, the teacher would consider the students' request. The teacher stated that, *"If it is urgent, it's ok, no problem, they may ask for my permission to leave the class, for example to join a special activity. If the activity is not really urgent, I usually ask the students to finish my lesson first,"* (personal communication, August 16, 2020). If they left the class with the teacher's permission, after they finished joining the activity they must come back again to the class since there was still much time, if the time was not enough, the students should ask to their friends about the homework, assignment or task the students should finish. Students ask for permission because of there was any business related to school activities such as OSIM, Paskibra, etc. The teacher would give them permission directly to the students if it was really urgent. If it was not really urgent, the teacher would not give them permission to leave the class, the teacher would ask them to study until the lesson was over. Lesson was more important than those activities.

4.2. Discussion

After I analyzed the result of data analysis by using thematic analysis, I found that there were severals information about classroom management style the English teacher preferred to manage at MTs N 2 Palembang. Based on the teacher's respond to statements of classroom management profile proposed by Dunbar (2004), it was found that the teacher showed a strong preference for authoritative style of classroom management: (1) the teacher was concerned about both what his students learned and how they learned; (2) the teacher tried to explain the reasons behind his rules and decisions; and (3) his students understood that they could interrupt his lecture if they had a relevant question.

First, the teacher claimed that he concerned about what the students were studying and how they were studying. At the end of the lesson, he hoped that they could get something at least from what they had learned from their English teacher. The teacher offered instructions on the actions and activities of the students and he expected the students to obey his direction. He regularly provided students with logical and reasonable instruction and guidance in the classroom. For the students in the class, the instructor still had specific standards of conduct, but he was able to adapt those standards to the needs of each of the different students in the class. In order to motivate and make students interested in learning, he used various methods of teaching.

According to Barnas (2001), authoritative teachers are characterised by high levels of affection, guidance and monitoring, close behavioural but low psychological control. Skinner, Johnson, and Snyder (2005); and Deci and Ryan

(2000) stated that authoritative teachers allow students to participate in decision making and are consistent in their demands. Teachers' warmth and support of students' autonomy, as well as close structure and rules of instruction, have positive impact on students' academic and social competences, mastery and self-esteem. Chen, Dong, and Zhou (1997); Marchant, Paulson, and Rothlisberg (2001); Walker (2008); Wentzel (1997), in their studies found that authoritative teachers stress social as well as cognitive goals in the instruction and value individualised teacher–student interaction. With some exceptions (Chen, Dong, and Zhou 1997; Walker 2008), studies have indicated that authoritative teaching is most effective in supporting students' multifaceted development.

Moreover, according to Skinner, Johnson, and Snyder (2005), authoritative teachers (as compared to authoritarian and permissive teachers) consciously use a wider variety of methods for different goals because they value students' multifaceted (i.e. cognitive, social and academic) development. Lessons are delivered at the students' instructional level and at a relatively brisk pace, and transitions are also made efficiently. Materials are well organized and teachers utilize an authoritative approach to teaching by demonstrating warmth and concern for their students, as well as consistency, high expectations, and firm boundaries. In well managed classrooms, teachers also deliver high rates of praise and provide high rates of student opportunities to respond.

More precisely (Entwistle 1998; Walker 2008), authoritarian teachers tend to emphasize traditional methods (e.g. using praise and punishment, paying less emphasis on individualism, assessing frequently), while authoritative teachers are

more flexible in their teaching and in considering students' individualities. Permissive teachers who do not pay much attention on following established structure and rules (Skinner, Johnson, and Snyder 2005) do not deal with the prevention of problem behaviours.

Second, I found that the teacher established general rules of conduct for his classroom. The teacher explained, before he taught, he told to his students about the rules, the game rules during the teaching and learning process in the classroom. The punishment that will be accepted by the students if they break the rules are they should sit in front of the teacher, they get double assignments, clean something in the classroom, ask the student reciting the Qur'an, and so on.

According to Scarlett (2015), for either to constructively contribute to classroom management, rules must be positively presented in ways that students understand their purpose; the authoritative classroom manager will spend time discussing rules and procedures and, rather than imposing teacher rules, will allow students to participate in developing these expectations. In addition, authoritative teachers are apt to see extrinsic rewards and punishments as forms of coercing students—because they don't satisfy the innate need for autonomy and for control of one's own behavior. And so, authoritative teachers allow students the choice to conduct themselves appropriately and to understand what natural consequences may occur when they choose not to behave appropriately. They also are more likely to include students in discussions of what should be the classroom rules—so that students come to own.

The third, based on the data obtained, the students understood that they could interrupt the lecture if they had a relevant question. The students understood that during the teaching and learning process, they might interrupt the lesson or ask the teacher directly for his answer. In the middle of the explanation, they could interrupt the teacher. When his students lifted his or her hand as he explained the lesson, the teacher would be pleased. He would let his students asked some questions. Dunbar (2004) stated that, considerable verbal engagement, including critical discussions, is often available to the authoritative instructor. The students know that if they had a specific question or statement, they might interrupt the teacher. This environment provided the ability for students to learn communication skills and practice them.

Based on those three main classroom management profiles stated by Dunbar (2004), the teacher showed preference the main features of the authoritative style. In accordance with previous research (Baumrind 1966; Lewin, Lippitt, and White 1939), they reported high affection and students' encouragement and consistent requirements in discipline.

Combining the positive aspects of both authoritarian and permissive teaching styles, authoritative teaching styles are characterized by high levels of both demandingness and responsiveness. Teachers who adopt an authoritative teaching style respond to their students' needs, showing warmth, care, and respect, but are not pushovers, as they also hold high expectations for their students and hold them accountable for their actions. This balance of both high responsiveness and high demandingness emphasizes proactive discipline and

problem solving over punitive discipline and exclusion or permissiveness and lack of control. Authoritative teachers use punishment in a fair way and understand its limitations.

In contrast, low levels of teacher demandingness and high levels of teacher responsiveness characterize permissive teaching styles. These teachers are often very responsive to student needs and show care and support, but do not enforce rules or demand appropriate behavior. These teachers may have poorly managed classrooms and difficulty actively engaging students in learning. Permissive styles of teaching may be a particular problem for new teachers, who are concerned with students liking them, but have difficulty managing the structure of the classroom.

As studies have indicated, teachers' preferences for management practices may differ between cultural context and social situations (e.g. Chen, Dong, and Zhou 1997). Also, students' age and grade level may affect teachers' preferences for practices (see Walker 2008). Namely, in higher grades, teachers may use more authoritarian management practices – to maintain discipline and achieve better academic results (Marchant, Paulson, and Rothlisberg 2001). However, a management style as a pattern of behaviour tends to be quite stable. According to Jarvis (2002), a style expresses the manner of teaching; it is considered as 'the image of character' that brings up teachers' individuality. Moreover, management style helps to explain general tendencies of teachers to act in a certain way in specific situations.

In addition, teachers' preferences for management practices and/or teaching methods may be influenced by teachers' experience, age and education.

For instance, a study of Palu and Kikas (2007) conducted in Estonia revealed that older teachers use more traditional methods than younger ones. It can be explained by older teachers' past experiences and prior beliefs (Georgiou and Tourva 2007; Tryggvason 2009) which have been acquired during the Soviet times. Also, studies of Schepens, Aeltermann, and Van Keer (2007); Stipek and Byler (2004) found less experienced and educated teachers' choice of teaching methods is not as conscious as that of more experienced teachers. Thus, less experienced and educated teachers may apply various methods but without being aware of the purpose of using them.

As less experienced teachers may be more frequently confronted with difficulties in the instructional process (e.g. discipline problems in lessons), they might restrict students' autonomy and use teacher-dominant practices. Due to lower educational level, teachers' theoretical knowledge of close structure and rules and support of students' autonomy may also be worse (Calderhead 1996). It also explains why inconsistency as a permissive feature appeared in addition to authoritative features. Less educated and experienced teachers dominated in the group of permissive style, as consistency in demands and mastery in managing students' behaviour (i.e. authoritative style) are characteristics of educated and experienced teachers.

Besides authoritative style, the English teacher also showed preference for Laissez Faire style. Laissez Faire style of the English teacher showed in the following features: 1) The teacher did not want to reprimand a student because it might hurt his/her feelings; 2) The emotional well-being of his students was more

important than classroom control; 3) If a student requested a hall pass, he would honor the request.

Laissez-faire teachers believe that having fun in class is more important for students than managing it. Dunbar (2004) described laissez-faire teachers as giving students little demand or power. 'Do your own thing,' this classroom explains. These teachers receive students ' motivation and acts and seek to track their behaviour. Teachers tend not to damage students' emotions and have trouble saying no or following rules. The teacher will presume that the student is not getting enough attention if the student interrupts the class. Teachers may be disturbed when students disrupt lectures in the expectation that students may have something interesting to say. It appears to be inconsistent once discipline is given.

I also encountered student's opinion about the classroom management style that the English teacher prefers in managing the class was good. The student knew that the teacher was always very attentive to the needs of the student and showed care and encouragement, showing warmth, care, and respect, but are not pushovers, as they also hold high expectations for their students and hold them accountable for their actions. This balance of both high responsiveness and high demandingness emphasizes proactive discipline and problem solving over punitive discipline and exclusion or permissiveness and lack of control. Authoritative teachers use punishment in a fair way and understand its limitations.

Several studies have indicated that authoritative teaching adopt by English teacher at MTs N 2 Palembang is most effective in supporting students' multifaceted development. The teacher uses punishment in a fair way and

understand its limitations. Moreover, teachers currently felt that they have limitations in educating, teaching, guiding and evaluating students by using existing methods. Furthermore, teachers are also overshadowed by doubts in giving punishment to disruptive students. There were several cases happened where teachers lack of support and protection in carrying out their duties in the form of a sense of security and safety guarantees from the government, local governments, educational units, teacher professional organizations, and / or the community according to their respective authorities.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the following sub topics: (1) conclusions and (2) suggestion of the study.

5.1 Conclusions

In this chapter, all of the results from findings had been concluded. I also presented the suggestions that were expected to be useful for teacher, students, and other researcher. Based on the result of data analysis by using thematic analysis, I found that there were severals information about classroom management style the English teacher preferred to manage.

In this study, I found that the English teacher at MTs N 2 Palembang showed a strong preference for authoritative style of classroom management. The result showed that: (1) the teacher was concerned about both what his students learned and how they learned; (2) the teacher tried to explain the reasons behind his rules and decisions; and (3) his students understood that they could interrupt his lecture if they had a relevant question.

Another style that the English teacher preferred to manage the class at MTs N 2 Palembang was Laissez Faire style. Laissez Faire style of the English teacher showed in the following features: 1) The teacher did not want to reprimand a student because it might hurt his/her feelings; 2) The emotional well-being of his students was more important than classroom control; 3) If a student requested a hall pass, he would honor the request.

According to the student, classroom management style that the English teacher prefers to manage the class was good. The student knew that the teacher was always very attentive to the needs of the student and showed care and encouragement, showing warmth, care, and respect, but are not pushovers, as they also hold high expectations for their students and hold them accountable for their actions. This balance of both high responsiveness and high demandingness emphasizes proactive discipline and problem solving over punitive discipline and exclusion or permissiveness and lack of control. Authoritative teachers use punishment in a fair way and understand its limitations.

5.2 Suggestions

This research only focused on finding out classroom management style the English teacher preferred to manage at MTs N 2 Palembang. I hope that the next researchers who want to conduct the similar research can shed light on this topic and also find out other classroom management style that the English teacher prefers to manage.

In order to examine English teachers' preferences for classroom management practices, I used only interview technique. To investigate which practices and methods teachers really prefer for attaining students' cognitive and social development, an observation of teachers' classroom management style should be included in a future study.

The number of teacher as the participant was only one; thus, the findings of this study cannot be generalized.

Next, the present study suggests that the English teachers need to have an effective plan in managing their classroom during the teaching and learning process. They need a good management class, supported environment of the class.

Last, for the students, especially the students of MTs N 2 Palembang, I expect that the findings of this research hopefully become a force to motivate them to interact properly with their teacher and create an effective classroom atmosphere in order to achieve high-quality achievement in the English teaching and learning process.

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APPENDIX A

(Interview Guideline)

No	INDICATORS	DESCRIPTIONS	QUESTIONS
1	disruptive during class	The student is disruptive during class	What would you do if a student is disruptive during class?
2	imposes the rules	The teacher imposes the rules	Do you place on your students any rules? About why?
3	the classroom atmosphere	classroom atmosphere	Do you agree that in order for students to understand, the classroom must be quiet? About why?
4	what the students learn and how they learn	The teacher is concerned about what the students learn and how they learn	Do you think about both what your students are studying and how they are studying? About why?
5	a student turns in a late homework assignment	The teacher's opinion when a student turns in a late homework assignment	If a student switches on a late homework assignment, what can you do? About why?

No	INDICATORS	DESCRIPTIONS	QUESTIONS
6	reprimands a student	The teacher reprimands a student	You're reprimanding a student? About why?
7	The class preparation	Class preparation	Do you agree that the training for the class is not worth the effort? About why?
8	the rules and decisions	the reasons behind the rules and decisions	Are you trying to justify the reasoning behind your laws and actions at all times? About why?
9	excuses from a student	accept excuses from a student who is tardy.	Would you consider excuses from a tardy student? About why?
10	The emotional well-being	The emotional well-being of the students	Do you agree that your students ' emotional well-being is more critical than management of the classroom? About why?
11	interruption during the lecture	The students can interrupt his/her lecture	Do you believe that your students understand that if they have a valid question, they can interrupt your lecture? About why?

No	INDICATORS	DESCRIPTIONS	QUESTIONS
12	requests a hall pass	When a student requests a hall pass	What do you think if a hall pass is demanded by a student? About why?
13	perception about the classroom	perception about the classroom	What is your understanding of the management style of the classroom that the English teacher likes to manage?
14	the problems that the teacher encountered	the problems that the teacher encountered	What are the issues that the teacher faced in the management of the classroom?
15	activities and methods the teacher use	activities and methods the teacher use	What kind of practices and strategies are used by the teacher to maintain an efficient environment and promote management of the classroom?
16	addressing a difficult student's disruptive behavior	a situation when the teacher had to address a difficult student's disruptive behavior	Please explain a scenario in which the teacher had to handle the destructive conduct of a challenging student!
17	addressing a difficult student's disrespectful behavior	a situation when the teacher had to address a difficult student's disrespectful behavior	Can you describe a situation when the teacher had to address a disrespectful behavior? a. How was it that made you feel? b. Explain how the instructor was coping with the behavior? c. Describe how you think the unhealthy behaviour was handled by this method.

No	INDICATORS	DESCRIPTIONS	QUESTIONS
			d. What, if anything the teacher would have done differently if that same situation occurred again?
18	addressing a verbally/physically aggressive behavior	a situation when the teacher had to address a verbally/physically aggressive behavior	Please explain a situation in which the instructor had to deal with verbally / physically abusive conduct! a. How was it that made you feel? b. Explain how the instructor was coping with the behavior? c. Describe how you think the unhealthy behaviour was handled by this method. d. What if the teacher had done anything differently if the same circumstance happened again?
19	addressing an insubordinate behavior	a situation when the teacher had to address an insubordinate behavior	Please explain a situation where an insubordinate conduct has to be discussed by the instructor! a. How was it that made you feel? b. Explain how the instructor was coping with the behavior? c. Describe how you think the

No	INDICATORS	DESCRIPTIONS	QUESTIONS
			unhealthy behaviour was handled by this method. d. What if the teacher had done anything differently if the same circumstance happened again?
20	the reasons of the problematic behaviors	the reasons of the problematic behaviors	What do you consider to be the reasons why classroom activities are problematic?
21	how to solve the problematic behaviors	the duty of the teacher to solve the problematic behaviors	What should be the teacher's obligation to overcome the troublesome habits in the classroom?

Source: Dunbar (2004), *Best practices in classroom management*.

Introductory Protocol

Good morning/afternoon. And I am Putri. Thank you for taking the time to be a part of my research. The aim of this interview is to find out (1) the types of classroom management that the English teacher prefers to manage the class, and (2) the perspective of the teacher towards the leadership preferences of the classroom.

No right or wrong or desirable or undesirable answers are available. I want you to feel comfortable expressing what you really believe and how you really feel. I arranged this interview to last no more than an hour. I have many questions I would like to answer during this time. If time starts to run out, to force a head and complete this line of questioning, it will be appropriate to interrupt you.

Instructor Tape Recorder

If it's all right with you, I will be recording our conversation on video. The purpose of this is to allow me to get all the information, yet to be able to have an attentive conversation with you at the same time. In my papers, I will not use any names and I assure you that all your comments will remain confidential.

A. Personality

1. Gender:

    ___ Male

    ___ Female

2. Number of years teaching:

    ___ less than five years

    ___ 5 to 15 years

    ___ more than 15 years

3. Highest education degree obtained:

___ BA/BS

___ Masters

___ Specialists

___ Doctoral

B. Interview Questions about Classroom Management Styles

1. What would you do if a student is disruptive during class?

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2. Do you place on your students any rules? About why?

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3. Do you agree that in order for students to understand, the classroom must be quiet? About why?

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4. Do you think about both what your students are studying and how they are studying? About why?

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5. If a student switches on a late homework assignment, what can you do? About why?

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6. You're reprimanding a student? About why?

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7. Do you agree that the training for the class is not worth the effort? About why?

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8. Are you trying to justify the reasoning behind your laws and actions at all times? About why??

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9. Would you consider excuses from a tardy student? About why?

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10. Do you agree that your students ' emotional well-being is more critical than management of the classroom? About why?

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11. Do you believe that your students understand that if they have a valid question, they can interrupt your lecture? About why?

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12. What do you think if a hall pass is demanded by a student? About why?

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C. **Interview Questions on the Students' Perception toward the Preferences of Classroom Management**

1. What is your understanding of the management style of the classroom that the English teacher likes to manage?

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2. What are the issues that the teacher faced in the management of the classroom?

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3. What kind of practices and strategies are used by the teacher to maintain an efficient environment and promote management of the classroom?

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    _____

4. Please explain a scenario in which the teacher had to handle the destructive conduct of a challenging student!

    _____

    _____

    _____

    _____

    a. How did it make you feel?

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        _____

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        _____

    b. Explain how the teacher confronted the behavior?

        _____

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    c. Describe how you felt this approach addressed the undesirable behavior.

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        _____

        _____

d. What, if anything the teacher would have done differently if that same situation occurred again?

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5. Can you describe a situation when the teacher had to address a disrespectful behavior?

_____

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a. How was it that made you feel?

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b. Explain how the instructor was coping with the behavior?

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c. Describe how you think the unhealthy behaviour was handled by this method!

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d. What, if anything the teacher would have done differently if that same situation occurred again?

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6. Please explain a situation in which the instructor had to deal with verbally / physically abusive conduct!

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a. How was it that made you feel?

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b. Explain how the instructor was coping with the behavior?

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c. Describe how you think the unhealthy behaviour was handled by this method.

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d. What if the teacher had done anything differently if the same circumstance happened again?

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7. Please explain a situation where an insubordinate conduct has to be discussed by the instructor!

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a. How was it that made you feel?

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b. Explain how the instructor was coping with the behavior?

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c. Describe how you think the unhealthy behaviour was handled by this method!

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d. What if the teacher had done anything differently if the same circumstance happened again?

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8. What do you consider to be the reasons why classroom activities are problematic?

_____
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9. What should be the teacher's obligation to overcome the troublesome habits in the classroom?

_____
_____
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Source: Dunbar (2004), *Best practices in classroom management.*

TRANSCRIPTION OF INFORMAL INTERVIEW RESULT

(Preliminary Study)

Teacher of MTsN 2 Palembang

Name : Pr

School : MTsN 2 Palembang

Me : Asssalamualaikum warahmatullahi wabaraktuh.

Mr. Pr : Walaikumsalam warahmatullahi wabaraktuh.

Me : I am so sorry for bothering your time Sir. I am Putri, Student of English ofiUIN Raden Fatah. I have some questions for you Sir.

Mr. Pr : Oke.

Me : Have you ever encountered any problem relating to manage your class? Please explain!

Mr. Pr : Yes, I have. What becomes a problem for me during teaching and learning process was when some students did not even pay attention to the lesson. The classrooms became very noisy and difficult to operate.

Me : What did you do to handle this problem?

Mr. Pr : Well,…. I ask the students to pay attention to the lesson, I ask them to be quiet. Sometimes, I ask the student who keep on talking or chatting with his friend to come forward, and sit next to me.

Me : Well, thank you for your answer Sir.

Mr. Pr : Okay, anytime Putri.

TRANSCRIPTION OF INTERVIEW RESULT

English Teacher of MTsN 2 Palembang

Name   : Purwanto, S.Pd. M.Pd

School   : MTsN 2 Palembang

Date of Interview   : August, 16th 2020

Me   : Ok, number one, what would you do if a student is disruptive during class?

Mr. Pr : (eeh), my.. when.. when you ask me what I should do if a student is disruptive during the class, so I will (eee) inform the students not to be disruptive in my classroom and I will let her join the learning process in the classroom, so I will ask the student to be (eee) quite and then to be polite and not to be disruptive, yaa because if (eee) a student disruptive he or she can (eeee) disturb (eee) other students while the other students are studying in the classroom, I think that's (eee) my answer for the first question

Me   : (eee) okay number two do you impose any rules on your students? Why?

Mr. Pr : I do, actually at the first meeting in the classroom, I and my students usually make a commitment. Why I do that? because if there is no spesific rules, during the learning in the classroom, I believe that it will not run

planned, so that's why we should build a good commitment to run the learning and studying process in the classroom, I think that's all putri

Me : Do you think that the classroom must be quiet in order to make students learn? Why?

Mr. Pr : it depends on the situation, the subject and the lessons that we are studying (yaa), for example if I teach speaking skill, of course they must actively speak, they can't act passively. However, whenever I teach writing skill. It depends on the lessons they are studying.

Me : Do you concern about both what your students learn and how they learn? Why?

Mr. Pr : Yes of course I should concern about what they are studying and how they are studying it because if I do not put in a good thought to my students of course they will know nothing about what they are studying about, so that's why I, especially as an English teacher should be well prepared on, what they are learning and how they are learning, at the end of the lesson or what the English teacher hope, that they will learn something.

Me : What will you do if a student turns in his assignment late? Why?

Mr. Pr : I will ask the reason why she/he is being late for his/her homework/assignment. If the reason is reasonable (yaa) of course I can understand, but as if it is not, of course I don't have any (what is it ya) any tolerance to may students, so I have to know their reasons in advance.

Me : Do you reprimand a student (for a disruptive behavior)? Why?

Mr. Pr : Whenever my students usually make noises or misbehave, yes of course I will scold them and ask them remind them behave.

Me : Do you think that the Class preparation isn't worth the effort? Why?

Mr. Pr : As an English teacher before we teach our students in the classroom, we should have good preparations not only the teaching process, classroom management and then the lesson plan itself and also how to manage the students but if it is not the same as what we do in the classroom or the effort or the thing happens in the classroom is not suitablefrom what we hope, we should try to find the alternative way to support our teaching process. For example, if we have to modify the class especially for the chair, one chair for one student but in fact when we are in the classroom that is another student who is going to sit both or in pair, so it's okay as long as the students feel comfortable. And then (eee) when we teach the students our material based on the lesson plan that we have made and then it is not suitable for the class, we can modify it into another way, so at least that we are as an English teacher should tryto make the student as well as possible and the we should make the student understand what we have taught.

Me   : Do you always try to explain the reasons behind your rules and decisions? Why?

Mr. Pr : I sometimes try to explain the reasons behind my rules and my decision, why I sometimes punish the naughty students, because the students should follow the teacher's instructions and the students should follow the teacher's obligations and so on, and so on. And then first of all before I teach usually I (eee) tell my students the rules, the game rules during the classroom, during the study or during the lessons, and also what is the decision if the students do this and that for example, I usually teach to my students based on the rules and my desicion as a commitment from the beginning of the meeting putri.

Me   : Will you accept excuses from a student who is tardy? Why?

Mr. Pr : Talking about the students who sometime come late for class, it depends on the situation, if the students can give a reasonable reason to me, so I

can accept it. For example, they have tried to come to school on time but on the way, she or he or the students got flat tire, or they take public transportation and then there is something wrong with the public transportation, if (eee) they are taken by their parents to the school and then there is something wrong with their parents'vehicle, of course those are tolarate, but if the reason is not reasonable of course I don't give them any tollerance, I do not give a treatment to certain student, but punishment here usually educated punishment, for example I ask them to read (eee) some sentences of Al-Qur'an, for example I ask the students to read some sentences in English or sometimes I usually ask the students who come late to retell some vocabularies or something like that.

Me   : Do you think that the emotional well-being of your students is more important than classroom control? Why?

Mr. Pr : Talking about the emotional well being of my students is more important than classroom control; it depends on the situation again, so I cannot maximize, I cannot a push based on the emotional by my self, for example the students do not do what I ask them to do and then if the students are not in the classroom, so I try to build a better classroom situation, so they can get the material from my explanation easily; It should be fun, it should be enjoyable so the students won't feel dispaire, I try to make the students enjoy, I try to make the students be happy with my explanation, so once again I will not push the rules on my students, so I believe that if I push the rules on my students, I think that my students will be unhappy in the classroom

Me   : Do you think that your students understand that they can interrupt your lecture if they have a relevant question? Why?

Mr. Pr : Well, you know based on the commitment at the beginning our meeting usually I tell to my students that they may interrupt, or ask me question in the process of learning and studying while I explanation my material, they

can always raise their hand to interrupt my explanation, and ask me some questions, they don't need to wait until I finish my explanation, I'll be glad to have my students like that.It is a very..very good students I think. I'll be glad to answer their questions.

Me   : What do you think if a student requests a hall pass? Why?

Mr. Pr : It depends on the situation, if it is urgent, it's okay, no problem,.. they may ask for my permission to leave the class, for example to join a special activity, however, if the activity is not really urgent I usually ask the students to finish my lesson first, although there are more thing that urgent the students should do they need to finish their activity and comeback again to my classroom since there is still much time for my class, if the time is not enough, so the students should ask to their friends about their homework or assignment or a task the student should finish, I think that's all.

Palembang, 23 November 2020

Approved by

Eka Sartika, M.Pd

Name   : Purwanto, S.Pd. M.Pd

School   : MTsN 2 Palembang

Date of Interview   : September, 09th 2020

Me   : What would you do if your students still disruptive in the class after you inform them?

Mr. Pr : The disruptive students will try to give them the second chance, I will try to inform them not to make noises in the classroom and if they keep doing it. So I will give them another chance until the third time, I will ask the students to sit beside the teacher's table, and then the students should pay attention to the teacher's explanations.

Me   : Oke,What would happen then?

Mr. Pr : based on my experience whenever I found the students like that, the students will keep silent, and they will not make any noises.

Me   : What kind of commitment is it? Please mention it.

Mr. Pr: You know before I enter the classroom to do my teaching and learning process; at first I as an English teacher and the students should have a good commitment, so I mention to the students about the commitment and then we commit one another, as I mention before. for example the students should obey the teacher's rules and the second one students should not make any noises in the classroom and then the third one if the students like to go out they should ask for the teacher's permission and then if the teacher give the students assignment they should do based on the instruction. Other rules are the students must not eat and drink in

the classroom and then the students must submit their assignment or their homework on time.

Me : What would you do to make them stick with the commitment? Because I believe that not all of the students can stick with their commitment. It must be hard especially for "special naughty students"

Mr. Pr : Before I start teaching and learning process, as an English teacher and the students should commit to the commitment one another I usually ask them to write down to on piece of paper about the commitment and they should submit the commitments that they have made to me as them teacher, and someday if they disobey or they break the rule or the commitment, I can show the letter that they have made before. Whenever the students do not obey the commitment that the teacher and the students made one another, so I will try to be strict to them. I will put them under my supervision directly.

Me : What if in the middle of the writing lesson, the students are starting to make noise, by doing something that is not related to your lesson or starting to make a conversation with their friends?

Mr. Pr : As English teacher or as a teacher any lesson subjects we can't only sit on the teacher's chair we should mobile, we should check the students' work, in teaching process , whether or not they have difficulties in doing their assignment. Especially for the writing assignment. This thing is important in order to avoid the students to disturb the teaching and learning process.

Me : And then, what would you do? Can you give the example of the situation? Cause it is not easy for some students to keep calm/be quite during the lesson (from the beginning till the end of the lesson)

Mr. Pr : For example like this miss putri, "okay students while we are studying please be quite! Please be calm and do not make a noises and then please

not disturb your friends and please do as I my instructions" that's one of the example

Me   : Can you give the example of your concern to what your students are learning and how they are learning?

Mr. Pr : Talking about the example on what and how they are learning (yaaa) before I teach them, I give them the instruction, for example "students please listen to me carefully and then please pay attention on my instructions, so that you can get or you can catch what I will teach you" that's the example, and then for the second example that they should do the assignment I give them, I will give them clear information and clear instructions, for example "please do this assignment and then please listen carefully to my instructions. Please do based on the instructions and do not do based on other instruction while doing your assigment please pay attention and then if you get some problems or difficulties, please ask me."

Me   : What would you do to the students who cannot give the reasonable reason?

Mr. Pr : Putri, when we give the students assigment and then we ask them to submit their assigmnet on time based on our instruction. In fact, there are some students who do not submit their assignment on time or based on my instructions so, I will ask the reason why, and if it's reasonable I can accept it and then I can understand it and I will tell the students to submit based on the teachers instruction, and if it's unreasonable so I will give the students double assignment, for example if I give the students one assignment consist of five questions, I will double to be ten questions and then it must be submitted based on the time that I give them, and if they still do the same thing, they do not submit the assignment based on my instructions, so I will tell to their classmaste.

Me   : What kind of reason that is "reasonable for you"?

Mr. Pr: For example, the first reason like now during pandemic covid 19 the students are studying at home by using online source, I'll ask their reason why are they late submitting their assignment, the reason might be lack of network, out of town and sick, I can understand because it's reasonable.

Me   : What do you mean by the reason is reasonable? Please explain and give example!

Mr. Pr: What I mean by the reason is reasonable, as long as the reason can be accepted by me, for example, I ask the students why are you late submitting your assignment? Sir, excuse me sir, because my house is getting flood. Sir, excuse me sir, I am getting sick. It's okay, I can understand. I think that's the example Putri.

Me   : What would happen then, to students who cannot give the reasonable reason?

Mr. Pr : I give them the punishment but the punishment here is educated punishment not bad one, like I will double the assignment, something like that.

Me   : Please give example of how you reprimand the students?

Mr. Pr: Talking about students who are making a noise or naughty in the classroom I should to reprimand the students, for the example I reprimand them "okey students please do not make noise in the classroom, please appreciate your friends who are doing or who are studying in the classroom, once again please do not to make any noises in the classroom and the second one, or if you are getting sick, you may ask me, you may go to special room, school clinic something like that. Before you get out for permission make sure the assignment in hard. Do not directly going out of the class.

Me : Please give example of the rules and the punishment!

Mr. Pr: okay, like this, the example of rules; the students you must not come late, and then the second one if you are given assignment from me as an English teacher you must do it well and submit based on the time as Mr. Purwanto and then the third one in the classroom you may not bother your friends, and then the fourth one, you may not make any noise in the classroom, you must be a good student, I think that's the rules. And then the second, about the punishment, the punishment if they break the rules that we have agreed one another, at the first they should sit in front of me, in front of the English teacher, and I will double the assignment, and the third one, the teacher can instruct the students to clean something in the classroom, and the fourth one, the teacher will ask the naughty students for example the students who break the commitment or the rules, I'll ask them to recite Al-Quran or memorizing Al-Quran.

Me : Had you ever met a student that make you think that, you are tired with her/him and it is wasting your time to be mad/angry with her/him all the time, because she/he would not change anyway?and you wanna say that "enough, I gave up and I won't care anymore about you. Just do what ever you wanna do" please tell me or explain your experience!

Mr. Pr: Talking about my experience facing the students like you have said (eee), I as an English teacher, try to give the instructions or give advice to the students once, twice, third time, fourth times, or many times and the student still doesn't change their behaviour, I will never give up, you know as a teacher we should try to make the students not only good with. Knowledge but also attitude, eventhough the studenst are still getting,..I mean do not obey the teacher's instructions, the teacher's advice, I especially as an English teacher should try to give advice again and again never give up, I will not get angry wtih the students like this,

still care, I still give a special treatment to the students, I will never get angry to this student or I will never give up to the students

Me   : Can you give explanation and example of the way how do you build your students' happiness?

Mr. Pr: You know the main point that we must do in the classroom especially in our job as a teacher we should try to make students happy, we must not make the students under the pressure or they will be reluctant to the subject that we are going to deliver, so first, we try, should try our best on how to make the students happy for example at the beginning of the lessons we ask to the students to sing together and then to have icebreaking and icebreaking should be interesting and then the way how we act, how to make the students happy too and then by doing this it can be motivated to the students to be happy while they are going to get the lessons by singing or having icebreaking, we should try to make the students happy with us, as a teacher we should try to make the student feel familiar with us and then feel happy with the teacher and will not be as a teacher as a host example, dislike the teacher, like you know I am so sorry very much at that time we sometimes ever heard that exact subject like mathematics or physics sometimes when the mathematics teacher enter the classrooms the students feel "woo there is a ghost enter the classroom" so we try not to make like this.

Me   : What if you found that your students are talking/discussing something that is not related to your lesson? What would you do?please give the example

Mr. Pr: Putri, when I find students are talking beside the topic that I am teaching so I try to say, by saying like this " Students Don't talk other than our

material, now we study about this topic, lets focus on our material, you can talk about that later after the class is over"

Me   : Please give the example of the situation that is "not really urgent" to you that is ever happened during your time of teaching the students

Mr. Pr: You know sometimes my students ask me for permission because of something business with their school activities for example, OSIM, and then PASKIBRA and others, so I will not give the permission directly to the students, if it is really urgent, I will give the permission directly but if it is not really urgent I will not give them permission, I will ask them to study first until the lesson is over, untill the lesson end so they may leave the class, but it is really urgent, I let them to leave the class but when reason or activity is not really urgent I will not give them permission to leave the class because lesson is more important that one, so they may join the activity after the class is over

Palembang, 23 November 2020

Approved by

Eka Sartika, M.Pd

Name   : Dinda

School   : MTsN 2 Palembang

Date of Interview   : August, 17th 2020

Me : Good morning, I am Putri. Thank you for taking the time to be a part of my research. The aim of this interview is to find out (1) the types of classroom management that the English teacher prefers to manage the class, and (2) the perspective of the teacher towards the leadership preferences of the classroom.

No right or wrong or desirable or undesirable answers are available. I want you to feel comfortable expressing what you really believe and how you really feel. I arranged this interview to last no more than an hour. I have many questions I would like to answer during this time. If time starts to run out, to force a head and complete this line of questioning, it will be appropriate to interrupt you.

If it's all right with you, I will be recording our conversation on video. The purpose of this is to allow me to get all the information, yet to be able to have an attentive conversation with you at the same time. In my papers, I will not use any names and I assure you that all your comments will remain confidential.

1. Me : What is your perception about the classroom management style that the English teacher prefers to manage class?

Dinda : Menurut saya kalau misal sir lagi ngajar dikelas ada bagusnya itu juga dengan santai, siswa tidak tertekan, caranya tidak bagus karna akan terus terusan ribut, dan keenakan bagi siswa yang ribut atau tidak mengerjakan tugas tersebut

2. Me : Number two, what are the problems that the teacher encountered in the classroom management?

Dinda : Biasanya kalau lagi dikelas gitu, sir ngajar terus kita semua perhatikan kalau misal sir lagi ngasih tugas latihan terus suka masih ada yang males, kadan tidak mau ngerjain tugasnya, mungkin sir juga ga marah atau gimana tapi sir terus mengingatkan "ayo anak-anak kumpulkan tugasnya"

3. Me : What kind of activities and methods does the teacher use to ensure an effective atmosphere and to facilitate classroom management?

Dinda : Sejauh ini belum ada

4. Me : Please describe a situation when the teacher had to address a difficult student's disruptive behavior!

Dinda : Biasanya sir menghadapi siswa yang sulit itu dengan mendekati siswa susah diatur atau ribut atau gimana, terus dibicarakan dengan baik-baik

Me : How did it make you feel?

Dinda : Perasaan saya kalau misal sir yang mengatasi itu lebih tenang dan lebih bagus karna kalau misal cara guru lain dengan marah-marah bakal lebih tegang juga

Me   : Explain how the teacher confronted the behavior?

Dinda : Guru juga merespon atau mengatasi nya tenang gitu, ga marah-marah

Me   : Describe how you felt this approach addressed the undesirable behavior.

Dinda : Dengan cara sir yang baik-baik itu dari siswa juga mungkin akan merasa sudah untuk ribut, karna dengan cara sir yang lebih tenang dan lebih baik.

Me   : If the same thing happens again, is there any other things that the teacher can do?

Dinda : Mungkin hanya dibiarin tapi tetap diperhatikan

5. Me : Can you describe a situation when the teacher had to address a disrespectful behavior?

Dinda : Biasanya kalau ada murid yang tidak sopan, sir tidak terlalu menanggapi omongan murid tersebut dan memberikan nasehat

Me   : How did it make you feel?

Dinda : Perasaan saya biasa saja (hahaha)

Me   : Explain how the teacher confronted the behavior?

Dinda : Guru menghadapinya dengan tidak menanggapi murid tersebut

Me   : If the same thing happens again, is there any other things that the teacher can do?

Dinda : Kalau situasi tersebut tetap sama karena dari awal sir cuma diem jadi mungkin kalau terjadi lagi akan cuma diam dan perhatikan saja

6. Me : Please describe a situation when the teacher had to address a verbally/physically aggressive behavior!

Dinda : Sejauh ini tidak pernah

Me : How did it make you feel?

Dinda : Biasa aja

Me : Explain how the teacher confronted the behavior?

Dinda : Mungkin karna tidak pernah, belum pernah juga terjadi

Me : If the same thing happens again, is there any other things that the teacher can do?

Dinda : Tidak pernah, tidak ada

7. Me : Please describe a situation when the teacher had to address an insubordinate behavior!

Dinda : Contoh tidak patuh dikelas itu tidak mengerjakan PR, sir menyuruh mereka untuk mengerjakan PR tersebut ditempat

Me : How did it make you feel?

Dinda : Biasa saja

Me : Explain how the teacher confronted the behavior?

Dinda : Dengan santai dan suruh siswa nya ngerjain

Me : Describe how you felt this approach addressed the undesirable behavior

Dinda : Saya rasa sudah cukup baik, siswa akan merasa mendapat perhatian dari mungkin yang mereka harapkan sehingga akhirnya mereka bersedia mengerjakan tugas

Me : If the same thing happens again, is there any other things that the teacher can do?

Dinda : Mungkin meminta siswa tersebut menemui guru BK

8. Me : What do you consider to be the reasons why classroom activities are problematic?

Dinda : Karna sir juga tidak terlalu menanggapi dan jika siswa terus ribut dikelas, langsung menghukum murid tersebut

9. Me : What should the teacher do to solve the problematic behaviors in the classroom?

Dinda : Saya kurang mengerti, mungkin terus menegur siswa tersebut dan lanjut menjelaskan materi yang mau dikasih

Palembang, 23 November 2020

Approved by

Eka Sartika, M.Pd

APPENDIX E

VALIDATION SHEET OF RESEARCH INSTRUMENTS

Name of Expert	:	**Eka Sartika, M.Pd**
Institution	:	**UIN Raden Fatah Palembang**
Occupation	:	**Lecturer**
Date	:	**May 12th, 2020**
Title	:	**The Classroom Management Style Preference of the English Teachers: A Case Study at MTs N 2 Palembang**

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Absolutely Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (√) in the appropriate box.

No.	Item	Level of appropiateness					Categorization
		1	2	3	4	5	
	Questions for the teacher						
1.	What will you do if a student is disruptive during class?					✓	Absolutely Appropriate
2.	Do you impose any rules on your students? Why?					✓	Absolutely Appropriate
3.	Do you think that the classroom must be quiet in order to make students learn					✓	Absolutely Appropriate

No.	Item	Level of appropiateness					Categorization
		1	**2**	**3**	**4**	**5**	
	better? Why?						
4.	Do you concern about both what your students learn and how they learn? Why?					✓	Absolutely Appropriate
5.	What will you do if a student turns in his assignment late? Why?					✓	Absolutely Appropriate
6.	Do you reprimand a student for a disruptive behavior? Why?					✓	Absolutely Appropriate
7.	Do you think that the Class preparation isn't worth the effort? Why?					✓	Absolutely Appropriate
8.	Do you always try to explain the reasons behind your rules and decisions? Why?					✓	Absolutely Appropriate
9.	Will you accept excuses from a student who is tardy? Why?					✓	Absolutely Appropriate
10.	Do you think that the emotional well-being of your students is more important than classroom control? Why?					✓	Absolutely Appropriate
11.	Do you think that your students understand that they can interrupt your lecture if they have a relevant question? Why?					✓	Absolutely Appropriate
12.	What do you think if a student requests a hall pass? Why?					✓	Absolutely Appropriate
	Questions for Students						
13.	What is your perception about the classroom management style that the English teacher prefers to manage class?					✓	Absolutely Appropriate
14.	What are the problems that the teacher encountered in the classroom management?					✓	Absolutely Appropriate

No.	Item	Level of appropiateness					Categorization
		1	2	3	4	5	
15.	What kind of activities and methods does the teacher use to ensure an effective atmosphere and to facilitate classroom management?					✓	Absolutely Appropriate
16.	Please describe a situation when the teacher had to address a difficult student's disruptive behavior! a. How did it make you feel? b. Explain how the teacher confronted the behavior? c. Describe how you felt this approach addressed the undesirable behavior. d. If the same thing happens again, is there any other things that the teacher can do?					✓	Absolutely Appropriate
17.	Can you describe a situation when the teacher had to address a disrespectful behavior? e. How did it make you feel? f. Explain how the teacher confronted the behavior? g. Describe how you felt this approach addressed the undesirable behavior. h. If the same thing happens again, is there any other things that the teacher can do?					✓	Absolutely Appropriate
18.	Please describe a situation when the teacher had to address a verbally/physically aggressive behavior! a. How did it make you feel? b. Explain how the teacher confronted the behavior? c. Describe how you felt this approach addressed the undesirable behavior. d. If the same thing happens again, is					✓	Absolutely Appropriate

No.	Item	Level of appropiateness					Categorization
		1	2	3	4	5	
	there any other things that the teacher can do?						
19.	Please describe a situation when the teacher had to address an insubordinate behavior! a. How did it make you feel? b. Explain how the teacher confronted the behavior? c. Describe how you felt this approach addressed the undesirable behavior. d. If the same thing happens again, is there any other things that the teacher can do?					✓	Absolutely Appropriate
20.	What do you consider to be the reasons of the problematic behaviors in classrooms?					✓	Absolutely Appropriate
21.	What should the teacher do to solve the problematic behaviors in the classroom?					✓	Absolutely Appropriate

Conclusion:

It is further eligible to be used as a research instrument without revision	
It is further eligible to be used as a research instrument with revision as suggestions	✓
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

Palembang, May 12th, 2020

Validator

Eka Sartika, M.Pd

VALIDATION SHEET OF RESEARCH INSTRUMENTS: INTERVIEW

Name of Expert   **:** **Aisyah Syahab, M.Pd**

Institution   **:** **UIN Raden Fatah Palembang**

Occupation   **:** **Lecturer**

Date   **:** **May 12th, 2020**

Title   **:** **The Classroom Management Style Preference of the English Teachers: A Case Study at MTs N 2 Palembang**

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Absolutely Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (√) in the appropriate box.

No.	Item	Level of appropiateness					Categorization
		1	2	3	4	5	
	Questions for the teacher						
1.	What will you do if a student is disruptive during class?					✓	Absolutely Appropriate
2.	Do you impose any rules on your students? Why?					✓	Absolutely Appropriate
3.	Do you think that the classroom must be quiet in order to make students learn better? Why?					✓	Absolutely Appropriate
4.	Do you concern about both what your students learn and how they learn? Why?					✓	Absolutely Appropriate
5.	What will you do if a student turns in his					✓	Absolutely

No.	Item	Level of appropiateness					Categorization
		1	2	3	4	5	
	assignment late? Why?						Appropriate
6.	Do you reprimand a student for a disruptive behavior? Why?					✓	Absolutely Appropriate
7.	Do you think that the Class preparation isn't worth the effort? Why?					✓	Absolutely Appropriate
8.	Do you always try to explain the reasons behind your rules and decisions? Why?					✓	Absolutely Appropriate
9.	Will you accept excuses from a student who is tardy? Why?					✓	Absolutely Appropriate
10.	Do you think that the emotional well-being of your students is more important than classroom control? Why?					✓	Absolutely Appropriate
11.	Do you think that your students understand that they can interrupt your lecture if they have a relevant question? Why?					✓	Absolutely Appropriate
12.	What do you think if a student requests a hall pass? Why?					✓	Absolutely Appropriate
Questions for Students							
13.	What is your perception about the classroom management style that the English teacher prefers to manage class?					✓	Absolutely Appropriate
14.	What are the problems that the teacher encountered in the classroom management?					✓	Absolutely Appropriate
15.	What kind of activities and methods does the teacher use to ensure an effective atmosphere and to facilitate classroom management?					✓	Absolutely Appropriate
16.	Please describe a situation when the teacher had to address a difficult student's disruptive behavior! e. How did it make you feel?					✓	Absolutely Appropriate

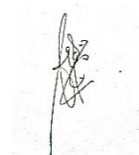| No.	Item	Level of appropiateness					Categorization
		1	2	3	4	5	
	f. Explain how the teacher confronted the behavior? g. Describe how you felt this approach addressed the undesirable behavior. h. If the same thing happens again, is there any other things that the teacher can do?						
17.	Can you describe a situation when the teacher had to address a disrespectful behavior? i. How did it make you feel? j. Explain how the teacher confronted the behavior? k. Describe how you felt this approach addressed the undesirable behavior. l. If the same thing happens again, is there any other things that the teacher can do?					✓	Absolutely Appropriate
18.	Please describe a situation when the teacher had to address a verbally/physically aggressive behavior! e. How did it make you feel? f. Explain how the teacher confronted the behavior? g. Describe how you felt this approach addressed the undesirable behavior. h. If the same thing happens again, is there any other things that the teacher can do?					✓	Absolutely Appropriate
19.	Please describe a situation when the teacher had to address an insubordinate behavior! e. How did it make you feel? f. Explain how the teacher confronted the behavior? g. Describe how you felt this approach addressed the undesirable behavior. h. If the same thing happens again, is there any other things that the teacher can do?					✓	Absolutely Appropriate

No.	Item	Level of appropiateness					Categorization
		1	2	3	4	5	
20.	What do you consider to be the reasons of the problematic behaviors in classrooms?					✓	Absolutely Appropriate
21.	What should the teacher do to solve the problematic behaviors in the classroom?					✓	Absolutely Appropriate

Conclusion:

It is further eligible to be used as a research instrument without revision	
It is further eligible to be used as a research instrument with revision as suggestions	✓
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

Palembang,   May 12th, 2020
Validator

Aisyah Syahab, M.Pd

Interview

Inggris

1. Me   : What is your perception about the classroom management style that the English teacher prefers to manage class?

   Dinda : In my opinion, for example, if the teacher is teaching in the class, there is a good thing that is also relaxed, students are not depressed, the method is not good because it will continue to be noisy, and it will be pleasant for students who are noisy or do not do the assignment.

2. Me   : Number two, what are the problems that the teacher encountered in the classroom management?

   Dinda : Usually, when in the class like that, the teacher continue to teach, we all pay attention that; for example, sir giving assignments and there are still some who are lazy, if they don't want to do their work, maybe sir is also not angry or what, but sir keeps reminding "let's collect the assignments"

3. Me   : What kind of activities and methods does the teacher use to ensure an effective atmosphere and to facilitate classroom management?

   Dinda : Nothing,so far.

4. Me   : Please describe a situation when the teacher had to address a difficult student's disruptive behavior!

   Dinda : Dealing with difficult students,usually sir, by approaching students who are difficult to control or noisy or what, continue to be discussed carefully

   Me   : How did it make you feel?

   Dinda : My feeling is if the teacher fix the problem it is calmer and better because if the other teacher's getting angry will be more tense too.

   Me   : Explain how the teacher confronted the behavior?

   Dinda : The teacher also responds or overcomes it calmly, not angry

Me : Describe how you felt this approach addressed the undesirable behavior.

Dinda : With sir's good way, the students might feel that they are stop making noisy, because the teacher calmer and better

Me : If the same thing happens again, is there any other things that the teacher can do?

Dinda : Maybe he will just let it, but he still cares

5. Me : Can you describe a situation when the teacher had to address a disrespectful behavior?

Dinda : When there are students who are not polite, usually sir does not really respond to what the student is saying

Me : How did it make you feel?

Dinda : Just so so

Me : Explain how the teacher confronted the behavior?

Dinda : The teacher face it by not responding to the student

Me : If the same thing happens again, is there any other things that the teacher can do?

Dinda : If the situation remains the same because from the first, the teacher just silent so maybe it is happens again, just quiet and attention

6. Me : Please describe a situation when the teacher had to address a verbally/physically aggressive behavior!

Dinda : It never happens so far.

Me : How did it make you feel?

Dinda : Just so so

Me : Explain how the teacher confronted the behavior?

Dinda : Maybe it never happens

Me : If the same thing happens again, is there any other things that the teacher can do?

Dinda : Never happens, nothing

7. Me : Please describe a situation when the teacher had to address an insubordinate behavior!

Dinda : For example disobedience in the class did not do homework, sir, told them to do the homework in the class

Me : How did it make you feel?

Dinda : Just so so

Me : Explain how the teacher confronted the behavior?

Dinda : He was just relaxed, and ask the students to do their homework

Me : Describe how you felt this approach addressed the undesirable behavior

Dinda : I think it's good enough, students will feel the attention they might expect so that in the end they are willing to do the assignment

Me : If the same thing happens again, is there any other things that the teacher can do?

Dinda : Maybe ask the student to meet with the BK teacher

8. Me : What do you consider to be the reasons why classroom activities are problematic?

Dinda : Because Mr Purwanto doesn't really respond and if students keep n making noise in the class, he immediately will punishe the student

9. Me : What should the teacher do to solve the problematic behaviors in the classroom?

Dinda : I don't know, maybe keep on reprimanding the student and continue explaining the material he wants to give