

Chapter Four

Finding and Discussion

This chapter will explain about finding and discussion. The finding part, researcher will explain about the result of the data based on interviews by respondent. And then, in the discussion, researcher discusses about the result based on the literature. The findings of this study are described, and it will answer the emerging themes. Its theme is the students' perception toward classroom management ability in the teaching practicum and the improvement of students' classroom management the ability after conducting teaching practicum.

Students' Perception toward Classroom Management Ability in the Teaching Practicum

In answering the first theme, the researcher took five respondents from EED UMY batch 2010. The five respondent has different perception toward the first theme of this research.

Finding #1: Students' classroom management at the beginning of class, consist of asking student to enter the class, seating arrangement, and starting the class (Get them in activities). The first question was asking about student perception in classroom management related to the beginning activities. There are several ways related to the beginning of classroom management. There are ask the student to enter the class and motivate the student, seating arrangement and the last is about starting point before enter the core activities.

Ask student to enter the class. This point discussed about classroom management done by respondents related to handle students to enter the class. The data showed that respondents allowed students to enter the classroom and motivate students before class activities, as one respondent said:

....before the student enters the class, e... I let them enter orderly, and then I ask the student to pray together and etc. Before classes begin, I deliver material about what would we learn, and then I contrived children to calm down before start the lesson, like it was.(Respondent 1.10,2014)

Classroom management is important to do since the beginning because it will affect students in learning. The most important piece in class management occurs before students ever enter the classroom. Teachers who are prepared and organized prior to class have fewer behavioral problems because students are usually engaged in learning during class time, Nicole (2009). Besides entering the class, managing classroom at the beginning also involves seating arrangement.

Seating arrangement. There is several types were found to arrange seating. Seating arrangements consist of the u-shape, rows and columns, the fan, the semi-circle, and the clusters which are also referred to as small groups of desks (Hastings & Schwieso, 1995; Kaya & Burgess, 2007; Marx et al., 2000 cited in Fernandes, 2012). Interview data showed that in the classroom, respondents also consider the seating arrangement. However, this factor is devoted during exam or group work.

Seating arrangements can also influence student participation in the classroom.

Teachers at least should pay attention to the seating arrangement, so that students can

participate in the class properly. Student seating location within the classroom has proven to have an impact on student participation and achievement (Hastings & Schwieso, 1995; Perkins & Wieman, 2005; Wannarka & Ruhl, 2008).

In arranging the seating, there are some ways that will be done by the respondent. Student can arrange the seating by making lines and circles in exam. One respondent said that to avoid cheating, the respondent arranged the seating by making line A or B. And to overcome the density of the classroom, teachers can also create groups in the class. Group discussion needed to facilitate their students in learning and help each other. As one respondent said

The example of regulate these children, I make group into line or circle in the class. In the exam, I made A B line to make them not cheating. I should know about number of student because in the class cannot overcrowd. I also can make small groups in the classroom, and can be made a line like that
(Respondent 1.15, 2014)

Starting the class.The student does several things before core activities. The most common thing to do is pray. Teachers and students pray together before start the class. After praying together, the teacher can continue teaching and learning activities with checking student attendance. Checking student attendance is also things can do before getting into the teacher's core activities. The aim is to ensure all students attending classes. One respondent mentioned

.....after all students enter the class, we prepare them to be ready to follow the lesson, such as we are told them to pray, it is definitely. Then, we can start

with check the attendance. Then, I give information that we are going to do

(Respondent 2.17-2.21, 2014)

In addition, teachers can also warm up before entering into the core activities. All of respondents said that they did warming up when teaching practicum. As one respondent mentioned

F: When you start a class, what are you doing before performing core activities?

R4: Before starting the core activities, of course I greetings, then after that is ice breaking. Like brain storming to make them ready to learn then I started.(Respondent 4.16-18, 2014)

Recall previous lesson. Recall previous lesson is one of warming up activities that teachers can do before going on to the next matter. As the respondent mentioned “In the practice, I usually does warming up first ya, it is impossible we immediately go to material. We also can play game to make student interest. We can give a game that related with the material. We can warming up by recall or repeat the previous lesson and give games”. (Respondent 1.22, 2014)

Finding #2 : Students’ classroom management at the core activities related to the material (‘Get on with it’ activities). ‘Get on with it’ activities has been discussed that there are two points, namely the content and manner. In the interview, researchers gave questions related to content and manner. So it was found that the content about the preparation.

The preparation. The interview conducted for the five respondents was found relating to handle materials for students and handle the students themselves. It required some preparation by respondents before teaching. Prepare the material is the most important thing for a teacher before teaching. If the material has been prepared then the class will go well. So, we need preparation before teaching to face the problems that sometimes arise. Respondents argue, that we needed prepared other preparation, which is the lesson plan and syllabus. Lesson plans and syllabus can be used by teacher as a plan before teaching. As said by one of the respondents “there are many preparation before we teaching. We need preparation, for example is about material. In the class (practicum) we learnt about real teaching. So, we need prepare lesson plan”. (Respondent 1.1, 2014)

Lesson plan is needed to be prepared because it can also be used as a benchmark to teach. So, the classes walk properly. According to Nicole (2009). Effective classroom managers foresee confusion and make modifications to lesson plans before confusion begins. Making sure materials are readily available helps move the lesson along smoothly and curbs classroom distractions.

Write difficult word. Moreover, the teacher should always monitor their students, so the material can well receive by the students. If the student feel difficult in working on the task, the teacher can use the easier way, for example by writing words that is considered difficult by students. As said by one of the respondents “when I teaching, there are some difficult words. I write that difficult words with the meaning to make easier” (Respondent 2.23, 2014).

Get student attention with material.Teacher should also have the right attitude in order to make students understand, that is by getting the attention of all students. Teachers must be creative, so the material can be delivered and all the students understand. Then, the teacher can also use materials that will make the class back to life. Teacher can use a picture to deliver the material. One respondent mentioned

....I prepare a lesson plan for teach, it will make easier for students and attract students. I usually use a picture to make student understood. Then I made interesting material, such as PPT. It will make the students interested before lessons. That way could attract students' attention, so they can follow.

(Respondent 2.27-28, 2014)

Give simple material.Teacher needs the right way to deliver their material, so it can be understood by students. Besides, using appropriate materials for students, respondents also argued that giving is a simple matter as one of the way to handle class. As one respondent mentions, “maybe I will trying hard to deliver the difficult material in a simple” (Respondent 5.20, 2014).

Using media for teaching.There are situations where the students still are not familiar with the material provided. We can use the media to teach, there are laptop and LCD projector. We can also prepare the material using PPT, so our student will interest. One respondent mentioned

....I was prepared lesson plan for teaching. The aim is to make student easier in receive the lesson and make student interested. Usually, I use picture to

make student understood. Then, I make interesting material like making PPT.

it will make students interested before the lesson (Respondent 2.27, 2014)

Finding #3 : Students' classroom management at the core activities related to the students ('Get on with them' activities).In the ' get on with them' activities, the findings indicates that student-teacher conductcommunication with student, raise students' interest, and skip the difficult materials.

Student-teachersconduct communication with student. Three of the respondents found that build a communication with student can help them to handle the class. Communication with students is needed so that the respondent can understand the characters of the students have. Respondent mentioned "...I talk with them and then I lead the chat into the material I teach..." (Respondent 3.12, 2014).

Another respondent said

I talked to student who less confident such an approach. then I give a feedback or motivation to let her/him motivated and they does not feel the different from the others, student should follow the lessons without shame or less confident, (Respondent 5.28, 2014)

*Raise the student interest.*Make student interested is another way that respondent done in classroom management when student look bored, noise and difficult with the lessons. Some respondents said that they would play the videos or songs for karaoke with student and make them excited. As one respondent mentioned "...playing videos or songs that probably will make them spirit again" (Respondent 1.32, 2014).Another respondent reported "...while teaching in high school, we've set

the video karaoke and sang together when it feels enough then we stop” (Respondent 4.30, 2014). Another respondent mentioned “.....we watch a movie that is positive and we can also karaoke with English songs to let them having fun and back to learn” (Respondent 5.31-32, 2014).

There are circumstances when the student look bored, noise and difficult with the lessons. The data showed that to overcome these problems, respondents perform variety of ways including used the game to make student excited. 4 of respondents prepare the game to solve the problem. One respondent reported “we make class back to life and we prepare material not just a matter but also prepare games that will make them excited” (Respondent 1.30, 2014). Another respondent mentioned “usually when they've said "let's go home, mom". I prepare activities that can make them motivated to learn again. I give them some games that attractive and suitable to the student” (Respondent 2.31, 2014)

Skip the difficult material. One respondent said that when the students still find difficult in the lesson, respondent will skip the material when doing practicum.

When students were already bored, honestly we pass these lessons because we feel when we give a lesson, they could not get in, so we can skip for a while.

We just chat or we split these students in groups. Students who still have their willingness to learn can still learn with this small group... (Respondent 3.36, 2014).

Finding #4 : Students' classroom management at the ends activities ('Get them out' activities).In the finding #4, the data showed that in the ends of classroom management was about stop the class and dismiss the class. There was some activities that conducted in the ending of class activities. The respondent show that before stop the class, respondent did reviewing the lesson.

Reviewing the lesson.This point will discuss the current respondents dismissed the class in teaching practicum. Three respondents stated that to stop the class they review the lessons had done earlier. One respondent mentioned "Usually, I review the material that I have been told. I also told to them that next week or the next day we will learn next lesson. We summarize what we have learnt.... (Respondent 4.35, 2014).Another respondent said that ".....before end my class, I will review, evaluate what has been learned with them....." (Respondent 5.36, 2014)

Summarize the material.The results of interview, the data showed that respondents would dismiss the class after summarizing the material that has been given. As one respondent said "we end the class with summarize what we have already given" (Respondent 4.33, 2014). Another respondent mentions "... when all the material that I gave was delivered and gives evaluation overall, it might be the right time for me to end..." (Respondent 5.35, 2014)

One of the respondents said that the right time to stop the class is after giving a quiz to students at the end of the lesson. ".....after we give a quiz, the last process is dismissing the class, we do different treatment for several levels" (Respondent 3.37, 2014). Gray and Richer (1988) cited in Smith & Laslett (2002) point out how

valuable it is to use this time to give positive feedback to pupils, praising good work and reassuring those who have had difficulties that next time things will be different. Smith & Laslett (2002) said it is an opportunity to refresh, restate and reinforce the theme of the lesson. So, reviewing the lesson is one of the activities carried out by the respondent during classroom management. It is also consistent with the statement of the literature.

There are several findings in the interview data were obtained. Respondent dismiss classes based on schedule; finish the class by looking student condition, give motivation to the student, and talking about the next lesson.

Stop the class based on schedule. From the data obtained show that the respondents stop the class accordance with the schedule. Data interview showed that two of five respondents would stop the class in accordance with the schedule. As stated by one respondent “when the class is finished of course, we do have standard time to start and finish. It was confirmed that time we've had to end the class” (Respondent 2.33, 2014).

Another respondent reported

I ends the class in accordance with the schedule. Before teaching, we make a lesson plan and time allocation about time to warming up, to present the material, and time to end the class. Not exactly but it should accordance with the ending the class. And then, when our children was in good position and no fussy. I said that the class will be ended and the kids are in good position, then we end the class” (Respondent 1.34-36, 2014).

Finish the class by looking student condition. Then, three of respondents said would stop the class with see the condition of the student. The meaning the condition here is when students are already in good position and not rowdy. One respondent mentioned “.....we do different treatment for several levels. For elementary students, the neat students may go home sooner as well as junior high school students....” (Respondent 3.38, 2014). Another respondent reported “when the kids are silent and in their position. When, the conclusions of my lesson already given, then I end the class” (Respondent 4.33, 2014).

Give motivation to the student. Interview data also showed that respondents provide motivation to the students before dismiss the class. Respondents mention “.....I tell to the children to repeat it at home because maybe next week I will repeated it” (Respondent 1.41, 2014). Another respondent mentions "..... then... I give them spirit, so later at home they will learn again what has been learned here” (Respondent 5.37, 2014). Another respondent also reported “.....we provide motivation for students. It is about a story of animals, birds or frogs. We give motivation with stories to keep their passion in learning” (Respondent 3.41, 2014)

Talking about the next lesson. Respondents reported that in the end of the class they are usually talking about next lesson. One respondent reported "then, next week or the next day we are going to learn this,” (Respondent 4.35, 2014). Another respondent mentioned

I asking a bit to student, I would ask a little of the material in front. So they will automatically give the conclusion of these subjects, so they will know

what they will learn next. In the guide book will talk about all chapter, if the conclusion already set up, so i next week will discuss the other.

(Respondent.1.38, 2014)

The Improvement of Students' Classroom Management Ability after

Conducting Teaching Practicum

The interview conducted by five respondents from English Education Department batch 2010 UMY showed that after the respondents joined teaching practicum, the ability to handle class was increased. It could be argued that practicum can affected every student to improving their abilities in managing class. It was also proved in a study stated that students went through their practicum experiences, overall their comfort level increased in regard to classroom management issues, teaching to a variety of learners and adolescent development issues, (Wyss, Vanessa L; Siebert, Cathy J; Dowling, Karen A, 2012).

Finding #1: The improvement was about time management.

In answering second theme, researcher give the respondent question related to the improvement classroom management after conductin teaching practicum. This resarch found the improvement about time management. As one respondent mentioned

Of course I know how to manage a class, set the time in classroom. I know when I have to do warming up and how many minute to do warming up. I also know how many minute to give material to student, make class conducive and I know about how to dismiss the class orderly. So that does not interfere with

the next class. I know when I started out *PPL* and after I equipped with classroom management course” (Respondent 3.42, 2014).

Finding #2 : The improvement in handling students. Because the question of this study is devoted to each respondent's perception of the theme. Then, the answers obtained from the interview process also has many findings. Other findings from the improvement in classroom management after conducting teaching practicumis also demonstrated by the respondent. The improvement showed by their ability in handle students. Respondent mentioned

F : What are improvement you get and feel when handle class after doing practicum?

R4 : I think the set class increased, because the first time in elementary school we only play around and do not set the kids who trouble maker. Then, when faced junior class like that. In the high school, we've been able to handle, dealing with children who are trouble-makers in the class. I guess increase is in the setting class

F : can you give an example, what do you mean about set class?

R4 : for example, when there are trouble maker kids, let them sit and give more attention. (Respondent 4.36, 2014).

Finding #3 : Familiar with the student characteristic and seating arrangement.

In the case of classroom management, the seating arrangement is something that should also be considered by each teacher. From the interview conducted at five respondents, one respondent replied that after doing practicum activities, they stated

that they better recognize the character of their students and arrange seating.

Respondent mentioned

F : Okay then, what are improvement you get and feel when handle class after doing practicum?

R : The progress is after I did it in my practice. I become more familiar with the character of the children and I could control them.....

..... I am more able to handle children of different characters

F : In addition to handle children with different characters, is there anything that increases?

R : ya.. maybe in the arrange the sitting that I've said earlier. I will be happy to combine girl and boy and make them together in such learning

(Respondent 5.39, 2014)

Finally, this study was answer the emerging themes. First, theme was about students 'perception toward classroom management ability in the teaching practicum. The study categorized that classroom management can be categorized into three parts, start the class, during the class and at the end of the class.

According to the interviews conducted for the fifth respondent based on questions adapted from the book *Effective Classroom Management* by Colin J. Smith and Laslett (2002) researchers concluded that during the process get them in the respondent did three things: greeting, seating and starting. In the process of greeting, respondent asked the students to get into the class. then the respondent also provide motivation to their students to condition students. Then, respondents would not

arrange the seating. Respondent would not always arrange the seating of students. Respondent let students choose their seats byself. However, respondents also arranged the seating when needed. They arranged the seating by created a line or circle. In addition to the exam, the respondent arranged the seating in A-B line. Respondents also arranged the seating in a group. In the core activities, all respondents did warming up. Respondents did checking student attendance, praying, building knowledge, and recall the last lesson.

Then, during learning activities, to conduct classroom management, repondent will focus on the material and students. Researchers discussed in get on with it and get on with them. Get on with it, the respondent made preparations related to the matter. Then, get on with them, respondent focus on the students they teach. Students need right attitude to face the students because students have different characters and when students are getting bored, rowdy and when experiencing difficulties. Give more attention to students who have different characters is an important thing to do. Then, using group discussion made to arrange students to collaborate with others. Communicate with students also can be done to get closer to the students. At the end of class activities, respondents need the right way to stop the class and dismissed the class. To stop the class, respondents do it in accordance with the schedule. Then, they will stop the class after summarizing all of the material that has been given and they will stop the class to see the condition of the students, for example, students are in good condition and not rowdy.

Second, the improvement of students' classroom management ability after conducting teaching practicum. The data showed that the improvement after student conducting teaching practicum was about classroom management. The increase was shown by the increase in their ability to handle the class. Another improvement, the respondent could identify the student's character and can control the students with different characters. Another respondent said that the seating arrangement was also increased after a practicum. In addition, respondents also already have plan to teach after conducting teaching practicum.