

**EXPLORING PRE-SERVICE EFL TEACHERS IN
CLASSROOM MANAGEMENT PREPARATION:
IMPLICATION REFLECTIVE PRACTICE**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Degree of Bachelor of Education
in English Education Department



By:
RAHMATUN NISA
NIM: 1903046007

**EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2023**

THESIS STATEMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

JL.Prof Dr.Hamka (Kampus II) Ngaliyan Semarang
Telp.024-7601295 Fax.7615387

THESIS STATEMENT

I am a student with the following identity:

Nama : Rahmatun Nisa
Students' Number : 1903046007
Department : Education
Field of Study : English Education Department

Certify that the thesis is untitled

**Exploring Pre-Service EFL Teachers in Classroom
Management Preparation: Implication Reflective Practice**

is definitely my own work. I am completely responsible for the content of the thesis. Other researchers' opinions on findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 16 June 2023



Rahmatun Nisa
NIM: 1903046007

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title : Exploring Pre – Service EFL Teachers in Classroom Management
Preparation: Implication Reflective Practice
Name : Rahmatun Nisa
Student Number : 1903046007
Department : English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 22nd June 2023

THE BOARD OF EXAMINERS

Chairperson,

Dra. Hj. Ma'rifatul Fadhilah, M.Ed.
NIP. 19620803 198903 2 003

Secretary,

Nadiah Ma'mun, M.Pd
NIP. 19781103 200701 2 016

Examiner 1,

Daviq Rizal, M. Pd
NIP. 19771025 200701 1 015



Examiner 2,

Dr. Muhammad Nab Annury, M.Pd
NIP. 19780719 200501 1 007

Advisor,

Dra. Hj. Ma'rifatul Fadhilah, M.Ed.
NIP. 19620802 198903 2 003

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Education and Teacher Training
Faculty Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : Exploring Pre-Service EFL Teachers in Classroom Management
Preparation: Implications Reflective Practice
Name of Student : Rahmatun Nisa
Student Number : 1903046007
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 30 May 2023

Advisor

Dra. Hj. Ma'rifatul Fadhilah, M.Ed
NIP. 196208031989032003

ABSTRACT

Title : **Exploring Pre–Service EFL Teachers in Classroom Management Preparation: Implication Reflective Practice**
Author : Rahmatun Nisa
Student’s Number : 1903046007

Classroom management is one of the difficulties that pre-service English teachers encounter in their classroom teaching practice and teacher preparation is necessary before teaching. Encouraging pre-service teachers to reflect on their teaching and reflective practice positively impacts teacher education. This reflective practice intends to better prepare pre-service teachers for classroom challenges, particularly classroom management. The author then conducted a descriptive qualitative research to explore pre-service EFL teachers in classroom management preparation and their reflective practice. This study was conducted to English Education Students classes of 2019 as pre-service teachers at UIN Walisongo Semarang, with 9 participants consist of 6 females and 3 males as participants. Questionnaire and semi structured interviews of reflection data are used to collect data for this study. The content of reflection was structured by Gibbs (1988). The data analysis of the research used thematic analysis. According to the research finding, the pre-service teachers prepared the material, learning activity, and also prepared the strategies and methodologies for handling misbehaving students, keeping students’ attention, and building relationships. The second finding explained how the teaching practicum conducted by pre-service teachers went, the shortcomings and strength they realized after reflection, and what skills/strategies should be prepared for the future.

Keywords: Classroom Management, Pre - Service EFL Teachers, Reflective Practice.

DEDICATION

In the name of Allah,
Lord of the Worlds, the Most Gracious, the Most Merciful,
this thesis can be completed with the assistance
and prayers of all parties,
which is more than really writing their names in this thesis.
I dedicate this thesis to my parents, family, friends,
and the good people in my life.

MOTTO

*“Life isn’t about waiting for the storm to pass, it’s about learning
how to dance in the rain”*

-Anonymous

*“And (remember also), when your Lord said: "If you give thanks,
We will surely increase (favours) to you, and if you deny (My
favours), then surely My punishment is very severe" (Surely, if you
give thanks, We will increase)”.*

(Q.S Ibrahim: 7)

ACKNOWLEDGEMENT

All praise is due to Allah SWT, the Most Gracious, the Most Merciful, for offering mercy, blessing, and kindness. With God's help, the author was able to complete the writing for this thesis, titled "Exploring Pre-Service EFL Teachers in Classroom Management Preparation: Implication Reflective Practice," as a requirement for acquiring a Bachelor's degree in English Education at UIN Walisongo Semarang. Sholawat and salam are always offered to our Lord Prophet Muhammad SAW, to whom we pray for intercession on the last day. The researcher realizes that this research will not be able to run successfully without the support, motivation, advice, and input from the people around the researcher. Therefore, the researcher would like to express gratitude and appreciation to:

1. Dr. KH. Ahmad Ismail, M. Ag., M. Hum., as the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M. Pd, as the head of English Department of Education and Teacher Training Faculty of UIN Walisongo Semarang.
3. Lulut Widyaningrum, M. Pd. as the secretary of English Language Education.
4. Hj. Ma'rifatul Fadhilah, M. Ed. as the guardian lecturer who has guided me in undertaking the study from the beginning semester until the end and as an advisor who always gives valuable time,

guidance, correction, and some suggestions during arranging and completing this thesis.

5. My deepest gratitude to all lecturers and staff in the English Department in Education and Teacher Training Faculty of UIN Walisongo Semarang.
6. Mr. Surino and Mrs. Dra. Yusriyatun who always support, guide, and pray for me.
7. My beloved brothers and sisters-in-law. Ahmad Dede A, Achmad Febri W, Nurna Hayani T, and Dila.
8. Dear respondents, thank you for taking the time to fill in the reflection.
9. My best friends, Azka Musfirah, Audy Andini, Rizka Audiya, and Aisyah, who always listen to all my complaints during this overseas.
10. My best friends, Tiara, Shinta, Shafa, Atika, Nadila, Khaerunnisa, Kamala, Jyhan, Putri M, Karani, Syarafina, Afik, and Fizka. I appreciate your company and the numerous memories you provided.
11. My classmate PBI A, English Education 2019, KKN Putatgede Squad, PPL A1 – Azhar 29 BSB, EDSA 20 - 21, LPM Edukasi, and UKM LSB, who give me the knowledge and experience.
12. All people who give motivation and support to the researcher for completing this thesis that cannot be mentioned one by one
13. Especially for myself, Ms. Rahmatun Nisa. Thank you for struggling to get a bachelor's degree. and for persevering

throughout the writing of this thesis, you are great, you are cool, and you are beautiful. I am so proud of you.

The researcher recognizes that this thesis is far from optimal. The researcher requires feedback from readers to improve it. The researcher expects this thesis to be valuable to readers and other researchers researching the same issue. Aamiin.

LIST OF CONTENT

THESIS STATEMENT	i
RATIFICATION	iii
ADVISOR NOTE.....	v
ABSTRACT	vii
DEDICATION.....	ix
MOTTO.....	xi
ACKNOWLEDGEMENT.....	xiii
LIST OF CONTENT	xvii
CHAPTER 1 INTRODUCTION.....	1
A. Background of the Research	1
B. Reason for Choosing the Topic.....	7
C. Research Question	7
D. Research Objective	7
E. Limitations of the Research	8
F. Significance of the Research.....	8
1. Theoretical Benefit	9
2. Practical Benefits.....	9
CHAPTER II REVIEW OF RELATED LITERATURE.....	11
A. Review of Previous Research	11
B. Review of Related Literature	15
1. Pre-service EFL Teacher.....	15
2. Classroom Management	17
3. Reflective Practice.....	28
4. Teaching Practicum	30
C. Conceptual Framework.....	32
CHAPTER III RESEARCH METHOD	37
A. Design of Research	37
B. Setting and Participants of the Research.....	38
C. Data Collection and Procedure of the Research.....	42
D. Data Analysis of the Research	46
CHAPTER IV FINDINGS AND DISCUSSION	49
A. Findings	49

1.	Preparation of Classroom Management.....	50
2.	Reflective Practice.....	56
B.	Discussion.....	62
1.	Preparation of Classroom Management.....	62
2.	Reflective Practice.....	63
3.	Limitations and strengths.....	64
CHAPTER V CONCLUSION AND SUGGESTION.....		67
A.	Conclusion.....	67
B.	Suggestion.....	69
1.	For The Pre-Service Teachers.....	69
2.	For Other Researchers.....	69
REFERENCES.....		
APPENDIX.....		
CURRICULUM VITAE.....		

CHAPTER 1

INTRODUCTION

This chapter explains the research's background, the reason for choosing the topic, the research question, the research objective, the research's limitations, and the significance of the research.

A. Background of the Research

In a teacher preparation program, a student must complete all degree requirements, including coursework and fieldwork. This student is known as a pre-service teacher. One of the most important parts of a learner teacher's education during their language teaching training program has been acknowledged to be the practicum. This implies that teaching practicum provides potential teachers the knowledge and experience they have to engage as in-service teachers. It may be considered the initial stage of teacher preparation. Teaching practicum is also considered as one of the most critical components of teacher preparation with the greatest impact on teacher quality.¹ All pre-service teachers must do a teaching practicum because this can be a provision in teaching as a professional teacher, one of which is an English teacher.

Pre-service EFL teachers should prepare their strategies for managing the classroom, including the particular topic, pedagogical

¹ P. Mtika, "Trainee Teachers' Experiences of Teaching Practicum: Issues, Challenges, and New Possibilities," *Africa Education Review* 8, no. 3 (2011): 551–67, <https://doi.org/10.1080/18146627.2011.618715>.

approaches, motivation, and other aspects. Teaching practicum plays a vital role by providing students with the knowledge they require in order to practice teaching effectively. It provides prospective teachers with the opportunity to connect what they have learned in teacher education programs to their teaching practice.² The practicum is an opportunity for students to implement what they have learned about teaching in the classroom, particularly classroom management, into practice. The practicum is generally implemented in primary, junior high, and senior high schools. The experience as a pre-service teacher can be used to provide additional provisions and insights.

As Scrivener states, teachers must be aware of different classroom management techniques and must teach inclusive of different approaches to cater for students varied interests and learning styles³; but beyond all, future teachers must be confident enough as to manage different unknown and unexpected situations with confidence, resorting to personal knowledge, associating ideas in new ways, and putting humanistic values into practice. When teaching for the first time, Pre-service teachers will be

² Sultan Altalhab, Yasser Alsuhaibani, and Donald Gillies, “The Reflective Diary Experiences of EFL Pre-Service Teachers,” *Reflective Practice* 22, no. 2 (2021): 173–86, <https://doi.org/10.1080/14623943.2020.1865903>.

³ Patricia Carabelli, “Didactic Discussions during ESL/EFL English Teacher Training Courses,” *Reflective Practice* 22, no. 1 (2021): 60–72, <https://doi.org/10.1080/14623943.2020.1821629>.

shocked because the lesson plan might modify at any time based on the necessity of the class. Pre-service EFL teachers should prepare to teach using a variety of approaches and techniques for maintaining positive classroom environment. Pre-service teachers are able to implement which methods should be used in teaching practice and prepare plans if the classroom environment becomes unfavorable at any time, the process of adaptation and recognizing the situation of each class must be taken into consideration.

Classroom management is one of the difficulties that pre-service English teachers face in their classroom teaching practice. Classroom management is a major area of interest in teacher education and has been one of the main problems and concerns, particularly among pre-service teachers.⁴ In this case, teacher preparation is necessary before teaching, either from the teacher or the material which will be explained to students. The aim of teacher preparation can effectively support and enhance pre-existing knowledge throughout the courses, it investigates how pre-service teachers approach and think about classroom management. To recognize patterns in comprehension, this study also explores whether certain teacher characteristics can predict particular classroom management beliefs.

⁴ Gokce Gokalp and Iclal Can, "Evolution of Pre-Service Teachers' Perceptions about Classroom Management and Student Misbehavior in an Inquiry-Based Classroom Management Course," *Action in Teacher Education* 44, no. 1 (2022): 70–84, <https://doi.org/10.1080/01626620.2021.1939194>.

The classroom management preparation framework focuses on culture, teaching methodologies, classroom methods, and relationships between teachers - students, peers, and parents. Student behaviors, academics, and relationships are the three most frequently mentioned impacts. These categorizations also coincide with the widely used definition of classroom management as proposed by Evertson and Weinstein: actions that aim "to establish and sustain an orderly environment so students can engage in meaningful academic learning and enhance students' social and moral growth."⁵ Classroom management is defined as creating a learning environment that encourages students to focus on their assignments, understand what is being taught, and build positive relationships with their teachers and peers.

The three main aspects pre-service teachers encounter are: The first aspect is students' behavior. Behavior is an action that can be measured, evaluated, and noticed by others. Multiple factors, such as culture, environment, emotions, attitudes, and others, affect a person's behavior. Recognizing and embracing these differences, therefore, requires a connection between people. The difficulty of implementing the theory learned about behavior and classroom management during the practicum and managing with the overwhelming nature of the school placement are several of the

⁵ Andrew Kwok, "Classroom Management Actions of Beginning Urban Teachers," *Urban Education* 54, no. 3 (2019): 339–67, <https://doi.org/10.1177/0042085918795017>.

challenges experienced. When beginning to teach, there are several problems that teachers must overcome, including student behavior.⁶ One of the difficulties in teaching is student behavior. It is challenging to apply a theory that has been learned to fieldwork because each person's nature or behavior can change at any time. The pre-service EFL teacher must develop a backup plan in case the first strategy can't be used effectively in the class being taught.

The second aspect is students' academics. When the multiple definitions of classroom management are examined, it is seen that classroom management focuses on creating an environment that is conducive to and supportive of students' academic and social learning and all the educational activities in the classroom.⁷ The academics of students are highly significant in the education sector. By utilizing teaching strategies and methodologies, pre-service EFL teachers should assist students in increasing their achievement in this subject. The pre-service EFL teacher's teaching methodology affects how well the students understand. Recognizing the students' comprehension abilities is easier for the pre-service EFL teacher to

⁶ Oliver McGarr, "The Use of Virtual Simulations in Teacher Education to Develop Pre-Service Teachers' Behaviour and Classroom Management Skills: Implications for Reflective Practice," *Journal of Education for Teaching* 46, no. 2 (2020): 159–69, <https://doi.org/10.1080/02607476.2020.1724654>.

⁷ H SYARIFAH, "Pre-Service Efl Teachers' Readiness To Use Technology in an Online Practicum: A Case Study," 2022, https://eprints.walisongo.ac.id/17617/1/Skripsi_1803046098_Hikmatu_Syarifah.pdf.

decide the teaching strategies which are appropriate and should be avoided.

The third aspect is relationship. Most relationship-building techniques are included in classroom management courses.⁸ Relationship-building is also an aspect that pre-service EFL teachers must take care of, such as teacher-student, student-student (peer), and teacher-parent relationships. Different relational interactions between the teacher, student, and parent are discussed below.

Reflection is key to effective classroom practice because it enables teachers to make informed decisions and refine and adjust their instruction, thereby assisting them in changing their practice and constructing their professional identities.⁹ Teachers usually reflect on or evaluate their teaching after the teaching practicum. Reflective practice is necessary for every teaching strategy used by any teacher. Reflective practice is important in dealing with these reactions because it provides pre-service teachers a framework for thinking about their behaviors and investigating the underlying assumptions of those actions.¹⁰ Encouraging pre-service teachers to

⁸ Melissa A. Collier-Meek, Lisa M.H. Sanetti, and Ashley M. Boyle, "Barriers to Implementing Classroom Management and Behavior Support Plans: An Exploratory Investigation," *Psychology in the Schools* 56, no. 1 (2019): 5–17, <https://doi.org/10.1002/pits.22127>.

⁹ Blandina Makina, "Exploring Pre-Service Teacher Development through Daily Journal Reflections: A Case Study," *Africa Education Review* 16, no. 3 (2019): 67–83, <https://doi.org/10.1080/18146627.2016.1275951>.

¹⁰McGarr..

reflect on their teaching and reflective practice positively impacts teacher education. They may be aware of issues that need to be resolved or improved upon using different approaches. This reflective practice intends to better prepare pre-service teachers for classroom challenges, particularly classroom management.

B. Reason for Choosing the Topic

The researcher chose this topic to explore pre-service EFL teachers' preparation for classroom management teaching and reflective practice. Especially, to find the difficulties encountered and how pre-service teachers handle problems during teaching practicum.

C. Research Question

Based on the explanation above, the writer wants to learn more about the pre-service teachers' preparation in classroom management and reflective practice. The main issues to be discussed in this study are:

1. How do Pre-service EFL teachers prepare for Classroom Management teaching?
2. How do Pre-service EFL teachers reflect on their teaching practicum?

D. Research Objective

Research objectives are based on the formulation of the problems, the objectives of the research are as follows:

1. To explore pre-service EFL teacher's preparation in classroom management
2. To find out the pre-service teachers' reflection

E. Limitations of the Research

In the background, it has been explained that the researcher's limits are the descriptive qualitative of the study on pre-service EFL teachers' preparation for classroom management teaching. In this case, the researcher analyzes the reflective practice of pre-service EFL teachers who have carried out the PPL. These pre-service teachers are majoring in the English Education Department 2019 at UIN Walisongo Semarang.

Due to the limited time and access that pre-service teachers have to the EFL teachers, this study only addresses pre-service EFL teachers' preparation for practicum during PPL. In carrying out reflective practice, participants may have different opinions about the classroom management process with positive and negative impacts. Therefore, the researcher only focused on pre-service EFL teachers' preparation for classroom management teaching.

F. Significance of the Research

The researcher will highlight the benefits of this study in this section. The benefits include identifying the researcher, students, and lecturer.

1. Theoretical Benefit

Theoretically, the findings of the research contribute to the enrichment of the available theories about classroom management and reflective practice beliefs in teaching practicum, especially among pre-service EFL teachers.

2. Practical Benefits

a. For Students

The findings of this study can support learners majoring in English education (particularly those at UIN Walisongo Semarang) to get ready for future professions as qualified teachers. In addition, it seeks to assist in controlling classroom management during practicum.

b. For the researcher

The findings of this study will aid the researcher in understanding and providing information about pre-service EFL teachers' preparation for classroom management teaching.

c. For lecturers

The findings of this study can be utilized to evaluate the readiness of pre-service EFL teachers for teaching classroom management, particularly reflective practice. Then, the lecturer will offer suggestions or feedback to the students to ensure effective learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories related to this research. This theory is used as the basis for solving problems in this research. This chapter presents several main points: a review of previous research, pre-service EFL teacher, classroom management, reflective practice, and teaching practicum.

A. Review of Previous Research

1. Sultan Altalhab, Yasser Alsuhaibani, and Donald Gillies. (2021), The reflective diary experiences of EFL pre-service teachers. *Reflective Practice (International and Multidisciplinary Perspectives)*, 22:2, 173-186. This study investigated how novice teachers used reflective diaries during their teaching practicum course. This study also focused on the reflective diaries of pre-service teachers, and this model appears to be an excellent analytical tool. The model divides descriptive writing into four categories, increasing in complexity and perceived professional and practical value: descriptive, dialogic, and critical reflection. The current study used a qualitative approach, collecting data through reflective diaries and semi-structured interviews. This study's participants took the 50 EFL teaching practicum course at a Saudi university. As a result of this study, all pre-service teachers adopted the descriptive writing style. The

writing showed little evidence of any attempt to use a descriptive reflection approach. In both cases, the researcher attempts to investigate and focus on the reflective practice of the pre-service teacher. However, previous research focused on EFL pre-service teachers' reflective diary experiences. This research focuses on pre-service EFL teachers' preparation for classroom management teaching.

2. Andrew Kwok. (2018). Classroom Management Actions of Beginning Urban Teachers. *Urban Education*, 1-29. This study investigated what strategies teachers implement to manage the classroom. The study used mixed methods study of one interim certification program explores first year urban teacher' classroom management actions. The results indicate that teachers used behavioral, academic, and relational strategies to manage the classroom and they tend to refine several of these actions overtime. In both cases, the researcher attempts to explore the strategies in classroom management. However, previous research focused on the urban teacher strategies. This research focuses on pre-service EFL teachers' preparation in classroom management and reflective practice.
3. Gokce Gokalp and Iclal Can. (2021). Evolution of Pre-service Teachers' Perceptions about Classroom Management and Student Misbehavior in an Inquiry-based Classroom Management Course. *Action in Teacher Education*, 2-16. This study investigated how pre-service teachers' perceptions

of classroom management and student misbehavior evolved in an inquiry-based classroom management course. The researcher used a qualitative case study approach and twenty-four pre-service teachers in Northern Cyprus participated in the study. The results showed that most of the pre-service teachers regarded the major goal of classroom management as establishing discipline in the classroom through deploying reactive disciplinary strategies before taking the course. In both cases, the researcher attempts to investigate and focus on the pre-service teacher's classroom management and student misbehavior. However, previous research focused on how pre-service teachers' perceptions of classroom management and student misbehavior evolved in an inquiry-based classroom management course. This research focuses on exploring pre-service EFL teachers' preparation for classroom management teaching.

4. Hendriwanto. (2021). A reflective teaching practicum as a platform for stimulating pre-service teachers' professional development. *Journal of Education For Teaching*, 1-4. This study investigated pre-service teachers' reflective practice during a teaching practicum, including peer observation, self-reflection, and student-teacher-mentor-teacher conferencing. This study draws on the experiences of 160 pre-service teachers involved in a teaching practicum program organized by a School of Teacher Education in West Java, Indonesia.

The findings indicated that reflective practice and structured professional learning tasks assist pre-service teachers in developing their teacher identity and agency. In both cases, the researchers attempt to investigate and focus on pre-service teachers' teaching practicum experiences. The previous study, however, used reflection practice as a platform. This study focuses on pre-service teachers' reflective practice in classroom management.

5. Pihla Markkanen, Maritta Välimäki, Minna Anttila & Marko Kuuskorpi. (2020). A reflective cycle: Understanding challenging situations in a school Setting. *Educational Research*, 1-17. The aim of this study is to explore the reflections of teaching staff on challenging situations with pupils, in order to gain insight into how teaching staff understand and conceptualise challenging situations. A descriptive qualitative study design was used. The data were collected from an online course aiming to support the skills that teaching staff employ when facing challenging situations with pupils. Teaching staff were able to reflect on challenging situations from a variety of perspectives. Gibbs' reflective cycle was a helpful aid for teaching staff when reflecting on their feelings, thoughts, and actions related to challenging situations. In both cases, the researchers structured their reflective writings using Gibbs' reflective cycle. The previous study, however, focused on the reflections of teaching staff on

challenging situations with pupils. This study focuses on pre-service teachers' reflective practice in classroom management.

B. Review of Related Literature

1. Pre-service EFL Teacher

Following the guidelines, Field Experience Practice (PPL) is an academic program of the Faculty of Education, which must be followed by all bachelor's degree students. In general, this activity aims to provide real experience and broaden students' horizons in the formation of pedagogical, personal pedagogic, social, and professional competencies as prospective educators and education personnel.¹¹ So that they can carry out educational tasks at school, which include learning management and educational insight. Thus through this activity, students can guide, encourage and arouse students interest, and motivation in learning and overcoming their life problems. In addition, students can also build communication both personally and socially.

A pre-service teacher is Student who can carry out a teaching practicum are those who have completed the requirements and regulations of the Faculty.¹² Pre-service teachers learn not only about the specific content they must teach, in this case, English as a

¹¹ Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang. 2022. *Buku Panduan Praktik Pengalaman Lapangan*. Semarang.

¹² Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang. 2022. *Buku Panduan Praktik Pengalaman Lapangan*. Semarang

Second and Foreign Language, but they also analyze different pedagogical approaches and reflect on their practical implementations during teacher training courses.

These teachers tend to have difficulty managing disruptive students, implementing effective actions, or positively asserting authority in the classroom¹³ They will encounter a variety of difficulties, such as how to overcome disruptive classes, teach the material in simple ways, and establish interactions between teachers-students, students-students, and teachers-parents. Pre-service teachers must learn how to incorporate students' opinions and perspectives into their lessons, constantly changing and redesigning their study plans to center their attention on students' interests and needs while complying with curriculum demands. Therefore, they must also have many ways of teaching and controlling students. The initial period in which pre-service teachers must adapt to students with varying characteristics, learning styles, and interactions.

Providing pre-service teachers with a solid understanding of classroom management and effective classroom management skills/strategies during their pre-service education is critical to their development as teachers. Although pre-service teachers appear to

¹³ Kwok, "Classroom Management Actions of Beginning Urban Teachers."

have substantial knowledge about classroom management¹⁴ observed that preservice teachers' conceptions of classroom management were narrow on an individual level. This pre-service training provides pre-service teachers with an understanding of classroom management and classroom management strategies. This will be excellent preparation for pre-service teachers.

2. Classroom Management

In the literature, the term "classroom management" is used commonly to describe the "broad variety of skills and strategies that teachers utilize to keep students organized, orderly, focused, attentive, on task, and academically productive during a class".¹⁵ Classroom management refers to a teacher's abilities and strategies for creating a positive learning environment, establishing rules and procedures, and keeping students' attention on lessons and activities. Classroom management is a critical component of student teachers' learning. According to Chang, unsuccessful classroom management is not only one of the major challenges for new teachers, but it is also one of the leading causes of stress, job dissatisfaction, and teacher turnover. Teachers may lack confidence

¹⁴ Gokalp and Can, "Evolution of Pre-Service Teachers' Perceptions about Classroom Management and Student Misbehavior in an Inquiry-Based Classroom Management Course."

¹⁵ Emre Debreli and Inara Ishanova, "Foreign Language Classroom Management: Types of Student Misbehaviour and Strategies Adapted by the Teachers in Handling Disruptive Behaviour," *Cogent Education* 6, no. 1 (2019): 1–21, <https://doi.org/10.1080/2331186X.2019.1648629>.

in their ability simultaneously to support pupils' well-being and to manage challenging situations during the school day.¹⁶ Lack of classroom management skills is a major issue that teachers frequently identify and seek assistance with.

Management is defined as "the science, process, and art of planning, organizing, moving, and controlling actions carried out to determine and achieve predetermined goals through the use of human resources and other resources."¹⁷

According to George R Terry, "management is a typical process consisting of acts of planning, organizing, moving, and controlling to determine and achieve goals using human resources and other resources."

The presence of a management activity can result in success in accordance with the vision and mission being carried out. Therefore, it is critical to employ management techniques such as organizing, planning, actuating, and controlling resources in order to achieve predefined goals. George R. Terry's management principles model is a basic model of the management process in running an organization or corporation to achieve goals. According to George R. Terry, in his book *Principles of Management*, divides

¹⁶ Pihla Markkanen et al., "A Reflective Cycle: Understanding Challenging Situations in a School Setting," *Educational Research* 62, no. 1 (2020): 46–62, <https://doi.org/10.1080/00131881.2020.1711790>.

¹⁷ Prinsip-prinsip Utama Manajemen and George R Terry, 'Prinsip-Prinsip Utama Manajemen George R. Terry', 1.3 (2023).

management into four main functions: planning, organizing, actuating, and controlling.

Planning. The process of determining the goals or objectives to be obtained and determining the tools and resources required to achieve the goals as effectively and efficiently as possible.¹⁸

Organizing. The determination, grouping, and arranging of the types of activities required to attain goals is referred to as organizing. The arrangement of the types of activities required to achieve goals, the placement of people (employees) toward these activities, the provision of physical factors suitable for work needs, and the appointment of authority relationships, which are delegated to each person in relation to the implementation of each expected activity.¹⁹

Actuating is movement. The purpose of movement is to inspire and motivate all group members to want and work hard to attain goals truly and in concert with the leadership's planning and organizing efforts.²⁰

Controlling. Controlling can be defined as the process of determining, what should be achieved, namely standards, what is being done, namely implementation, assessing implementation, and

¹⁸ Ramanda Yogi Pratama, Universitas Jenderal, And Achmad Yani, 'Fungsi-Fungsi Manajemen'.

¹⁹ Manajemen and Terry, "Prinsip-Prinsip Utama Manajemen George R. Terry."

²⁰ Manajemen and Terry.

if necessary making improvements, so that implementation is by the plan, namely in line with standards.²¹

According to reports, effective classroom management improves student outcomes, while ineffective classroom management wastes teaching and learning time and poor educational outcomes.²² Classroom management skills are essential for effective teaching and consequently, form an integral part of undergraduate teaching degrees.

Furthermore, adequate preparation for classroom management can lead to eventual development and success. This includes improved academic, behavioral, and socio-emotional outcomes for students,²³ emphasizing the importance of adequate preparation. Good preparation for classroom management is required to positively impact student development in terms of academics, behavior, and socio-emotional development. Even if preparation is adequate, teacher education must include explicit instruction on how classroom management can be adapted,

²¹ Yohannes Dakhi, "Implementasi POAC Terhadap Kegiatan Organisasi Dalam Mencapai Tujuan Tertentu," *Jurnal Warta* 53, no. 9 (2016): 1679–99, <https://media.neliti.com/media/publications/290701-implementasi-poac-terhadap-kegiatan-orga-bdca8ea0.pdf>.

²² Eileen V. Slater and Susan Main, "A Measure of Classroom Management: Validation of a Pre-Service Teacher Self-Efficacy Scale," *Journal of Education for Teaching* 46, no. 5 (2020): 616–30, <https://doi.org/10.1080/02607476.2020.1770579>.

²³ Andrew Kwok, "Managing Classroom Management Preparation in Teacher Education," *Teachers and Teaching: Theory and Practice* 27, no. 1–4 (2021): 206–22, <https://doi.org/10.1080/13540602.2021.1933933>.

integrated, or reconceptualized in response to changing classroom conditions.

Similarly to this, the learning environment in the classroom has a big impact on how well students learn. So, pre-service teachers might become more aware of the reality that time and space management can occasionally be a challenge by reflecting on how they have experienced doing so in the classroom.

Classroom management strategies for this study are categorized according to how they impact the classroom, the three impacts most commonly reported are student behavior, academics, and relationship.²⁴ Student behavior, academic, and interpersonal relationships are just a sampling of the crucial factors that affect classroom management.

a. Behavior

Disruption is more than simple disengagement in that it involves behaviors that draw the focus of the teacher, and perhaps the entire classroom, away from instruction or expected tasks. Responding to disruptive student behavior is reported to be among the most challenging tasks of being a teacher, especially among new teachers,²⁵ and their thoughts are predominately behavioral issues

²⁴ Kwok, “Classroom Management Actions of Beginning Urban Teachers.”

²⁵ Nicholas A. Gage et al., “The Relationship between Teachers’ Implementation of Classroom Management Practices and Student Behavior in Elementary School,” *Behavioral Disorders* 43, no. 2 (2018): 302–15, <https://doi.org/10.1177/0198742917714809>.

rather than more positive elements like relationships and student culture.²⁶ One of the issues with classroom management that pre-service teachers frequently run against is student misbehavior. Teachers are responsible for delivering classroom management and behavior support plans; however, but many struggle to consistently implement them. Furthermore, Debreli and Ishanova identified several instances of student misbehavior, including inattention, obtuseness, talkativeness, moving around the room, annoying others, disruptions, lying, stealing, cheating, sexual harassment, aggression and fighting (aggressive), malicious mischief (mischievous), and defiance of authority. The findings indicate the types of student misbehavior in the classroom context, the strategies used by teachers to avoid student misbehavior, and the relationship between teachers' proposed strategies to avoid student misbehavior in EFL secondary classrooms.²⁷

The ability of teachers to organize classrooms and manage student behavior is critical for students to achieve positive educational outcomes.²⁸ It is the teacher's responsibility to handle

²⁶ Kwok, “Managing Classroom Management Preparation in Teacher Education.”

²⁷ Geraldo de Nardi Junior Rodrigo Garcia Motta, Angélica Link, Viviane Aparecida Bussolaro and others, ‘Coping Strategies Of Face-To-Face Classroom Management To Deal With Students’ Misbehaviour:A Secondary teacher’ s Exprience’, *Pesquisa Veterinaria Brasileira*, 26.2 (2021), 173–80 <<http://www.ufrgs.br/actavet/31-1/artigo552.pdf>>.

²⁸ Gage et al., “The Relationship between Teachers’ Implementation of Classroom Management Practices and Student Behavior in Elementary School.”

student misbehavior professionally in a way that quickly resumes the teaching-learning process and fosters a supportive learning environment. But to carry out this responsibility, teachers must be able to control their emotional reactions to disruptive students. Getting students back to the task and addressing students' misbehaviors also need appropriate strategies and they do need experiences to handle them. Therefore, serious attention should be put to this by providing pre-service teachers rooms for implementing, experimenting, and reflecting on their teaching.

b. Academic

Academic skills are the abilities, strategies, and methods that allow students to succeed in a learning environment. The ability to learn, take tests, and finish assignments may all be improved with the development of academic skills. Pre-service teachers should use efficient teaching strategies in their teaching. Several instructional methods could be implemented throughout the preparation, including:

1. Academic action.

Teachers engaged students in material to manage the classroom while taking measures to stop, prevent, or discipline misbehavior. Academic activities were employed to manage their classes effectively by increasing student involvement and reducing disruptive behavior. They frequently planned specific learning exercises, refocusing students on the lesson's subject, and asked students questions about it as they went along.

2. Planning learning activities.

Teachers chose an activity that they thought was the best material and engaged students purposely to maximize engagement with the material and, thus, minimize off-task behaviors. Teachers, for example, referred to instructional activities as classroom management strategies throughout their journals because purposeful planning engaged students. When students were engaged with the material, they "lost the ability to misbehave because they didn't understand something, which generally increased their ownership of misbehavior".²⁹ Teachers mentioned assigning homework, taking notes, reviewing quizzes, and independent work as ways to keep students engaged with academic material and thus avoid classroom disruptions.³⁰ The teacher gives several tasks to students such as quizzes, making notes about the material, or homework to reduce chaos in the classroom and students always pay attention to the teacher's explanation and instruction.

3. Refocusing students on content.

Teachers also used quick, verbal statements to direct students to the work. Teachers frequently encouraged students to focus on difficult material or to do their best to complete assigned independent work. Teachers reminded students to "get to work" whenever they were distracted or gave subtle reminders of the work

²⁹ Kwok, "Classroom Management Actions of Beginning Urban Teachers."

³⁰ Kwok.

they needed to complete. During one observation, for example, Mr. Frank reminded the class: «Six minutes left. People are finishing up, so hurry up». Mr. Frank would then update the time remaining to complete the assignment regularly, assisting students in determining how quickly they should be working.

4. Material questions for the student's attention.

Teachers also used material questions to engage students and prevent disruptive conduct throughout the course of the class. Teachers would pick students at random to practice a problem or respond to a question. According to Mr. Vante's words, similarly felt like checking for understanding helped him to manage the classroom because it "causes more kids to pay attention if they don't know when their name will be called," which helped him manage the classroom.³¹ He saw this as a chance to keep the class interested by requiring active participation in the course and preparing responses to his questions. If students understood the answers, he moved on to the next part of the class; if they didn't, he advised them to focus on the material first before asking another student or asking a volunteer to answer. In some cases, participants used more structured processes to pick the students who would respond to the question. In his opinion, using this strategy kept students interested because they might be needed at any time. A question-and-answer session at the end of the class can be used to

³¹ Kwok.

draw students' attention to the teacher since they will pay close attention to the teacher's explanation while using this method, which will enable them to respond to questions.

c. Relationship

The relationship between the teacher and pupil is important for the sake of pupils' development, mental health and well-being.³² Pre-service teachers often lack sufficient strategies for regulating and managing classroom interaction; they tend to focus on themselves rather than on their pupils.³³ As a teacher should create positive teacher-student, student-student, and teacher-parent relationships. Strategies for building relationships are widely taught throughout classroom management courses,³⁴ despite their continually positive correlation with teacher success.³⁵ when managing classrooms, teachers frequently concentrated on developing relationships to create a personal connection and encourage a positive environment for students. Good relationships

³² Markkanen et al., "A Reflective Cycle: Understanding Challenging Situations in a School Setting."

³³ Lauri Heikonen et al., "Student-Teachers' Strategies in Classroom Interaction in the Context of the Teaching Practicum," *Journal of Education for Teaching* 43, no. 5 (2017): 534–49, <https://doi.org/10.1080/02607476.2017.1355080>.

³⁴ Gokalp and Can, "Evolution of Pre-Service Teachers' Perceptions about Classroom Management and Student Misbehavior in an Inquiry-Based Classroom Management Course."

³⁵ Kwok, "Managing Classroom Management Preparation in Teacher Education."

between students and teachers appeared to help students to listen to the teacher and willingness to engage in the lesson.

1. Teacher-student relationships.

Teachers will find it easier to manage the classroom if they have a positive relationship with their students, which will benefit their teaching practice. Alker and Hoover Dempsey³⁶ also emphasize the significance of establishing teaching styles (authoritarian, authoritative, and permissive) in the context of teacher-student interactions (i.e., activities of structuring, autonomy support, evaluation, and warmth). These approaches to student relationships could serve as a theoretical model for pre-service teachers. As a theoretical model, interactions between teachers and students can influence a variety of teaching methods, including different teaching styles.

2. Student-student relationships.

The teachers become the second parent of students so they must be role models. According to Lotan, The role of teachers in building relationships with others can be started by encouraging or motivating them to increase their confidence and self-esteem in front of their peers, as well as building group work or collaborative learning. Peer relationships can be increased by developing community and creating an inclusive environment. Good classroom management creates a sense of community among students, which

³⁶ Kwok.

may have a favorable impact on their intrinsic motivation, empathy, and self-esteem and encourage higher student accomplishment.³⁷ Effective classroom management by teachers helps students to interact with peers in a way that increases their empathy and self-esteem.

3. Teacher-parent relationships.

Facilitating parents' active participation, especially when prompted by the teacher, can improve classroom management and instruction by facilitating the disparate contexts of school and home. According to Walker and Hoover-Dempsey,³⁸ recommend that teachers organize student-centered school events and encourage parents to get involved, recognize their ability to make a difference, and participate in homework completion. To establish a relationship between teachers and parents, the school can take the initiative and organize an event or meeting at school involving parents. This event is one of the most effective strategies for fostering interaction and positive relationships between teachers and parents. They can communicate about how their children develop at school and home.

3. Reflective Practice

Reflection enables pre-service teachers to connect theory and practice to improve their teaching practice and professional development as well as to identify the quality level of their

³⁷ Kwok.

³⁸ Kwok.

reflection (e.g., dialogic or transformative reflection) and the advantages and disadvantages of their practicum practices.³⁹ Reflection is a method to improve the practicum and professionalism conducted by pre-service teachers. It can assist the teachers in preparing, analyzing their strengths and weaknesses, and evolving their practice in classroom teaching. Teachers can use reflection as a perspective to examine their teaching profession and gain a deeper understanding of the teaching process. Reflection activities conducted after teaching practicums can provide significant benefits for pre-service teachers in terms of achieving learning objectives.

Reflection is believed to be a significant component of teaching practice. Reflection' is a practice used by both pre-and in-service teachers to understand certain issues in teaching. An essential component in numerous teacher education programs,⁴⁰ it is an important tool for facilitating change, involvement in research, and self-assessment. During teaching practice, pre-service teachers can identify problems and find solutions to overcome them. Teachers must develop as critical thinkers and problem solvers, constantly updating their pedagogical knowledge to foster effective

³⁹ Hendriwanto, "A Reflective Teaching Practicum as a Platform for Stimulating Pre-Service Teachers' Professional Development," *Journal of Education for Teaching* 47, no. 4 (2021): 624–26, <https://doi.org/10.1080/02607476.2021.1941812>.

⁴⁰ Altalhab, Alsuhaibani, and Gillies, "The Reflective Diary Experiences of EFL Pre-Service Teachers."

learning processes. They can improve their quality as pre-service teachers by reflecting on their experiences.

Pre-service and in-service teachers' reflection has been extensively studied in EFL teacher education contexts. It can be used to highlight the difficulties that EFL teachers encounter when teaching.⁴¹ An in-depth reflection on pre-service EFL teachers has also been identified. During the practicum, I encountered some difficulties. Additionally, reflective practices are based on the assumption that teachers will learn from experience and use this knowledge, along with theory, to judge situations and make better decisions, which will result in wiser actions.⁴² It means that reflective practices help pre-service teachers to learn from their experiences in previous practices and will make better decisions in the future.

4. Teaching Practicum

The teaching practicum is a pivotal event for pre-service teachers to develop their professional competence and experience the transition from being students to teachers. Teaching practicum is integral to trainee teachers' professional development, and shapes their beliefs and thinking about teaching. Trainee teachers describe teaching practicum as the most valuable element of teacher

⁴¹ Altalhab, Alsuhaibani, and Gillies.

⁴² Carabelli, "Didactic Discussions during ESL/EFL English Teacher Training Courses."

education.⁴³ Teaching practicum is important because it provides novice teachers with the knowledge, they need to practice teaching effectively. It allows aspiring teachers to apply the knowledge they have acquired in teacher education programs to their classroom practices⁴⁴. The practicum is one of the most important aspects of the teaching training program. It provides the experience and insight needed to become a teacher. A teaching practicum is a course in teacher education. Students should take this course to fulfill one of the university's graduation requirements.

These activities include learning and administrative management in the school / madrasah / kindergarten practice. Learning practice is an exercise in carrying out learning activities by students in the classroom, starting from lesson planning, implementation and assessment. While administrative management practice is an exercise carrying out administrative tasks, guidance and others.etc. In carrying out these PPL tasks, students are guided by school/madrasa/kindergarten (principal/madrasa/kindergarten, curriculum deputy, head of TU and student teachers), and guided by Field Supervisors (DPL).⁴⁵

⁴³ Mtika, "Trainee Teachers' Experiences of Teaching Practicum: Issues, Challenges, and New Possibilities."

⁴⁴ Altalhab, Alsuhaibani, and Gillies, "The Reflective Diary Experiences of EFL Pre-Service Teachers."

⁴⁵ Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang. 2022. *Buku Panduan Praktik Pengalaman Lapangan*. Semarang

Pre-service teachers require a lot of assistance throughout the practicum, and cooperating teachers are considered the primary source of this support because they are one of the most influential people in a pre-service teacher's time during teaching practice. Experienced teachers have a significant impact on pre-service teachers' professional development. By experiencing teaching practicums, pre-service teachers obtain perspectives on which media or methods are suitable, elaborative, and contextual for certain contexts. And it also gives pre-service teachers an insight into how to organize classroom conditions.

Preparation for teaching practice is essential for pre-service teachers because it assists them in managing their teaching practicum and achieving their teaching goals.⁴⁶ Pre-service teachers focus on the preparation processes in pre-teaching, which include lesson plans, teaching materials, teaching methods, teaching media, and rehearsal. Similarly, pre-service teachers can do well in teaching practicums if they are prepared with teaching materials, media, strategies, and positive attitudes toward teaching.

C. Conceptual Framework

The present research is based on a conceptual framework that examines pre-service English as a Foreign Language (EFL)

⁴⁶ Xindong Ye et al., "Classroom Misbehaviour Management: An SVVR-Based Training System for Preservice Teachers," *Interactive Learning Environments* 29, no. 1 (2021): 112–29, <https://doi.org/10.1080/10494820.2019.1579235>.

teachers' preparation in classroom management as well as the consequences of reflective practice. Classroom management is recognized as an important challenge for pre-service EFL teachers during their teaching practicum, emphasizing the importance of effective teacher preparation. To address this issue, it has been recognized that encouraging pre-service teachers to engage in reflective practice is an effective approach to teacher education. Teachers can use reflective practice to critically analyze their teaching methods, make informed judgments, modify their instructional approaches, and develop their professional identities.

The theoretical framework used in this research is based on the work of O'Neill and Stephenson (2014) and Yoshihara et al. (2020). O'Neill and Stephenson (2014) in kwok (2018) state the importance of classroom management strategies in terms of student behavior, academic performance, and relationship building in the classroom.⁴⁷ And, Yoshihara et al. (2020) in Sultan Altalhab (2021) state that building on this foundational work, the current study recognizes the importance of reflective practice and its detailed investigation in EFL teacher education situations.⁴⁸

The investigation of pre-service EFL teachers' preparation in classroom management and the significance of reflection in their

⁴⁷ Kwok, "Classroom Management Actions of Beginning Urban Teachers."

⁴⁸ Altalhab, Alsuhaibani, and Gillies, "The Reflective Diary Experiences of EFL Pre-Service Teachers."

professional development is improved by incorporating these theoretical perspectives.

This study used a descriptive qualitative research methodology with an interpretative approach to acquire an in-depth understanding of the extent to which pre-service EFL teachers prepare for classroom management and their implications in reflection. The study focuses on pre-service English teachers from the class of 2019 at UIN Walisongo Semarang. Six females and three males completed their teaching practicum in August-September 2022.

The researcher collects data using semi-structured interviews and questionnaires to investigate the classroom management preparation strategies used by pre-service EFL teachers. The findings provide insight into the various forms of preparation in which pre-service teachers engage, such as material organization, learning activity design, and the development of strategies and methodologies to effectively address challenges such as managing misbehaving students, keeping students' attention, and fostering positive relationships. Furthermore, the study looks into pre-service EFL teacher reflective techniques as well as the consequences of their teaching practicum. Participants evaluate both the strengths and flaws of their teaching through the process of reflection, allowing them to identify areas for development and build the methods and abilities required for future classroom management.

In summary, this conceptual framework provides a comprehensive structure for investigating the preparation methods and reflective practices of pre-service EFL teachers, their influence on classroom management, and their implications for teacher education. By delving into these aspects, the study aims to contribute to the existing knowledge on effective classroom management preparation and the role of reflection in enhancing the professional growth of pre-service EFL teachers.

CHAPTER III RESEARCH METHOD

This chapter contains the design of the research, setting, and participants of the research, data collection and procedure of the research, and data analysis of the research.

A. Design of Research

The research used a descriptive qualitative method. According to Merriam claims that "qualitative research can be used to make sense of a given occurrence."⁴⁹ Qualitative research is a type of research that seeks to collect and analyze non-numerical (descriptive) data to gain a better understanding of people's social realities, including attitudes, beliefs, and motivations. This type of research typically involves in-depth interviews, focus groups, or observations to collect data that is rich in detail and context.

The interpretative nature of this study further enhances its qualitative approach. By utilizing an interpretative lens, the researchers seek to understand and interpret the extent to which pre-service EFL teachers prepare for classroom management and reflection. They aim to unravel the underlying meanings and implications embedded in the practicum program's emphasis on these two components. Through careful analysis and interpretation

⁴⁹ Tebello Tlali, "Developing Professionalism through Reflective Practice among Pre-Service Teachers at the National University of Lesotho," *Africa Education Review* 16, no. 3 (2019): 117–29, <https://doi.org/10.1080/18146627.2017.1390396>.

of the collected data, the researchers aim to shed light on the complex dynamics involved in pre-service teacher preparation and provide insights into the significance of classroom management and reflective practice within the context of EFL teaching. The descriptive and interpretative nature of this study allows for a comprehensive exploration of the subject matter, facilitating a deeper comprehension of the factors that influence pre-service teachers' approach to classroom management and reflective practice.

B. Setting and Participants of the Research

The setting of this research is a practicum at the English education department of UIN Walisongo Semarang. One of the courses that must be taken as part of a university's graduation requirements, particularly for teaching education, is a practicum. Students may enroll in a practicum in the seventh semester after obtaining microteaching. The practicum is generally implemented in primary, junior high, and senior high schools.

The participants of this research were pre-service teachers of English Education Department 2019, UIN Walisongo Semarang. I chose these participants because they had just conducted a teaching practicum in August - September 2022. Nine pre-service teachers volunteered to participate in this study, including 6 females and 3 males. They have been represented at every level of education from

elementary school, junior high school, and senior high school/vocational high school.

1. Participant E

School level : SD Hj Isriati Baiturrahman 2
Manyaran

Class : 4th grade

Teaching time : four times a week
duration

Material : she taught the material about
Mentioning the name of the day,
storytelling about the living room, and
prepositions

2. Participant F

School level : SDI Al-Azhar 29 BSB

Class : 1th - 2th grade

Teaching time : three times a week
duration

Material : he taught the material about simple
past and present tense, matching
pictures and sentences, and remain the
vocabulary

3. Participant A

School level : SMPN 16 Semarang

Class : 8th – 9th grade

Teaching time : 9 times
duration
Material : he taught the material about greeting
cards and procedure text

4. Participant R

School level : SMPN 1 Kaliwungu
Class : 7th grade
Teaching time : six times a week
duration
Material : he taught the material about tenses,
vocabulary, and pronunciation of a
picture

5. Participant T

School level : SMA Al-Azhar 16 BSB
Class : 10th – 12th grade
Teaching time : eight times
duration
Material : For the X grade level, she taught the
material about grammar present
perfect tense, present perfect
continuous tense, the use of should, job
application letters, and their elements.
As for the XII grade level, she taught

the material about the use of cleft sentences, could, and was able to.

6. Participant K

School level : SMKN 2 Semarang

Class : 11th grade

Teaching time : four times a week
duration

Material : she taught the material about the text,
interview exercises, and phone calls

7. Participant S

School level : SMP Nurul Huda Mangkang

Class : 7th grade

Teaching time : three times a week
duration

Material : she taught the material about grammar,
vocabulary, and pronunciation

8. Participant Z

School level : SMPN 1 Kaliwungu

Class : 7th grade

Teaching time : three times a week
duration

Material : she taught the material about tenses as the simple present, like/dislike, noun and pronoun, etc

9. Participant P

School level : SD Islam Az Azhar 29 BSB Semarang

Class : 1th – 2th grade

Teaching time : three times a week
duration

Material : she taught the material about simple past and present tense, matching pictures and sentences, and remain the vocabulary

C. Data Collection and Procedure of the Research

Data collection techniques via semi-structured interviews and questionnaires allowed the researcher to obtain in-depth information about pre-service EFL teachers' preparation for classroom management teaching. These methodologies are typically combined in qualitative research to describe the methodology and increase the depth of the findings. On the one hand, semi-structured interviews were engaged under the presumption that the participants' perspectives are significant and knowable.⁵⁰ This method of interviewing made it possible to get detailed information about the

⁵⁰ Tlali.

viewpoints and expectations of pre-service teachers regarding how they would apply reflective practices to their regard to how they would apply reflective practices to their practicum.

Furthermore, semi-structured interviews allowed the researcher to do the unplanned probing necessary for clarification during the qualitative data collection process. Also, the questionnaire collected information and solutions on the pre-service EFL teachers' preparations for classroom management. This study's objective was to fully comprehend the current subject matter. That was accomplished in a qualitative methodology. Data was gathered through reflective practice. This method was designed to show how well-prepared EFL pre-service teachers were for managing the classroom during their practicum.

Reflection is viewed as the foundation for developing the highest professional competence in teaching. It gives teachers the power to make decisions. Professional experience is generally viewed as being essential to giving pre-service teachers the chance to critically reflect on and hypothesize about their work.⁵¹ Reflection is a crucial part of practicum for pre-service teachers. Teachers have to make decisions in teaching and are required to think critically and critique their teaching practices. With this reflection, pre-service teachers can correct their shortcomings and

⁵¹ Tlali.

improve their teaching. According to the prepared questions, the participants can write down how they feel when teaching practicum.

The data reflection was collected on April - May 2023. This reflection was distributed via WhatsApp as a Word document or PDF file. Before filling out the reflection data, the researcher created a questionnaire containing the willingness of honorary teachers to fill out the reflection data. Questionnaires were distributed to English majors in the eighth semester who had completed a teaching practicum. The researcher handed out questionnaires to three classes of English majors.

The content of the reflection was structured by Gibbs' model of the reflective cycle⁵². It comprises six stages that guide the process of reflection and focuses on learning from experiences. The stages proceed as follows:

1. Description of the situations and conditions,
2. Feelings about the experiences,
3. Evaluation of positive and negative experiences,
4. Analysis to comprehend the situation
5. Summarize what you have learned and done in the classroom.
6. Make a plan for what you will do if you find yourself in the same situation again.

⁵² Markkanen et al., "A Reflective Cycle: Understanding Challenging Situations in a School Setting."

There are some questions based on the Gibbs Reflective Cycle include:

1. Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)
2. Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice?
3. How do you manage the class so students are always focused on the material you teach during the teaching practice?
4. How do you build good relationships or interactions between teachers - students and students - students (peers)?
5. How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?
6. What are your good and bad experiences during the teaching practicum? Give reasons!
7. Did your teaching practice go well or not? Give reasons for both!
8. What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?
9. What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?

Gibbs' Reflective Cycle includes describing, feeling, evaluating, analyzing, drawing conclusions, and even suggesting

what should be done if you encounter the situation again in the future. In this case, participants can respond to the reflection with the help of the Gibbs Reflective Cycle in-depth, and they can also respond in the form of a description with a word limit of 50–100. After that, the researcher received the file back.

D. Data Analysis of the Research

The main objective of this research is to explore pre-service EFL teachers' preparation for classroom management teaching. This study also explored how the pre-service teachers reflect their practicums. A flexible technique for finding, gathering, and analyzing themes in a set of qualitative data is thematic analysis.⁵³ This research adopted a qualitative research methodology by utilizing thematic analysis.

There are six steps in analyzing thematic data analysis: 1) identify the data: by transcribing data, reading and rereading the obtained data, and noting the main points, 2) create a code: code the data or take the main points in each sentence, 3) Looking for themes: collating codes into potential themes, collecting all data relevant to each potential theme, and 4) reviewing the themes that have been created (recheck), 5) Themes definition and naming: Ongoing analysis to great the specifics of each theme and the overall story

⁵³ Haideh Molani, Mohammad Hosssein Yousefi, and Farzad Rostami, "How Do EFL In-Service Teachers Reflect on Their Critical Incidents? The Case of Iranian Teachers," *Reflective Practice* 22, no. 4 (2021): 431–45, <https://doi.org/10.1080/14623943.2021.1913578>.

the analysis tells, as well as generating clear definitions and names for each theme, and 6) analysis means compiling and producing reports.⁵⁴

This research used qualitative research methods to discover various points of view and experiences. The information gathered from the reflection was then analyzed using the Gibbs Reflective Cycle. The findings of this study will be analyzed and presented based on them.

⁵⁴ Virginia Braun and Victoria Clarke, “Qualitative Research in Psychology Using Thematic Analysis in Psychology Using Thematic Analysis in Psychology,” *Qualitative Research in Psychology* 3, no. 2 (2006): 77–101, <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20%5Cnhttp://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter contains the findings of the research and discussion regarding pre-service EFL teachers' preparation for classroom management teaching and implication reflective practice.

A. Findings

To answer the research question, the findings were based on the reflection data of the pre-service teachers who have carried out teaching practice. And this data was obtained through reflections given by the researcher to pre-service teachers after they did teaching practicum. The reflection data about pre-service EFL teachers' preparation in classroom management teaching and their reflective practice. The questions were based on the Gibbs reflective cycle, which includes description, feelings, evaluation, analysis, conclusion, and even recommending what action should be taken if you face it again in the future.

For the purpose of collecting specific data, the researcher conducted the interview April - May 2023. This research, a reflective practice aimed to determine the preparation of pre-service teachers in teaching practicum, especially their preparation in classroom management. Based on the answers from the reflection data provided by participants, the following is an explanation of their preparation in classroom management and reflection for the teaching practicum.

1. Preparation of Classroom Management

According to the reflection data, The pre-service teachers prepare themselves for the teaching practicum. They prepared the material and learning activity for delivering during the teaching practicum. They also prepared the strategies and methodologies for handling misbehaving students, keeping students' attention, and building relationships.

a. Behavior

Based on the reflection data, it can be concluded that pre-service teachers were likely to encounter a wide variety of different student personalities, requiring pre-service teachers' understanding of their students' behaviors.⁵⁵

The participant E said:

“Teaching primary school pupils was challenging, and having misbehaving students was common. However, students were frequently noisy and fought with their friends and others”

A misbehaving student was a common problem that pre-service teachers encountered during the teaching practicum.⁵⁶ They encountered several behaviors such as making noise, fighting with other students, bothering other students, moving around the class, and arguing.

⁵⁵ The result of interview with Participant Z, the English Education Student of UIN Walisongo Semarang

⁵⁶ The result of interview with Participant E, the English Education Student of UIN Walisongo Semarang

And, participant R said:

“There is usually misbehavior among students in each class, and the strategy that we utilized in class was communication”

Good communication is crucial in dealing with this issue. The pre-service teachers used these methodologies for encountering the misbehaving students, including: First, the pre-service teachers will give a minor warning to refocus on learning. If this strategy is unsuccessful, some pre-service teachers will be silent for a moment to pay attention to misbehaving pupils until the student realizes they are the center of attention in class and will be quiet by themselves.⁵⁷ Other actions taken by the pre-service teachers include asking the misbehaving students to talk about why they were disrupting other students or making noise in the middle of the lesson, and providing an understanding of what the students were doing was not commendable behavior and the importance of following the lesson being taught.⁵⁸

In summary, the reflection data revealed that pre-service teachers encountered a wide range of student behaviors during their teaching practicum, including noise-making, fighting, and other disruptive actions. The participants acknowledged that good communication played a vital role in addressing such issues.

⁵⁷ The result of interview with Participant E, the English Education Student of UIN Walisongo Semarang

⁵⁸ The result of interview with Participant Z, the English Education Student of UIN Walisongo Semarang

Strategies employed by the pre-service teachers included warnings, using silence to redirect attention, engaging in conversations with misbehaving students, and emphasizing the importance of appropriate behavior in the classroom. These approaches aimed to manage misbehavior and foster a conducive learning environment for all students.

b. Academic

Based on the reflection data, it can be concluded that pre-service teachers should prepare lesson plans, media, and learning activities before teaching to facilitate classroom management and keep students' attention on the topic for the learning process to be effective.⁵⁹

The participant F said:

“Teaching young learners required a lot of patience and strategies to keep them engaged in the lesson since young learners become bored easily and require teaching techniques to keep them focused”

Managing students to focus on the material is challenging and requires a lot of patience and strategies.⁶⁰ In this case, the pre-service teachers engage the students during the classroom instruction by doing things like answering questions, giving

⁵⁹ The result of interview with Participant T, the English Education Student of UIN Walisongo Semarang

⁶⁰ The result of interview with Participant F, the English Education Student of UIN Walisongo Semarang

assessments, having group discussions, reading the material in turns, and randomly pointing students. Moreover, pre-service teachers recognized that monotony in instructional materials could lead to student boredom. In response, they devised ice-breaker activities to capture students' interest before diving into the main lesson. These ice-breakers could involve games or singing a song together for approximately 5 to 10 minutes. The purpose of these activities was to create an enjoyable and stimulating atmosphere, capturing students' attention and fostering a positive attitude towards learning.

And, the other pre-service teachers also used the teaching media as a way for protecting the students from becoming bored or losing interest during the educational process. These are Powerpoint,⁶¹ the website of Quizizz⁶², Video, and Audio⁶³. This strategy is an efficient way to ensure that students are continually paying attention to current learning.

By preparing lesson plans in advance, utilizing engaging teaching media, and incorporating interactive learning activities, pre-service teachers aimed to facilitate effective classroom management. These strategies were employed to prevent student

⁶¹ The result of interview with Participant R, the English Education Student of UIN Walisongo Semarang

⁶² The result of interview with Participant R, the English Education student of UIN Walisongo Semarang

⁶³ The result of interview with Participant E, the English Education student of UIN Walisongo Semarang

boredom, maintain student attention, and create an engaging and stimulating learning environment.

In summary, the reflection data indicated that pre-service teachers recognized the importance of thorough lesson preparation, engaging teaching media, and interactive learning activities to promote effective classroom management and sustain students' attention. Strategies included interactive teaching techniques, ice-breaker activities, and the use of multimedia resources. These approaches aimed to foster student engagement, prevent boredom, and create a positive and conducive learning environment.

c. Relationship

According to the reflection data, it can be concluded that pre-service teachers also need to interact with them to build a good relationship.⁶⁴ They prepare the strategies for building the relationship between teachers–students and student–students (peers). They can start by interacting both within and outside of the classroom.⁶⁵

The participant T said:

“The way to build a good relationship and interaction between teacher-student, and student-student that I did includes

⁶⁴ The result of interview with Participant P, the English Education student of UIN Walisongo Semarang

⁶⁵ The result of interview with Participant S, the English Education Student of UIN Walisongo Semarang

creating a learning environment and being excited and enthusiastic and it can start from myself as a teacher in the classroom”

Pre-service teachers need to build positive relationships with students, but this must begin with themselves, such as being friendly, smiling, environmentally conscious, and patient while dealing with pupils. They interact by telling random stories, asking random questions about how students are doing, eating lunch together, accepting criticism and recommendations from students⁶⁶, and giving praise or prizes for student achievements when learning⁶⁷.

And, the participant S said:

“I employ a lot of group tasks for student relationships so that students may engage with one another more. Not only communication but group projects help students develop their character as they solve difficulties with others”

Pre-service teachers build relationships between students (peers) through group discussions or group games because the activities carried out together make students get to know each other, understand teamwork, find problem-solving together, and build self-esteem.

⁶⁶ The result of interview with Participant E, the English Education student of UIN Walisongo Semarang

⁶⁷ The result of interview with Participant P, the English Education student of UIN Walisongo Semarang

In summary, the reflection data highlights the importance of pre-service teachers actively engaging in building positive relationships with their students and fostering interactions among students. This involves creating a welcoming and supportive learning environment, displaying enthusiasm, and employing various strategies to promote engagement and communication. Pre-service teachers recognize the significance of their own behavior and attitude in establishing a good teacher-student relationship. Additionally, they implement activities that encourage students to interact with their peers, develop teamwork skills, and build self-confidence. By prioritizing relationship-building and interactions, pre-service teachers aim to create an inclusive and supportive classroom environment conducive to effective teaching and learning.

2. Reflective Practice

This second section explains how the teaching practicum conducted by pre-service teachers went, what shortcomings they realized after reflection, and what skills/strategies should be prepared for the future. According to the reflection data above, pre-service teachers felt nervous,⁶⁸ worried, lacking confident,⁶⁹

⁶⁸ The result of interview with Participant K, the English Education Student of UIN Walisongo Semarang

⁶⁹ The result of interview with Participant R, the English Education Student of UIN Walisongo Semarang

overthinking,⁷⁰ bored,⁷¹ and having difficulty⁷² before doing teaching practicum. However, as the teaching practicum progressed they were able to adapt and learn how to solve the problems they faced when teaching.

There are many things must be prepared such as lesson plans, class activities, materials, methods, and strategies. The pre-service teachers have carried out teaching practicum quite well even though there are still shortcomings that have been reflected on by their teaching practicum.

The participant K said:

“self-evaluation is a critical step in any process of growth and change. Generally, the path towards improvement becomes clearer when a teacher is willing to admit mistakes and put their students”

From this reflection pre-service, teachers learn that they must have the self-awareness to reflect on what is lacking or what problems they face when teaching. The self-awareness is needed to find what mistakes have been made when teaching so that this reflection can improve their quality and skills in the future. Self-evaluation is a critical step in any process of growth and change. Generally, the path towards improvement becomes clearer when a

⁷⁰ The result of interview with Participant P, the English Education Student of UIN Walisongo Semarang

⁷¹ The result of interview with Participant F, the English Education Student of UIN Walisongo Semarang

⁷² The result of interview with Participant E, the English Education Student of UIN Walisongo Semarang

teacher is willing to admit mistakes and put their students' needs first.⁷³

The participant T said:

“The abilities that I have to change in the future are of course the ability to convey material well, use appropriate teaching methods, classroom management, especially in keeping students' attention, and mastery of technology and media used in learning”.

The participant R said:

“The skill that I have to improve in the future is communication with the students. Because I was lacking when it come to communicating with other people without knowing each other first. A thing that I would change in the future maybe some of the skills that I lack in communication and a better understanding of the material that I would teach to the student”

The participant S said:

“I still didn't know how to handle the children, how to teach correctly, or how to manage the class when it is inclusive. I was lost and blank about that”

As for some of their shortcomings when teaching practicum such as 1 pre-service teacher who is less able to control students' attention to the material being taught, 4 pre-service teachers who are

⁷³ The result of interview with Participant K, the English Education Student of UIN Walisongo Semarang

less able to handle misbehaving students, and 4 others who are less able to build interactions with students.

With some reflection, pre-service teachers can determine which abilities they need to build on and improve for their next teaching assignment.⁷⁴

Participant E said:

“There are many skills that we should prepare for the future like taking advantage of technology such as not only using PowerPoint and video youtube to explain the material, but we can combine some texts such having audio, video, and text in one palace. Using applications to support students’ ability in several aspects. Another skill is guidance and influence. When we have good public speaking and it will be easy to guide the students”

Based on the reflection data gathered, it becomes evident that pre-service teachers should focus on developing certain competencies to excel in their future roles as educators. These competencies are crucial for effective teaching and creating a positive learning environment. Let's explore each competency in more detail:

1. Good communication:

The ability to communicate effectively is regarded as a fundamental skill for teachers. Pre-service teachers acknowledge

⁷⁴ The result of interview with Participant E, the English Education Student of UIN Walisongo Semarang

that strong communication skills enable them to educate and organize students during teaching sessions.⁷⁵ Clear and concise communication helps convey ideas, instructions, and explanations in a comprehensible manner. Effective communication also involves active listening, empathetic understanding, and the ability to adapt communication styles to suit diverse student needs. Pre-service teachers should aim to enhance and practice their communication skills, both verbal and non-verbal, to foster meaningful connections with their students.

2. Self-confidence:

Teaching often involves speaking and explaining complex concepts in front of a large group of students. It can be daunting for pre-service teachers who may not be accustomed to being the center of attention. Developing self-confidence is essential to overcome nervousness and potential blank moments during classroom interactions.⁷⁶ By cultivating self-confidence, teachers can deliver lessons with conviction, engage students effectively, and create an atmosphere of trust and respect. Building self-confidence requires practice, self-belief, and positive self-talk. Pre-service teachers can engage in various activities that promote self-assurance, such as

⁷⁵ The result of interview with Participant S, the English Education Student of UIN Walisongo Semarang

⁷⁶ The result of interview with Participant R, the English Education Student of UIN Walisongo Semarang

public speaking exercises, role-playing, and seeking supportive feedback.

3. Learning methods:

Engaging students in the learning process is vital for their active participation and knowledge retention. Pre-service teachers recognize that using interesting and interactive teaching methods can prevent student boredom and enhance learning outcomes.⁷⁷ They should explore a variety of engaging strategies to keep students captivated and focused on the topic at hand.⁷⁸ These strategies can include incorporating games, incorporating technology, integrating real-life examples, promoting discussions and debates, incorporating hands-on activities, and utilizing multimedia resources. By incorporating diverse and innovative learning methods, pre-service teachers can create an inclusive and stimulating classroom environment.

4. Learning media by using technology:

Technology plays an increasingly significant role in modern education. Pre-service teachers acknowledge the importance of utilizing advanced technologies to create relevant and engaging learning materials. Technology provides opportunities for interactive and multimedia-rich content delivery, which can enhance

⁷⁷ The result of interview with Participant K, the English Education Student of UIN Walisongo Semarang

⁷⁸ The result of interview with Participant T, the English Education Student of UIN Walisongo Semarang

student understanding and capture their attention. Pre-service teachers should strive to master and understand technology tools and platforms relevant to their teaching contexts. They can explore various educational applications, digital resources, and multimedia platforms that align with curriculum objectives and support student learning.⁷⁹ By integrating technology effectively into their teaching practice, pre-service teachers can enhance student engagement and create meaningful learning experiences

B. Discussion

Based on the results of exploring preservice EFL teachers in classroom management and reflective practice, several facts can be found. The result from reflection data of English Education students 2019. The discussion is explained as follows:

1. Preparation of Classroom Management

Classroom management refers to a teacher's abilities and strategies for creating a positive learning environment, establishing rules and procedures, and keeping students' attention to the material. Classroom management strategies for this study are categorized according to how they impact the classroom, the three impacts most commonly reported are student behavior, academics, and relationship.⁸⁰

⁷⁹ The result of interview with Participant P, the English Education Student of UIN Walisongo Semarang

⁸⁰ Kwok, "Classroom Management Actions of Beginning Urban Teachers."

Previous studies have indicated that urban teachers used behavioral, academic, and relational strategies to manage the classroom and they tend to refine several of these actions over time. However, in this research the pre – service teachers reflect their practicum especially in classroom management by reflective practice.

2. Reflective Practice

Reflection is a method to improve the practicum and professionalism conducted by pre-service teachers. It can assist the teachers in preparing, analyzing their strengths and weaknesses, and evolving their practice in classroom teaching. Pre-service and in-service teachers' reflection has been extensively studied in EFL teacher education contexts. It can be used to highlight the difficulties that EFL teachers encounter when teaching.⁸¹

Previous studies revealed that the majority of pre-service teachers and all of in the service teachers showed positive attitudes toward reflective diary use. However, in this research the pre – service teachers were be able to know their shortcomings and strengths in classroom management by reflective practice.

Pre-service teachers can reflect on themselves such as understanding their shortcomings and strengths when teaching. The pre-service teacher requires good preparation in several things.

⁸¹ Altalhab, Alsuhaibani, and Gillies, “The Reflective Diary Experiences of EFL Pre-Service Teachers.”

They are also able to know what skills or strategies they should prepare and improve to become teachers in the future.

3. Limitations and strengths

The researcher realizes that this thesis is far from perfect. There were many obstacles and limitations during the research process, as well as many challenges during the research procedure. Here the author describes some of them.

a. Time constraints

Conducting a comprehensive exploration of pre-service EFL teachers' classroom management preparation and the implications of reflective practice requires substantial time and effort. Gathering data from multiple sources, such as questionnaires and interviews, demands careful planning and execution. The time constraints may have limited the scope of the study or the number of participants involved. As a result, some aspects of pre-service teacher preparation and reflective practice may not have been fully explored.

b. Generalizability of findings

The research was conducted within the specific context of English Education at UIN Walisongo Semarang in 2019. The characteristics of the participants, the curriculum, and the teaching practices within this particular program may differ from other pre-service EFL teacher education programs. Therefore, the findings of this research may not be easily generalized to all pre-service EFL teacher education programs globally. It is crucial to consider the

specific context and characteristics of each program when interpreting the results.

Moreover, the research identifies specific skills and competencies that pre-service teachers should prepare for future teaching assignments. These findings can serve as a guide for teacher education programs and help inform curriculum development and instructional practices. By highlighting the importance of communication, self-confidence, learning methods, and technology integration, the research contributes to enhancing the quality and effectiveness of pre-service EFL teacher education.

In conclusion, while there were limitations and challenges encountered during the research process, this thesis provides valuable insights into pre-service EFL teacher preparation in classroom management and reflective practice. The time constraints and context-specific nature of the findings should be acknowledged. Nonetheless, the research contributes to the understanding of the challenges faced by pre-service teachers and provides recommendations for the development of necessary skills and competencies. Further research in different contexts and with larger sample sizes can help validate and extend the findings of this study.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusions and suggestions. A conclusion is drawn based on the answers obtained from the reflection data regarding the pre-service teachers in classroom management teaching. Then, as a suggestion, this research provides some useful information for students (pre-service teachers) and researchers.

A. Conclusion

This research explores pre-service teachers' classroom management preparation and reflective practice. It also reveals prepared the material and learning activity for delivering during the teaching practicum. They also prepared the strategies and methodologies for handling misbehaving students, keeping students' attention, and building relationships. Based on the reflection data presented above, it is possible to conclude that: Pre-service teachers must begin their preparations with the material taught, lesson plan, lesson activities, teaching strategies, and so on.

Good preparation will make it simpler for pre-service teachers to carry out practicum well, even when unanticipated challenges will arise during teaching and require them to have thousands of strategies to deal with them directly and quickly. This research also reveals that pre-service teachers must understand and be able to handle classroom management, such as dealing with

misbehaving students, keeping students focused on learning, and building good relationships between teachers - students and students - students (peers), as well as be able to reflect on the learning practices they have implemented. Pre-service teachers encounter students' misbehavior by giving warnings, talking with them, and giving advice. Pre-service teachers have some methods of keeping student's attention such as giving assignments, having discussions, playing games, etc. And, Pre-service teachers build their relationships by talking random stories, making group discussions, games group. According to the pre-service teachers' reflection data, they are ready to enhance and refine their skills/quality to deliver better teaching than previously. They also recognize their teaching shortcomings and abilities so that they can prepare and develop. Self-awareness is required when analyzing mistakes to solve problems. Furthermore, receiving feedback when evaluating is critical for both the teacher and the students being taught.

Teaching practicum requires solid classroom management techniques, particularly communication skills because students will feel more comfortable and obedient to their teachers' instructions if pre-service teachers can communicate and be more confident with them. However, Pre-service teachers need more time for adapting and communicating with the students. Participants also evaluate learning to determine students' progress in their teaching, and they anticipate several problems they will face during the teaching process, such as: Using technology as a learning medium, finding

sources of material and references, and employing innovative and fun approaches to keep students engaged during the teaching process, such as playing games or singing together.

B. Suggestion

From the research, the researcher makes suggestions for the Pre-service teachers, teacher, the students, and the readers.

1. For The Pre-Service Teachers

The researcher hopes that pre-service teachers will prepare everything necessary before teaching because teaching is a difficult task. They should also reflect on each lesson to grow and enhance their competence and quality as prospective teachers. It is hoped that this research will motivate pre-service teachers to improve their teaching skills.

2. For Other Researchers

The researcher hopes that future researchers will continue to research everything connected to classroom management and reflection practice because these two things are extremely important in teaching practice and the research will be valuable in the future. This research can potentially serve as a resource for future scholars.

REFERENCES

- Altalhab, Sultan, Yasser Alsuhaibani, and Donald Gillies. "The Reflective Diary Experiences of EFL Pre-Service Teachers." *Reflective Practice* 22, no. 2 (2021): 173–86. <https://doi.org/10.1080/14623943.2020.1865903>.
- Braun, Virginia, and Victoria Clarke. "Qualitative Research in Psychology Using Thematic Analysis in Psychology Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3, no. 2 (2006): 77–101. <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20%5Cnhttp://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>.
- Carabelli, Patricia. "Didactic Discussions during ESL/EFL English Teacher Training Courses." *Reflective Practice* 22, no. 1 (2021): 60–72. <https://doi.org/10.1080/14623943.2020.1821629>.
- Collier-Meek, Melissa A., Lisa M.H. Sanetti, and Ashley M. Boyle. "Barriers to Implementing Classroom Management and Behavior Support Plans: An Exploratory Investigation." *Psychology in the Schools* 56, no. 1 (2019): 5–17. <https://doi.org/10.1002/pits.22127>.
- Dakhi, Yohannes. "Implementasi POAC Terhadap Kegiatan Organisasi Dalam Mencapai Tujuan Tertentu." *Jurnal Warta* 53, no. 9 (2016): 1679–99. <https://media.neliti.com/media/publications/290701-implementasi-poac-terhadap-kegiatan-orga-bdca8ea0.pdf>.
- Debreli, Emre, and Inara Ishanova. "Foreign Language Classroom Management: Types of Student Misbehaviour and Strategies Adapted by the Teachers in Handling Disruptive Behaviour." *Cogent Education* 6, no. 1 (2019): 1–21. <https://doi.org/10.1080/2331186X.2019.1648629>.

- Gage, Nicholas A., Terrance Scott, Regina Hirn, and Ashley S. Macsuga-Gage. "The Relationship between Teachers' Implementation of Classroom Management Practices and Student Behavior in Elementary School." *Behavioral Disorders* 43, no. 2 (2018): 302–15. <https://doi.org/10.1177/0198742917714809>.
- Gokalp, Gokce, and Iclal Can. "Evolution of Pre-Service Teachers' Perceptions about Classroom Management and Student Misbehavior in an Inquiry-Based Classroom Management Course." *Action in Teacher Education* 44, no. 1 (2022): 70–84. <https://doi.org/10.1080/01626620.2021.1939194>.
- Heikonen, Lauri, Auli Toom, Kirsi Pyhältö, Janne Pietarinen, and Tiina Soini. "Student-Teachers' Strategies in Classroom Interaction in the Context of the Teaching Practicum." *Journal of Education for Teaching* 43, no. 5 (2017): 534–49. <https://doi.org/10.1080/02607476.2017.1355080>.
- Hendriwanto. "A Reflective Teaching Practicum as a Platform for Stimulating Pre-Service Teachers' Professional Development." *Journal of Education for Teaching* 47, no. 4 (2021): 624–26. <https://doi.org/10.1080/02607476.2021.1941812>.
- Kwok, Andrew. "Classroom Management Actions of Beginning Urban Teachers." *Urban Education* 54, no. 3 (2019): 339–67. <https://doi.org/10.1177/0042085918795017>.
- . "Managing Classroom Management Preparation in Teacher Education." *Teachers and Teaching: Theory and Practice* 27, no. 1–4 (2021): 206–22. <https://doi.org/10.1080/13540602.2021.1933933>.
- Makina, Blandina. "Exploring Pre-Service Teacher Development through Daily Journal Reflections: A Case Study." *Africa Education Review* 16, no. 3 (2019): 67–83. <https://doi.org/10.1080/18146627.2016.1275951>.

Manajemen, Prinsip-prinsip Utama, and George R Terry. “Prinsip-Prinsip Utama Manajemen George R. Terry” 1, no. 3 (2023).

Markkanen, Pihla, Maritta Välimäki, Minna Anttila, and Marko Kuuskorpi. “A Reflective Cycle: Understanding Challenging Situations in a School Setting.” *Educational Research* 62, no. 1 (2020): 46–62.
<https://doi.org/10.1080/00131881.2020.1711790>.

McGarr, Oliver. “The Use of Virtual Simulations in Teacher Education to Develop Pre-Service Teachers’ Behaviour and Classroom Management Skills: Implications for Reflective Practice.” *Journal of Education for Teaching* 46, no. 2 (2020): 159–69. <https://doi.org/10.1080/02607476.2020.1724654>.

Molani, Haideh, Mohammad Hosssein Yousefi, and Farzad Rostami. “How Do EFL In-Service Teachers Reflect on Their Critical Incidents? The Case of Iranian Teachers.” *Reflective Practice* 22, no. 4 (2021): 431–45.
<https://doi.org/10.1080/14623943.2021.1913578>.

Mtika, P. “Trainee Teachers’ Experiences of Teaching Practicum: Issues, Challenges, and New Possibilities.” *Africa Education Review* 8, no. 3 (2011): 551–67.
<https://doi.org/10.1080/18146627.2011.618715>.

Pratama, Ramanda Yogi, Universitas Jenderal, and Achmad Yani. “FUNGSI-FUNGSI MANAJEMEN,” n.d.

Rodrigo Garcia Motta, Angélica Link, Viviane Aparecida Bussolaro, Geraldo de Nardi Junior, Guida Palmeira, Franklin Riet-Correa, Valéria Moojen, Paulo Michel Roehle, Rudi Weiblen, Jael S. Batista, et al. “Coping Strategies Of Face-To-Face Classroom Management To Deal With Students’ Misbehaviour: A Secondary Teacher’ S Experience.” *Pesquisa Veterinaria Brasileira* 26, no. 2 (2021): 173–80.
<https://www.ufrgs.br/actavet/31-1/artigo552.pdf>.

- Slater, Eileen V., and Susan Main. "A Measure of Classroom Management: Validation of a Pre-Service Teacher Self-Efficacy Scale." *Journal of Education for Teaching* 46, no. 5 (2020): 616–30. <https://doi.org/10.1080/02607476.2020.1770579>.
- Syarifah, H. "Pre-Service Efl Teachers' Readiness To Use Technology in an Online Practicum: A Case Study," 2022. https://eprints.walisongo.ac.id/17617/1/Skripsi_1803046098_Hikmatus_Syarifah.pdf.
- Tlali, Tebello. "Developing Professionalism through Reflective Practice among Pre-Service Teachers at the National University of Lesotho." *Africa Education Review* 16, no. 3 (2019): 117–29. <https://doi.org/10.1080/18146627.2017.1390396>.
- Ye, Xindong, Peng Fei Liu, Xiao Zhi Lee, Yi Quan Zhang, and Chuang Kai Chiu. "Classroom Misbehaviour Management: An SVVR-Based Training System for Preservice Teachers." *Interactive Learning Environments* 29, no. 1 (2021): 112–29. <https://doi.org/10.1080/10494820.2019.1579235>.

APPENDIX

A. The Reflection Data

Name: Erny Karina

NIM: 1903046001

1. **Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)**

I was doing PPL in the seventh semester; the place was SD Hj Isriati Baiturrahman 2 Manyaran. It took times 2 months. I was teaching at the fourth level, there are four classes at this level. And I did all class every week. The material about divided into several parts, first one "Days" likes mentions the day before, after, two days ago, the day after tomorrow, etc. The next one is about "Living room", it talks about things in the living room like lamps, chairs, sofa, TV, cupboard, etc. beside that also talks about prepositions like the location of the things that mention. The way I did the teaching process was by combining some methods, like students seeing the picture in the book and then they will listen to the audio that explains the picture because the book supports that method, the name of the book is Grow with English by Erlangga. Somehow students also answer some questions that are relevant to the picture shown. Before they got new material, students also would remind the vocabulary that already memorize, and in the last step, students make a game from what they learned.

2. **Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice?**

Teaching primary school pupils was challenging, and having misbehaving students was common. However, students were frequently noisy and fought with their friends and others. I reminded them to pay attention to the learning exercise because being too loud would interfere with not only their knowledge but also the understanding of the other participants. When students were still noisy and I could not control them, I tended to stay silent for a minute and then spoke to all of them, suggesting that we pay attention when someone was speaking,

and so on. A teacher should not only teach information but also real-life scenarios.

3. **How do you manage the class so students are always focused on the material you teach during the teaching practice?**

Managing students focused on the content at all times is challenging, but I involved them in all aspects of teaching, such as inviting them to read the material, answering questions, and pointing to each student. Students would pay attention to the teacher and prepare themselves to understand the material being taught as a consequence.

4. **How do you build good relationships or interactions between teachers - students and students - students (peers)?**

To build a good relationship between teacher and students, usually, we did the learning activity from heart, because students will feel our sincerity. Listen to their suggestions, and not only interact when in a class, but also greet them outside class. And for building good relationships between students-students were making them feel like family, such as dividing them to make a focus group discussion, having a game in a group, and so on.

5. **How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?**

My feeling when I got PPL in elementary school can't explain, however, I was learning to make lesson plans for junior and senior high school, and I got elementary school. So, I don't love that decision. But everything was good when I was facing the situation. Teaching the students of elementary school is funny enough, furthermore, they are also good at English although still children, and it was the best experience ever.

6. **What are your good and bad experiences during the teaching practicum? Give reasons!**

Every day is a good experience, and my bad experience may be when students did not pay attention to me well, they got noisy, which made my day.

7. **Did your teaching practice go well or not? Give reasons for both!**

I think my teaching practice is when PPL goes well enough, the students understand the material well, and it can be concluded from their score in the examination. Only some students less understand because they are still in the learning process, and that's normal.

8. **What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?**

I think the material we got from our university is a template, however, sometimes we didn't understand well, so, having teaching practice before graduating from high university is the best experience, we know how to teach, and we know ourselves, so, we can upgrade our knowledge and skill. There are many skills that we should prepare for the future like taking advantage of technology such as not only using PowerPoint and video youtube to explain the material, but we can combine some texts such having audio, video, and text in one palace. Using applications to support students' ability in several aspects. Another skill is guidance and influence. When we have good public speaking and it will be easy to guide the students. And also, always giving motivation, will increase their wish to learn and find new things in their life. And from this teaching practice, I also learn to be someone who always is patient in facing many kinds of students.

9. **What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?**

I will increase myself in the technology aspect, as I mentioned above not only using basic media, but I want to introduce another media that I wish will help students to gain new knowledge and increase their skills. And the way to gain this goal is to motivate me to always learn and try innovations that arise in this globalization era. So, I can share it with the next generation.

B. The Reflection Data

Name: Fauzi Amri

NIM: 1903046004

- 1. Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)**

PPL yesterday was the best experience because I got a very good experience during PPL. At first, I was very afraid to meet young children because I didn't know how to deal with students well, but after time I was able to get through it and was able to blend in with students and create better relationships. Besides that, I also met good people, I like to get a new family, I hope and want to come back to teach there as a teacher.

- 2. Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice? I**

felt a little awkward interacting with students on my first day teaching as a PPL teacher because I didn't know how to approach young children, but after a few lessons, I became closer to students because I had interacted with them a lot, and I also understood how to deal with and respond to them well.

- 3. How do you manage the class so students are always focused on the material you teach during the teaching practice?**

Teaching young learners required a lot of patience and strategies to keep them engaged in the lesson since young learners become bored easily and require teaching techniques to keep them focused. Typically, I applied or performed songs in the form of videos, and they would subsequently focus.

- 4. How do you build good relationships or interactions between teachers - students and students - students (peers)?**

At first PPL I felt awkward with teachers and students because I still didn't dare to start a conversation first, but I still talked to teachers and students, after a few weeks of PPL our closeness with teachers and students began to build, and we were often invited to join events that involved us. In addition, our relationship with students began to be well established such as we exchanged Instagram IDs, and even the students themselves liked to go to transit places to play and tell stories.

5. How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?

I studied in teacher training but I was very afraid to become a teacher because I felt that being a teacher was very difficult and boring, but after PPL my thoughts about it were all refuted, being a teacher turned out to be very fun, especially being able to meet students every morning makes our minds happy and fresh. I managed to bury my fear of becoming a teacher.

6. What are your good and bad experiences during the teaching practicum? Give reasons!

First, the most valuable experience I got when PPL was that I gained a lot of knowledge, especially in education, where I never knew before how to be a teacher, how to teach students to study, and how to interact with students. In addition, I also get a lot of relationships and friends, especially with teachers who teach there, besides that my relationship with students is also well established, maybe if I don't carry out PPL then I will never get valuable experience as expensive as this. second, to experience badly when I was at SDI Al-Azhar arguably did not exist because I enjoyed teaching there for two months.

7. Did your teaching practice go well or not? Give reasons for both!

My first week teaching as a PPL teacher maybe didn't go well, because it was the first time in my life as a teacher, I felt so excited that we spoke in front of students so I forgot what I was going to say, but after time and a lot of learning with the accompanying teacher, I felt much improved compared to before, I started interacting with students and started to be able to condition the classroom atmosphere, and it can be said that my PPL went well until I finished teaching at SDI Al-Azhar.

8. What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?

During PPL I learned a lot about the profession of a teacher where being a teacher is not as bad as I thought before, being a teacher is a noble job and very fun, especially every morning we are always greeted by a very adorable face, and it makes the

fatigue disappear. To become a teacher must have a lot of preparation both in terms of sustainability, thoughts, and the way we communicate, so if you want to be a good teacher you must learn and apply the three above.

9. What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?

I am studying as an English teacher, of course, I will become an English teacher in the future, I will bring changes to the nation's children to learn English, and of course, I will change the students' minds first that learning English is not that difficult, I will use fun methods in learning such as listening to music, watching videos related to English, In addition to students being happy in learning, students can also understand and understand that learning English is not that difficult because that method is what I used in PPL yesterday and I see the use of that method has a big impact on children in learning, especially in learning English.

C. The Reflection Data

Name: Wahyu Reza Trisnolya

NIM: 1903046009

- 1. Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)**

The implementation of PPL was held in Junior High School Kaliwungu. It was about 30 minutes from campus and the teacher should be in school at 6:30 AM. We were about 2 months there with 6 days of teaching and 1 day of vacation in a week. Our schedule to teach the class is about 3 classes with 3-4 hours a day. The material that we taught at that time included tenses, vocabulary, and pronunciation of a picture.

- 2. Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice?**

There is usually misbehavior among students in each class, and the strategy that we utilized in class was communication. I employed this method by approaching the student without any purpose of anger or anything else that would make the student feel uncomfortable, and then we talked as friendly as possible so that the student could be more upfront about their wrongdoing rather than lying around. This strategy is more effective than screaming in front of the class or disciplining the students.

- 3. How do you manage the class so students are always focused on the material you teach during the teaching practice?**

As our teaching medium, I used PowerPoint and various websites to create the quiz. This way would protect the students from becoming bored or losing interest during the educational process. For example, rather than spending time discussing how to pronounce certain words correctly, I displayed an image on PowerPoint to the class and have them try to speak the picture correctly. Students were more concentrated and didn't get bored quickly during the PPL, in my experience.

- 4. How do you build good relationships or interactions between teachers - students and students - students (peers)?**

My approach to building a good relationship with the student was to become as friendly as possible with them not only in the

classroom but also outside the classroom. I talked with them at the cafeteria or the mosque before praying for dzuhur. For the relationship between students, we used a lot of group assignments so students could have more interaction with each other. Not only communication but group assignment was also part of the build their character when solving problems with other people.

5. How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?

The feeling that I have before PPL as you may guess is nervous. Because explaining something in front of a class with around 30 people is quite a challenge for me. But, after experiencing that PPL myself I think is not as terrible as I thought it would be. Is quite fun to be honest standing in front of the class and teaching something that I love like the English language. As for anticipated problems that might occur in the PPL process, I think it goes well with my nervous and how to manage the class and misbehaving students

6. What are your good and bad experiences during the teaching practicum? Give reasons!

One of the bad experiences that I had is there always a student that always do the same thing again and again even after we evaluate his behavior. Is quite bad because every time I go to that class there's always a bad feeling something is about to, happen to this kid. The good experience that I have is a lot. But one of them is a student that understand what I teach them for almost 2 months. Because this for me is an indicator that I successfully teach them.

7. Did your teaching practice go well or not? Give reasons for both!

I would consider my teaching practice goes well because, at the end of the day, students are happy with their performance on the mid-term exam and their behavior towards the teacher and my colleagues are better than we first meet the first time. But, I think there's also a reason why my teaching practices didn't go well. The reason is I still do not be able to have a more understanding of the material that I teach. Because there is still

mistake here and there that my tutor would have corrected from time to time

8. What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?

What can I conclude from my teaching experience is this a lot more to do than just teaching in front of the class as a teacher. We also have to learn about how to manage people and, find something new for learning in the future so students don't get bored. There is also communication that we have to master so students have a better understanding of what we want to explain to them either about the material that we teach or it could be some problem that we have to solve when a student misbehaves. The skill that I have to improve in the future is communication with the students. Because I was lacking when it come to communicating with other people without knowing each other first.

9. What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?

A thing that I would change in the future may be some of the skills that I lack like communication and a better understanding of the material that I would teach to the student. After 2 months of experience, I have a better understanding of how to communicate with students and how to approach them with their personalities. So after that PPL, I tried to have a lot more experience talking in front of people by attending some seminars or talking with random people that I met in the street.

D. The Reflection Data

Name: Ahmad Farchan Mudhofar

NIM: 1903046088

- 1. Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)**

I did teaching practice at SMPN 16 Semarang for about 2 months, where I was more or less in charge of helping the subject teachers teach several classes and got about 4 hours of lessons a day. There I taught grades 8 and 9 where the material was more or less the same, including greeting cards and procedure text.

- 2. Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice?**

During my teaching practice, I had disobedient students who were bothering other students. and I would take stern action; if it is a minor blunder, I would remind it sometimes and let it go; if it has over the limit, such as excessive noise, I would warn it to be quiet first and give the tiniest guidance.

- 3. How do you manage the class so students are always focused on the material you teach during the teaching practice?**

I didn't present material in a tense and forced manner; instead, I presented material pleasantly and straightforwardly so that students enjoyed it, and I occasionally laugh and asked questions outside of class.

- 4. How do you build good relationships or interactions between teachers - students and students - students (peers)?**

Of course by teaching for a few days and getting to know the students a little bit, then with an approach like asking simple things like what learning difficulties are experienced and what learning style is appropriate, it was easy to get along with students.

- 5. How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?**

Before teaching maybe I felt I couldn't put into practice my knowledge in teaching English and then I enjoyed the speaking program a bit because it was quite fun interacting with students.

As for the obstacles, maybe the first time you enter, it's still awkward and the class management might be with students who are a bit crowded

6. What are your good and bad experiences during the teaching practicum? Give reasons!

I think there are lots of happy moments like getting to know the students, being greeted every day, teaching happily and comfortably and I don't think there are any bad memories in my mind.

7. Did your teaching practice go well or not? Give reasons for both!

I think it went very smoothly because the support of friends, helpful teachers, and a comfortable learning environment made it seem like I was not constrained also students who felt happy when I entered class added to my confidence that learning was going well.

8. What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?

Maybe a more adequate and simple source of teaching materials so that students can understand more easily, self-confidence that must be increased, and better classroom management.

9. What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?

Studying harder to become a more professional teacher diligently looking for good teaching materials so that learning is effective, practicing good classroom management, and being more friendly to students so that teaching and learning activities feel more enjoyable

E. The Reflection Data

Name : Tiara Pramudhita

NIM: 1903046018

1. Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)

I did about 2 months of teaching practice for senior high school level in grades X and XII. During the 2 months, I had 4 hours of teaching every week with 2 hours per class. For the X grade level, I taught material about grammar present perfect tense, present perfect continuous tense, the use of should, job application letters, and their elements. As for the XII grade level, I taught material about the use of cleft sentences, could, and was able to. In addition to teaching the material, I also helped the lesson teacher make test questions for both daily and semester tests. In addition, I also helped make handouts for English extracurricular activities at the school.

2. Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice?

We were given a few class hours before teaching to watch the learning process in the classroom, how the teacher teaches, and the habits of students in the classroom. We could see pupils' learning habits based on these observations. Some of them become bored if they are subjected to rigid teaching methods that are not interactive enough, causing them to become disengaged and unfocused. So, when I taught, I looked to employ interactive methods, to include all students in the class, not just the smart ones, and to avoid focusing just on the teacher's materials book. When students misbehave, I would take action in the form of a warning to bring them back in line. I won't abandon them and attempt to approach them carefully so that they can return to peace and learn.

3. How do you manage the class so students are always focused on the material you teach during the teaching practice?

The Students will not always be focused from the beginning of the lesson until the end. Of course, I thoroughly prepared the learning activity plan before teaching for the learning process to be effective. I typically use group work approaches and games

with students. This way is helpful to keep students from becoming bored. Furthermore, I always maintain control over my students' discipline so that they remain focused on learning. When I was teaching, I attempted to prepare an enthusiastic performance, establish a positive atmosphere between teachers and students, and concentrate on the learning process

4. How do you build good relationships or interactions between teachers – students, and students - students (peers)?

The way to build a good relationship and interaction between teacher-student, and student-student that I did includes creating a learning environment and being excited and enthusiastic and it can start from myself as a teacher in the classroom. In addition, as a teacher as much as possible I was friendly, smiling, and empathetic to make students feel comfortable and safe. As a teacher, I realized that students have different abilities and cannot be generalized. One student may be able to easily understand the subject matter but another may need several explanations to understand. So, I was very open to questions and also become their discussion partner. For me, fostering motivation to learn was more important than the result so I tried to appreciate their achievements and processes. In this way, they would also appreciate the process of their learning too. I also used group work and discussion methods in groups, so students would have closeness and could work well together.

5. How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?

I feel that I have gained a lot of experience in teaching, especially at the senior high school level. Where students are adults and can think critically so they can ask questions that are not simple to answer. So as a teacher, I have to keep learning. I also gained experience in how to manage classes, deliver material, educate students, and the importance of establishing closeness with students. I watched some videos about it to help me in class. And also ask other friends to get insight into teaching practice.

6. What are your good and bad experiences during the teaching practicum? Give reasons!

Good experiences for me while teaching include the process and learning experience in class with students. I feel happy every time I meet and start learning with them especially when they also appreciate what I convey to them. Apart from that, I can practice a lot of the theory that I got in college directly when practicing teaching, such as making lesson plans, assessments, and exercises. I don't think there were any bad experiences, but once I didn't prepare my material well enough so I couldn't teach confidently and that had an impact on the learning process in the classroom.

7. Did your teaching practice go well or not? Give reasons for both!

I can say it can run well overall, because the school environment, teachers, and students are also very supportive of the teaching practice process. Not only teaching but we are also allowed to make observations first and also always get feedback from the teacher after doing teaching practice. In my opinion, it is very useful and helps me to make improvements and improvements as a teacher later.

8. What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?

Of course, this teaching practice helped me as a real teaching experience. The abilities that I have to change in the future are of course the ability to convey material well, use appropriate teaching methods, class management, and of course mastery of technology and media used in learning.

9. What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?

Of course, to make these changes, I have to study a lot, read the research, and find information about teacher teaching in the classroom, both how to teach and manage classes. Besides that, of course, I also have to practice using technology and media that can support the learning process so that I can use it when teaching later.

F. The Reflection Data

Name: Kamala Araminta Salsabil

NIM: 1903046076

- 1. Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)**

I was placed at a vocational school and held 11th grade for 2 months. There, I teach for 8-10 hours a week. I teach 11th-grade materials such as text, interview exercises, and phone calls. My primary purpose of teaching is to preserve long-term English applications of everyday life and function to work. Since the place where I teach is a vocational school, it is important to explain and teach English that is relevant to the course they are taking that aims to move on to the next level after graduation

- 2. Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice?**

When I had misbehaving students during my teaching practicum, I would give them some warnings to inspire them to learn English. They also needed to know why the language was being taught. Students may be inquisitive at first because English is a new language to them, but to encourage them to stay focused on studying, they must be helped in a variety of ways. The students see the materials which impact their conduct in various ways. They may listen to the teacher, write something in their book, keep an eye out, or engage in any activity that differs from their peers. They must understand why they are studying, and I provide lots of flexibility in terms of learning deadlines and playing classes.

- 3. How do you manage the class so students are always focused on the material you teach during the teaching practice?**

I usually give students around 15 minutes to play actively before they begin working on the assigned task. This method allows students to concentrate on the task at hand rather than attempt to accomplish it in one sitting.

- 4. How do you build good relationships or interactions between teachers - students and students - students (peers)?**

I often give small awards to the obedient and diligent in class. It did little to motivate them. And I also listened to complaints

about whether it was a lesson or something. So they would easily succumb to my easiness and would listen more to what I had to say because they felt I was trustworthy and dependable.

5. How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?

Before running the PPL, I felt a lot of anxiety. Fear of being unable to teach, not being able to control the class, and not being able to deliver material properly. But, after performing the PPL, the fear disappeared. I feel terrible interacting with the students. Although not everything was going well, I was getting a lot of new things and it made me feel that teaching was not difficult.

6. What are your good and bad experiences during the teaching practicum? Give reasons!

The good experience was when the children were pleased with the way I was teaching and the teacher praised me for being an educator. I get a lot of appreciation and a lot of new acquaintances. The bad experience is, I had a student who was in a bit of trouble in my class when another teacher came in that the student had to enter the counseling room. I, however, must face the student's responsibility for the problem.

7. Did your teaching practice go well or not? Give reasons for both!

My teaching practice works very well. As I said, I get a lot of appreciation and acquaintance. I also felt that delivering material was good enough for my children to understand and understand it.

8. What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?

Teaching can be challenging but rewarding, allowing me to guide students as they learn about important topics and materials. It's important to prepare for teaching classes so that you can lead productive, engaging lessons for your students and maximize the effectiveness of your time and resources. While preparation for teaching can include aspects like lesson planning and creating daily activities, it can also involve the

initial or ongoing training you receive to gain skills and competency as a teacher.

9. What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?

Change and evolution require self-awareness. Educators must cultivate the ability to see themselves clearly and objectively through reflection and self-analysis. This way, they see what is happening around them, learn from the situation, and can be able to make the necessary adjustments. self-evaluation is a critical step in any process of growth and change. Generally, the path towards improvement becomes clearer when a teacher is willing to admit mistakes and put their students' needs first.

G. The Reflection Data

Name: Shinta Nisrina Adiba

NIM: 1903046035

- 1. Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)**

My implementation of PPL was held in Islamic Junior High School Nurul Huda Mangkang. It was about 15 minutes from campus and the teacher should be in school before 7 a.m. It was about 2 months there with 6 days of teaching and 1 day off a week. My schedule to teach the class is about 6 classes in total, 3 classes a week with 3-4 hours a day. The material that I taught at that time included grammar, vocabulary, and pronunciation.

- 2. Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice?**

The way I deal with students who misbehave when the learning process is taking place is to reprimand them by advising them and also giving them a warning not to repeat it, if the student repeats it I will give him questions related to the learning material that I am teaching at that time.

- 3. How do you manage the class so students are always focused on the material you teach during the teaching practice?**

When I was teaching and some students didn't pay attention, I will stop talking and wait for them to be quiet. This way would make the students realize the mistakes they've done. When this way is no longer effective, I would point the student who didn't pay attention to get a question about the material I've taught to them so that the other students will pay attention to my teaching process if they don't want to get pointed. At the end of the learning, I gave them some quizzes individually or in a group so that they understand the material I delivered.

- 4. How do you build good relationships or interactions between teachers - students and students - students (peers)?**

My strategy for developing a positive relationship with the student was to be as nice as possible with them both in and out of the classroom. Talk to them when I pass by their classroom, or talk to those who have completed the exercises I gave while I stroll around the classroom keeping an eye on their work.

I employ a lot of group tasks for student relationships so that students may engage with one another more. Not only communication, but group projects help students develop their character as they solve difficulties with others.

5. How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?

The feeling that I have before PPL as you may guess is nervous about whether I get to explain well or not. Explaining something in front of a class with around 30 students is quite a challenge for me. But, after experiencing that PPL myself I think is not as terrible as I thought it would be. As time went by, I got some advice from my among teacher regarding my weakness.

6. What are your good and bad experiences during the teaching practicum? Give reasons!

My good experience during the teaching practicum is when the students were excited to answer the quiz I gave to get points/scores, it was memorable. Besides, my bad experience during the teaching practicum is that the students didn't want to do my instruction and they were so uncontrollable.

7. Did your teaching practice go well or not? Give reasons for both!

My teaching practice never goes 100% as my plan is based on the student's situation and condition. Sometimes I feel the time is not enough because of the lack of managing time teaching. So I consider my teaching practice sometimes went well and sometimes not.

8. What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?

What can I conclude from my teaching experience is a lot more than just teaching in front of the class as a teacher. We also have to learn about not only how to manage people but also manage the time teaching. Also, it is challenging to find something new for learning in the future so students don't get bored. There is also communication that we have to master so students have a better understanding of what we want to explain to them either about the material that we teach or it could be some problem

that we have to solve when a student misbehaves. The skill that I have to improve in the future is communication with the students. Because I was lacking when it come to communicating with other people without knowing each other first.

9. What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?

A thing that I would change in the future may be some of the skills that I lack like managing the time teaching and managing the class to stay effective. After 2 months of experience, I have a better understanding of how to deal with students who didn't pay attention to my teaching process. So I have to learn how to control the students to get students' attention in my teaching process.

H. The Reflection Data

Name: Ferizka Erviana

NIM: 1903046013

- 1. Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)**

I did PPL at SMPN 1 Kaliwungu, which is about 30 minutes away from Semarang City. There I carried out PPL for 2 months, 6 days a week, and 1 day off on Sunday. I got the assignment to teach 3 classes, in a week each class gets 3 hours of lessons. I teach in grade 7, and the material being taught is tenses such as the simple present, like/dislike, nouns, pronouns, etc.

- 2. Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice?**

When teaching there are various student characters, one of which is misbehaving. To overcome this, usually, I would invite the student to talk to find out why he behaves like that. Usually, students have their reasons that they expressed directly or indirectly, it could be because they were bored or they have not understood what was being taught.

- 3. How do you manage the class so students are always focused on the material you teach during the teaching practice?**

I try to make it as fun as possible so that they don't get bored and focus. I usually invite them to sing or play games, so that they are happy, understand, and learn indirectly.

- 4. How do you build good relationships or interactions between teachers - students and students - students (peers)?**

To build a good interaction between me and the students, I usually invite them to chat outside of learning hours, such as in the library or canteen. Then for relationships among students I usually make group learning so that they can work together, communicate, and have good relationships.

- 5. How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?**

At the time before PPL, I felt quite insecure, doubtful, and quite afraid because teaching in schools directly was a very new thing

for me. Considering that we have been hit by Covid-19 for 2 years and we don't get direct teaching practice in class. However, after carrying out the PPL I was quite confident and learned a lot. I always evaluate what I have done to do better in the next meeting.

6. What are your good and bad experiences during the teaching practicum? Give reasons!

The bad experience that I had was when I was teaching suddenly there were students from outside (like grade 8 students) who disturbed our learning, so we couldn't focus and I was quite angry at that time. And the good experience is when I interact with students and they feel comfortable and not afraid or bored to learn. Then when my friends and I were evaluated in teaching practice by the tutor, it was fun because the tutor and other teachers treated us very well.

7. Did your teaching practice go well or not? Give reasons for both!

I think my teaching practice is going very well because during the PPL I learned many things. It's like I can beat myself, which at first I was afraid and insecure about, but after that I became confident. Students also feel happy while studying. Then I also have a good relationship with students and also teachers until now.

8. What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?

I got a lot of experience and learning from PPL, such as how to manage students, get close to students, and help students, besides that, we also learned how to build relationships with colleagues, etc. In my opinion, the skill that must be prepared is the ability to use technology, because times have developed and we must not be technology blind and lose out to students.

9. What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?

I am a person who is not comfortable enough to be in front of people I just met, let alone have to talk a lot or be their leader, like a teacher. I also have a hard time remembering the names

of people I just met, it takes a little time for me to remember their names. I realized that people like it when you remember their names, so if I want to do teaching practice in the future, I have to practice speaking in front of a lot of people, trying to remember their names so I can establish a good rapport. Besides that, we also need to keep abreast of changes and developments in technology, so we must learn and continue to learn to practice technology, especially in everyday life.

I. The Reflection Data

Name : Putri Mahdiyah

NIM : 1903046008

1. Describe in 80-150 words the implementation of the PPL that you experienced (Level of school, how long, number of teaching hours, materials or topics that you taught, etc.)

I was doing PPL in SD Islam Az Azhar 29 BSB Semarang. It took 2 months in total. I was teaching at grade 1 and grade 2. Each grade consists of 4-5 classes. I teach for about 3 days a week, which mean 2-4 hours a day, depending on how many class I have to teach in my schedule. The material is divided into many parts. The first material in grade 1 is about "At school". In this chapter, students learn about vocabulary in their class, then practice it, and also have a short conversation about it in front of the class. The second material is about "Let's Play!". In this chapter, students learn the vocabulary of toys and colors. After that, they were asked to guess the picture that had been shown by the teacher in front of the class. In this chapter, they also learn about grammar. Next up, in grade 2, the first material is about "My Day". In this chapter, students learn to tell their daily activities, from waking up until they go to bed. After that, the teacher asks them to tell about it in front of the class. The second material is about "The zoo". In this chapter, the student learns the names of animals in the zoo. The teacher will play a role as the animal, then the students will guess what animal it was.

2. Regarding your teaching preparation, how did you deal with misbehavior students during the teaching practice?

Teaching a 7- or 8-years old child was not an easy thing. They were running around, fighting with their friend, arguing, etc. But as a child, that was surely a normal thing. In my way, I tried to calm the loudest one first. Because he or she will make other students distracted and didn't focus on the class.

3. How do you manage the class so students are always focused on the material you teach during the teaching practice?

Besides teaching them the material of the lessons, as a teacher, we also need to interact with them to build good conditions for their mental health. I usually praise them with words after they

answer my question, or are done with a task. It is really good for students' psychology. When they feel safe to give their opinions, it will make them brave to talk or discuss in front of the class. For interactions between students and students, I usually make a group discussion for some tasks. I want them to be able to give their honest opinion and share their thoughts with their friend.

4. How do you build good relationships or interactions between teachers - students and students - students (peers)?

Besides teaching them the material of the lessons, as a teacher, we also need to interact with them to build a good condition for their mental health. I usually praise them with words after they answer my question, or are done with a task. It is really good for students' psychology. When they feel safe to give their opinions, it will make them brave to talk or discuss in front of the class. For interactions between students and students, I usually make a group discussion for some tasks. I want them to be able to give their honest opinion and share their thoughts with their friend.

5. How do you feel before and after implementing practicum at school? Have you anticipated any problems that you will face during the PPL?

I couldn't even find the right words to describe my feeling before I got PPL in elementary school. I already imagine how hard it was to handle 30 students at once, plus, they are all 7 and 8 years old. But as time goes by, I am getting used to it. I find it a fun thing to do. Until this day, I love to teach children.

6. What are your good and bad experiences during the teaching practicum? Give reasons!

Based on personal experience, PPL is one of my reason for being overthinking and stressed. I still didn't know how to handle the children, how to teach correctly, or how to manage the class when it is inclusive. I was lost and blank about that. But after a few weeks, it was getting better. I start to enjoy the class, and I didn't stress myself out when I couldn't control the students. I just tried my best and let it all flow naturally.

7. Did your teaching practice go well or not? Give reasons for both!

I could say it is 50: 50. I could say it doesn't go well because I got sick for a month, and it postponed my PPL activity. But I could say it goes well because, after the surgery, I feel so much better and feel a huge difference in the way I teach them the material.

8. What can you conclude or learn during the teaching practice? What skills should you prepare better for the future?

For the basic things, at least we have to be able to use PowerPoint, Microsoft, and Excel. In addition, we have to make interesting learning through audio, video, and also short text. At Al - Azhar, the teachers use an application that is specially made for Al – Azhar students. It made the learning process easier.

9. What changes would you like to make if you want to do teaching practice in the future? What efforts did you make to improve your skills toward the changes you wanted?

I will try to improve in the psychology aspect. I think it can be easier to teach the students if we are close to them from heart to heart. I will also improve my methodology to make fun learning. And the way to achieve these changes, I will try to get closer with the students and learn about a fun but effective learning process.

CURRICULUM VITAE

Personal Date Name: Rahmatun Nisa

Place and Date of Birth: Galang, 19 November 2001

Student's Number: 1903046007

Department: English Education

Religion: Islam

Father's Name: Surino

Mother's Name: Dra. Yusriyatun

Address: Jalan Pendidikan 1 Sei Rotan Kab. Deli Serdang

Sumatera Utara

Email/Phone: nrahmatun5@gmail.com /

085709939887

Formal Education:

1. TK Ade Irma
2. SD N 107398
3. MTS Pondok Pesantren Ar - Raudlatul Hasanah
4. MA Pondok Pesantren Ar - Raudlatul Hasanah
5. English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang

Non-Formal Education:

1. Course of Star Education