

**The Strengths and Weaknesses of Classroom Management by  
Student Teachers**

**A Case Study at Department of English Language Education**

**THESIS**

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**THESIS**

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On Teachers Education**

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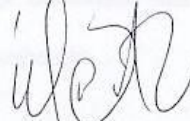
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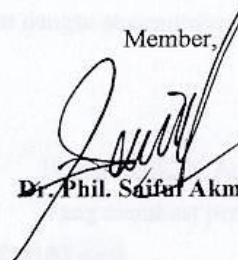
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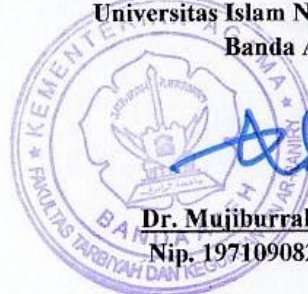
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Banda Aceh, 17 April 2018

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## ABSTRACT

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This study aimed at probing the strengths and weaknesses of classroom management. It investigated student teachers' perceptions about the strengths and weaknesses of classroom management. Moreover, the study aimed to identify what the strengths and weaknesses of classroom management are shown by the student teachers during the internship program at school. Data collection was based on semi-structured interview. The researcher conducted semi-structured interview with 8 student teachers chosen by purposive sampling from the 250 student teachers in the fourth year of English Language Education Department at the Faculty of Education and Teacher Training of State Islamic University of Ar-Raniry in 2017. Data was analyzed using qualitative method. The findings of the current study indicated that there are strengths and weaknesses of classroom management. Based on the student teachers answer, they have the strengths in managing classroom activities during teaching; like with group discussion method they applied in the classroom to make the class more effisien and students will not make noisy during teaching activities. On the other hand, the weaknesses are they still have nervous and cannot handle the class well. Further, the effect can make the learning activities process less efficient based on their phsycology or anxiety. Furthemore, it was found that student teachers faced some challenges during teaching such teaching in front of the real students. Suggestions for futher research are provided.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter sets the overview for this study on the strengths and weaknesses of classroom management by student teachers. It introduces the background of study, the research questions, the research aims, and terminology.

### **A. Background of Study**

Internship program in school (practicum teaching) is an integral part of any teacher education curriculum since it is a good avenue for pre-service teachers to apply the theories they learned in the real classroom setting. Although, according to Haigh, Pinder, and McDonald (2006, p. 16), practice teaching in education is still a challenge since it does not fully prepare student teachers for the actual classroom teaching. Starkey and Rawlins (2012, p. 34) mentioned that these student teachers should be well-monitored, supervised, and guided by their supervising teachers. Furthermore, through constant monitoring and guidance from the educators, the student-teachers will learn how to handle and manage not just their daily lessons but the students and their classroom as well. Because of this, Tuli and File (2009, p. 132) described practicum teaching experiences among pre-service teachers as the “most important part of teacher education program”.

Internship program is a stage for every student teacher education programs in Indonesia. It is on this stage that student-teachers are trained, and exposed to the real classroom teaching for them to become prepared and qualified teachers. In the previous study, a number of studies emphasized the nature and importance of internship program in school. For example,

Nunan (2009, p. 48) gave an overview of the classroom practices in teaching. He said that “classrooms informed by current views on language pedagogy will involve a change in teaching approach away from a high-structure orientation towards a more low-structure orientation”. While Haigh, Pinder, and McDonald (2006) noted that if student-teachers were active on the actual practice teaching experience and with the constant guidance from their associate teachers, they would learn the art of teaching.

Starkey and Rawlins (2012), in their study, emphasized that understanding the teaching environment in which the student-teachers would be exposed is a significant factor towards learning during practice teaching. In this way, student teachers already knew what they were supposed to do and why they were supposed to do it. The concepts and theories that were in their minds were not put to waste as they got to practice them in a real classroom setting. This idea was supported by Tuli and File (2009) who argued that practicum teaching experience among student-teachers provides students the necessary experience towards understanding the responsibilities of a teacher. Cheng (2013) also supported the finding that indeed practicum is important in teacher education.

Hastings (2004) mentions that all students experience a great deal of concern and anxiety regarding the school environment, their roles, relationships with mentors and most importantly the effect of all of these on their classroom teaching performance. The difference between prospective teachers' expectations and the actual reality of a school environment could be experienced, in some cases, as a shock (Stokking et al. 2003). This might be due, in this context, to the fact that student-teachers' entire teaching experience, prior to their actual school

experience and practice teaching courses, is confined to microteaching sessions at the university. In most microteaching sessions, the role of students language is acted by classmates. However, no matter how hard one tries to simulate a real classroom it is still an artificial context in comparison to the language classrooms for young learners in which student teachers are expected to teach after their graduation. Thus, micro teaching can give the student teachers a false confidence, leading them to think that everything will run as smoothly when they are teaching in a real classroom. On the other hand, micro teaching has an awareness-raising effect for students (I'anson et al 2003) and is also important in that it is the first teaching experience they have.

Based on academic guided university book (2013) of the study program, the vision of Department of English Language Education is to educate the English Language educator candidates to be professional, competent, conscious, and compassionate and having a strong character as educators. The Department of English Language Education (PBI) has prepared some subjects which help the students to understand the learning teaching process in the school, starting from general to the specific in order to train the students as an educator. Starting from Micro Teaching class, the PBI students learn how to face up with high school student in classroom. In micro teaching class, the students practice to prepare the lesson plans and to teach the classmate who acts as high school students. Besides, the students are given opportunity to teach English to the lower class or other study programs. Micro teaching class prepares the next step in the internship program in school.

Furthermore, after passing the Micro Teaching class, the students are allowed to conduct the internship program in school. It has been stated before that this program can either be taken in semester seven or semester eight. The internship program in school is prepared to train the student teachers to develop their competencies in teaching. It has three major objectives: to help the student teachers to understand the school environment as detailed; to apply the student teachers competences holistically and integrated in the real school; and to take the benefits of their experiences to become the professional teachers.

The internship program in school is compulsory subject. The rule in this program is that the students can take the block systems where they have to be in the school from Monday to Saturday. It usually takes times around two or three months to finish the program. The experiences which the student teachers got from the internship program in school are various. Not only good experiences but also bad experiences, they will get. One of the experiences which the student teachers face is dealing with the students' behaviours in the classroom. Through the learning teaching, the student teachers discovered how the students behaved during the learning process.

One of the challenges that the student-teachers faced in their internship program in school was classroom management. Since they were just practicing teachers, they did not have enough knowledge on how to manage a number of students in the class. This is the same result found by Gan (2013); Coskun (2013); and Yusof et.al (2014) in their studies. Controlling the students' noise, dealing with misbehaviors, and the likes are just few of the problems that student-teachers experienced during their actual teaching. Some student-teachers found it difficult

to start, to motivate and to prepare their students for the day's lesson since their students were not enthusiastic upon seeing them in the classroom. Coskun (2013) said that student-teachers have difficulty managing the classroom because of the fact that they are not considered to be real teachers. Although, the real course teacher was in the classroom, students knew that the one taking over their class was also a student like them.

### **B. Research Question**

The research questions are :

1. What are the strengths of classroom management done by Student Teachers of English Department?
2. What are the weaknesses of classroom management done by Student Teachers of English Department ?

### **C. The Aim of Study**

The aim of this study are:

1. To identify what the strengths of classroom management are shown by the student teachers during the internship program in school.
2. To identify what the weaknesses of classroom management are shown by the student teachers during the internship program in school.

### **D. Significance of the Study**

The result of this study is expected to give some benefits to the readers, especially those who are concerned with the English teacher training. Among them are as follows.

### 1. The student teachers of English Language Education (PBI)

The students of PBI are helped to recall their experiences in their teaching practices in the internship program in school. The students are also helped to see whether their strengths and weaknesses to be a good teachers after conducting the internship program in school.

### 2. The Researcher

By conducting this study, the researcher is able to answer the research problem related to the strengths and weaknesses of Classroom Management by PBI students, to become a good schoolteachers after conducting the practicum teaching in school. Furthermore, the researcher finds more understanding about the students behaviour in the classroom which gives more encouragement to the researcher to dedicate herself as a teacher.

## **E. Terminology**

### **a. Student Teachers**

Based on Collins English Dictionary (2017), student teachers is a person who is teaching in a school for a limited period under supervision as part of a course to qualify as a teacher. Student teachers are students that have been accepted into the teacher education program, but have not yet completed the requirements as teachers. Student teachers begins as an observer and finishes pre-service teaching experience as a competent professional. Student teachers will get the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities. The term of student teachers in this study refer to the PBI



students who are conducting their internship program in school in the even semester of the academic year 2016/2017 at Junior or Senior High school.

**b. Classroom Management**

According to Brophy (2006), classroom management is actions taken to create and maintain a learning environment conducive to successful instruction. Classroom Management in this study refers to the wide variety of skills and techniques that student teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter will provide an overview of three key factors relating to the current research in the respective field. Firstly, the theoretical issues relating to classroom management will be described. Secondly, the role of teachers as classroom manager will be discussed. Thirdly, the strengths and weaknesses faced by student teacher in managing classroom. Moreover, the researcher also provide some previous studies.

#### **A. Definition of Classroom**

Classroom is a room where classes are taught in school, college, or university. According to *Vanderlick* (2007, p.137), a classroom is a learning space, a room in which both children and adults learn about things. Classrooms are found in educational institutions of all kinds, from preschools to universities, and may also be found in other places where education or training is provided, such as corporations and religious and humanitarian organizations. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions. The classroom should be inviting. Establishing a personal and individual rapport with the students sets the stage for this environment. At minimum, learn the names of all the students in the course. Take advantage of opportunities like time right before and after class to mingle with the students.

#### **B. Classroom Management**

Classroom management has been defined as the “actions taken to create and maintain a learning environment conducive to successful instruction” Brophy

(2006). Evertson and Weinstein (2006, p.3-6) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning. The importance of developing favourable teacher-student relationships is also expressed by Marzano et al. (2003).

Additionally, Evertson and Weinstein (2006, p. 12) state that teachers should (3) encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures, see Marzano et al., 2003, p.146). Teachers must (4) promote the development of students' social skills and self-regulation. Marzano et al. (2003) refer to this as making students responsible for their behaviour. Finally, Evertson and Weinstein (2006) state that teachers should be able to (5) use appropriate interventions to assist students with behaviour problems. The last two actions proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behaviour. Therefore, classroom management is an ongoing interaction between teachers and their students. Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students.

A number of approaches have been proposed to help teachers address classroom management in their lessons. Wolfgang and Glickman (1986) talked about three categories for problem solving in classroom practice:

relationship/listening, rules/rewards, and confronting/contracting. The first stresses the need for a facilitating environment in which the teacher supports students' inner struggles to solve problems in class. The second focuses on the teacher's taking control of the environment, and rewards, rules, and punishment are used to ensure students' appropriate learning behavior. The third emphasizes the teacher's constant interaction with the students, both working together to arrive at joint solutions to problems of misbehavior; students are encouraged "to take responsibility for their actions but need the active involvement of a kind but firm teacher" (Wolfgang & Glickman, 1986, p. 19).

Other models for classroom management include the assertive discipline model (Canter & Canter, 1976), which suggests that at the beginning of the year, teachers must establish a discipline plan that includes rules and procedures and consistently apply consequences for misbehavior, and the withitness and overlapping model (Kounin, 1970), which focuses on teachers constantly scanning the whole classroom to assess if students are paying attention or doing what they are supposed to, also known as "eyes in the back of his head" (Kounin, 1970, p. 81). This model also highlights overlapping, or what the teacher does when he has two or more matters to address at the same time. Another model is the choice theory model (Glasser, 1998, p.3), which sees teachers as leaders and attempts to rid them of the thought that if students are not punished, they do not learn. Teachers are urged to help students make good decisions and to remind them that they are capable of performing and behaving well in class. This model also encourages teachers to conduct class meetings whenever they deem it

necessary so that students can evaluate themselves and design plans for improvement.

Weber (as cited in Pellegrino, 2010) similarly talks about three authority types: traditional, which involves students' following the teachers management based on cultural learned behaviors; legal/rational, through which the teacher establishes his authority after creating and reinforcing a set of values and rules whereby "obedience is not owed to the individual, but rather the impersonal order instead"; and charismatic authority, which "relies on personal devotion to the figure that possesses the qualities exalted by the followers" (Weber as cited in Pellegrino, 2010, p. 64).

Such models and approaches helped teachers to characterize the issue of classroom management in the present study and to answer the research question related to what are the strengths and weaknesses of classroom management done by student teachers . Although it is not teachers goal here to fully advocate a particular approach to managing the classroom, teachers are more inclined to consider views such as Wolfgang and Glickman's (1986) confronting-contracting perspective, Glasser's (1990) choice theory model, and Weber's legal/rational authority based on rational values and established rules. Nonetheless, teachers must highlight that no classroom management style or approach should be fully adopted or constructed without taking into serious consideration the characteristics of the teaching setting. The present study may help teachers to determine which approach or model best fits the needs of their particular contexts.

### **C. Role of Teacher as a classroom Manager**

Scrivener (2005, p. 24) classified teacher's classroom management into five areas. The first one is grouping and seating. It may consist of teacher's action in forming groupings (singles, pairs, groups, mingle, plenary), reforming class as a whole group after activities, arranging and rearranging seating, and in deciding where they stand or sit. The second one is managing activities and giving instructions. It varies from preparing and sequencing activities, setting up activities, running a single classroom activities or tasks, monitoring activities, timing activities (and the lesson as a whole), until bringing activities to an end. The third area deals with managing authority. It involves gathering and holding attention, deciding who does what, establishing and giving up authority as appropriate, and getting someone to do something.

The fourth area is managing problems and maintaining appropriate discipline. Harmer (2001) gives more specific examples of problem behavior like disruptive talking, inaudible responses, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in test and unwillingness to speak in the target language. The final area is managing tools and techniques. Tools contend with variety of teaching aids used to explain language meaning and construction, or to engage students in a topic, such as, the overhead projectors, the board, bits and pieces (photography of our family, letters, or even a pet), realia, language cards, Cuisenaire rods, the language laboratory (VCD, microphone, TV), and the internet. As for techniques, Scrivener (2005) defined it as teacher's techniques of teaching such as using gestures and facial expressions to help make instructions and explanations clearer, speaking clearly at an appropriate volume

and speed, using silence, grading complexity of language, and grading quantity of language.

It is universally recognized that the teachers are key person in an education system. He enjoys the high esteem and prestigious status sometimes denied to kings and emperors and he/she plays pivotal role. According to McBer (2000) teacher as a manager can create environments, which provide opportunities to learn and change in behaviour, in which pupils are well managed and motivated for learning.

According to Shukla (2004, p. 119), successful classroom management involves not only responding effectively when problems occur, but preventing the frequent occurrence of the problems. The most effective decisions in classroom are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish. Finally the researcher can say classroom management is the orchestration of classroom life : planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, and anticipating potential problems.

It is more important for a good manager to keep the correct and exact record of his/her disciple so that he/she might provide effective treatment to the disciple in classroom. Whilst recognizing the importance of subject knowledge in establishing an exciting and stimulating classroom environment, a purposeful learning environment in which a variety of management strategies are adopted, the value of managing the diverse nature of the classroom is essential in enabling children to learn and manage their own activities (Mcqueen, 1992).

## **1. Time Management Skill**

Academic learning time in the classroom has emerged as an important variable. Studies have shown that the amount of on-task behaviour can vary as much as 40 percent from one classroom to the next. Even how quickly a teacher calls the class to order can vary all the way from one to ten minutes. Thus, how efficiently teachers have the lessons, how long teachers take to get started, how teachers handle digressions, off-task behaviour, discipline and how teachers handle transitions will have an effect on student learning (Walberg, 1988).

Students soon learn the importance of putting on a good face in order to protect their privacy. As a result of these and other factors, time is an important necessary condition but far from the whole story. In measurement terms the efficient use of instructional time has been an impact equal to 38 percent of one standart deviation. Basically, academic achievment was moderately affected by the efficient use of time (Sprinthall et al., 1994).

Student who spends more time pursuing academic content learn more and receive higher achievment scores. Although it is obviously important to allocate adequate time to academic content, making time on the schedules is not enough. Effective classroom managers are nearly always good planners. They do not enter a room late, after noise and disruption had a chance to build. They are waiting at the door when the children come in, starting fom the very first day of school, they teach the rules about appropriate students behaviour. They do this actively and directly, sometimes they actually model the procedures for getting assistance, leaving the room, going to the pencil sharpener, and the like, the more



important rule of classroom behaviour are written down, as are the penalties for not following them (Sadker and Sadker, 1997).

## **2. Seating Arrangement**

Seating arrangement must depend on type of lesson to be taught, and the type of classroom furniture. Whether using traditional series ranks or desks or less formal group tables, each teacher need to establish who sits where. Not only does this avoid an undignified scramble to sit nearest to or further from particular child, the possession of a seating plan helps the teacher to learn names more rapidly (Laslett and Smith, 1984).

According to Anderson (1991) desks, chairs and tables can be arranged in a variety of ways; light and temperature can be increased or decreased. Paint wall coverings, artwork and plants can be used to enhance or detract from the attractiveness of the physical classroom environment.

## **3. Discipline in the Classroom**

Callahan (1996) explains that the best classroom environment is one that results in efficient learning. Discipline involves employing guidance and teaching techniques to encourage students to become self directive and thus to create an atmosphere conducive to learning.

Effective planning for classroom control begins with an analysis of the individual students that compose the group to be taught. At the level of thought not at all level of action, the teacher must examine the causes of behaviour in the unemotional light of reason. Then he can plan intelligently how to forestall disciplinary infractions before they occur. When infractions do happen, as they

inevitably will, appropriate steps can be taken so that as little injury as possible is done to the learning process.

A teacher establishes classroom rules either with his or her students or before the school year begins. There is no research that one approach is better than the other. Rules are best if they are few in number, simple and easy to understand, and fair. Also rules should be posted in the classroom for all to see, and the teacher should go over the rules on the first day of school.

In Table 2.1, there are examples of common classroom rules to get teachers thinking about rules to enforce in the classroom. This set of rules is not meant to be used as is; rather, choose a few rules that might apply to the classroom and create student teachers own that fit in the classroom situation. Too many rules can cause confusion or frustration (“Managing Inappropriate Behavior,” 1990, p. 321). Some of the rules are simply a different way to verbalize the same concept, and teachers would not want such repetition in teachers chosen classroom rules.

**Table 2.1: Examples of Specific Classroom Rules**

<p>Work quietly without disturbing others.</p> <p>When the teacher is talking, it’s your turn to listen.</p> <p>Raise your hand and wait to be called on before speaking.</p> <p>Keep your hands, legs, and other objects to yourself.</p> <p>Always walk in the halls and classroom.</p> <p>Follow directions.</p> <p>Be in your seat when the bell rings.</p> <p>Bring all necessary supplies to class.</p> <p>Use the appropriate voice level in the classroom.</p> <p>Put your trash in the trash can.</p>
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Table 2.2 highlights some of the criteria a teacher should consider before formulating a set of classroom rules. These criteria might also be shared with students if teacher have opted to include students in the process of creating the classroom rules for the year.

**Table 2.2: Criteria for Choosing Classroom Rules**

Choose rules you can enforce.  
 Choose rules about which you feel strongly.  
 Choose rules that are age-appropriate.  
 Choose rules that encompass many actions.  
 Choose rules that reinforce school rules.

#### **D. The Strengths and Weaknesses Faced by Student Teachers in Managing a Classroom**

One of the strengths of student teachers is more mastering the design of material preparation (lesson plan), despite having shortcomings in terms of delivering lessons. Because, the student teacher have already learn more about lesson plan in college before they got the internship program. Other strengths of student teachers are flexibility and willingness to always learn and try new things. This extends to classroom as well, where we are willing to, sometimes, follow the lead of the students and alter our plans. Coe, R. (2010) says this is a “starter kit” for thinking about what makes good teaching. Looked at more than 200 pieces of research, found that there were six main elements to great teaching and one of the most important ones was subject knowledge. It may seem obvious, but the report found that the best teachers have a deep knowledge of their subject, and if that falls below a certain point it has a “significant impact” on students’ learning.

Targeted help for teachers, giving them an understanding of particular areas where their knowledge is weak, could be effective.

Control of students by the teachers in classroom tends to be regarded as the goal of classroom management. This emphasizes the control is so pervasive that it is seen by other educators as more important than the learning that goes on in the classroom. Many students do not know to manage their behaviour in classroom. It is a common theme for parents and teachers to be frustrated by teenagers' lack of ability to manage their own behaviour. At this point, along with managing teaching in classroom, teacher as manager is more responsible to adopt suitable practice of management in classroom, Wingo (2003).

One of the weaknesses of student teacher is the challenge faced in the class itself. Classroom management has been regarded as a serious challenge for many pre-service and even in-service teachers (Balli, 2009; Quintero Corzo & Ramírez Contreras, 2011). The challenge stems from many possible issues involved in managing a classroom. Brown (2007) affirms that classroom management involves decisions about what to do when: (1) teacher or students digress and throw off the plan for the day, (2) an unexpected but pertinent question comes up, (3) some technicality prevents teachers from doing an activity, (4) a student is disruptive in class, (5) teachers are asked a question to which they do not know the answer, (6) there is not enough time at the end of a class to finish an activity that has already started.

In regards to the impact of classroom management on the teaching practicum, Stoughton (2007, p. 136) revealed that classroom management was identified by pre-service teachers "as a subject about which there is a fairly wide

disparity between what is taught in university classes and seminars and the theoretical construct upon which many behavioral plans are based”. Equally important are the specific problems pre-service teachers find during their practicum. These may include disruptive talking, persistent inaudible responses, sleeping in class, unwillingness to speak in the target language (Wadden & McGovern, 1991), “insolence to the teacher, in-sulting or bullying other students, damaging school property, refusing to accept sanctions or punishment” (Harmer, 2007, p. 126) and lack of interest in class (Soares, 2007).

In response to the beginning teachers’ problems in managing a classroom and to the importance of classroom management, Monroe et al. suggested that teacher preparation programs and their school partners work collaboratively to provide pre-service teachers with knowledge of classroom management and opportunities for guided practice, and for implementing both preventive and behavior management strategies (2010). The opportunity can be obtained through teaching practicum.

Teaching practicum, often used interchangeably with teaching practice, is aimed at providing opportunities to the trainee (in this case the student teachers) to build up and to advance her/his professional practice in the context of a real classroom, usually under some kinds of guidance or supervision (Wallace, 1991, p. 15).

#### **E. Research on Classroom Management**

As it is clearly observed in the studies investigating the teaching problems of student teachers, classroom management has been one of the most

frequently stated problem areas. A limited number of empirical research studies have also been conducted on Classroom Management in the field of teacher education. The following studies are specifically about Classroom Management problems of the student teachers and their coping strategies.

Macias, D. F., & Sanchez, J. A. (2015) analyzed the qualitative research techniques to investigate classroom management: A persistent challenge for pre-service foreign language teachers. The study considered participants' views initially gathered through a questionnaire and then further explored them via semi-structured interviews. The study involved the participation of 34 pre-service teachers, 10 practicum supervisors, and 17 cooperating teachers in the EFL teacher education program. This study aimed to ascertain the extent to which classroom management constituted a problem among pre-service foreign language teachers in a teacher education program at a public university in Colombia. The study also sought to identify classroom management challenges, the approaches to confronting them, and the alternatives for improving pre-service teachers' classroom management skills. The results revealed that classroom management is a serious problem with challenges ranging from inadequate classroom conditions to explicit acts of misbehavior. Establishing rules and reinforcing consequences for misbehavior were the main approaches to classroom management, although more contact with actual classrooms and learning from experienced others were alternatives for improving classroom management skills.

Osam and Balbay (2004) investigated the decision-making skills of cooperating teachers and student teachers (STs). Four cooperating teachers and seven STs took place in the study through various research instruments: video-

taping the STs' lessons, the interviews held at post-teaching meetings, the written retrospectives, and the questionnaire. The outcomes of the study showed that while timing and CM were major motives for STs to make shifts in their plans, cooperating teachers were more concerned about discipline problems. The STs in the study indicated that they had to make immediate decisions related to CM quite often. These decisions were about changes in instructions and in seating arrangements of the students. The participant STs also specified that they were not used to teaching teenagers and to the classroom atmosphere which would lead to possible threats to managing the classrooms.

Recently, in their study, Incecay and Dollar (2012) analyzed two interrelated aspects: the efficacy of pre-service teachers and its relation to their readiness to manage their classrooms. Furthermore, the relationship among their efficacy beliefs, CM readiness and their implementation in a real teaching environment was also examined. A total of 36 senior students in the ELT department of a foundation university in Istanbul, Turkey participated in the study. The researchers collected data from three instruments: the subscale of the Teachers' Sense of Efficacy Scale concerning CM (Tschannen-Moran & Woolfolk Hoy, 2001), the Teacher Readiness Scale for Managing Challenging Classroom Behaviors (adapted from Baker, 2002) and an observation scale developed in line with the questionnaires. The findings of the study indicated that there was a statistically significant relationship between the pre-service teachers' CM efficacy and their readiness to manage the challenging classroom behaviors. Moreover, no significant difference was found in the implementation of CM skills of pre-service teachers in a real teaching environment. The researchers explained

the reason of this result by stating that there was lack of practical knowledge. That is to say, although the students had declarative knowledge about the construct of classroom management, they did not have an adequate level of procedural knowledge, they were not good at putting the theory into practice.

Foxworthy (2006) utilized the qualitative research techniques to investigate teachers' beliefs about classroom management and the importance of this aspect's of teaching. Interviews with the teachers, observations of classes and field notes revealed that participants believed in respect and the notion that students' needs must come first. Also, the important result of this study for us is that aspects of their beliefs and strategies about classroom management have changed since they began teaching, namely with experience of teaching. Participants have two explanations for the reason of this change; gaining experiences or gaining knowledge through professional development.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

As stated in the introductory chapter, the main aim of the present research is to find out the strengths and weaknesses of classroom management by English Language Education students. It is the contention of the research that the results would serve as an empirical basis for further investigations of the strengths and weaknesses of classroom management. In this chapter, the research methodology is explained. The chapter opens with a brief description of research location, then a discussion of the research design used in this research. Following this is a section which provides a description of participants and the methods of data collection is presented. The chapter closes with a descriptive method used in data analyses.

#### **A. Brief Description of Research**

The researcher tended to accomplish her research at State Islamic University of Ar-Raniry in Department of English Language Education of Tarbiyah and Teacher Training Faculty. State Islamic University of Ar-Raniry is called as UIN Ar-Raniry. It is located in Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The status of this Islamic university changed on October 1<sup>th</sup> in 2013 from IAIN Ar-Raniry into UIN Ar-Raniry. The university which is currently headed by Prof. Dr. Farid Wajdi Ibrahim, MA. As the Rector, has nine faculties. Among the faculties, there is Faculties of Education and Teacher Training is the faculties that concentrates on educational expert preparation. The faculty consists

of several departments under its authority; one of them is Department of English Language Education or *Pendidikan Bahasa Inggris* (PBI).

This study was specifically conducted in Education and Teacher Training Faculty. The faculty is focussed to produce Islamic oriented graduates who are professional in their field and able to apply their knowledge in various educational institutions. It has thirteen departments. One of them is English Language Education, which was particularly selected to be the representation of population and sample of this study.

Department of English Language Education concentrates in teaching English as foreign language. It prepares the graduates to have sufficient knowledge in teaching English at schools or English language institutions. This department has specific goals, which are; (1) educating prospective teachers and generating English language teachers who has quality as well as innovative, independent, professional, noble, and fear Allah SWT, (2) conducting studies and researches to develop English language teaching to be practical, applicable, and modern, which refers to local wisdom for prospective teachers who are ready to serve as a reliable English teachers in various educational institutions, (3) educating prospective teachers and producing English teachers who are ready to compete and equipping them to develop their ability for further study and professional work, as well as contributing to national development according to their own expertise.

The Department of English Language Education (PBI) which is currently led by Dr. T. Zulfikar, S. Ag. M.Ed, has 32 permanent and 35 adjunct lecturers and 918 students who come from several regions of Aceh and other provinces in

Indonesia. The data about the enrolled students at Department of English Language Education of Ar-Raniry State Islamic University, is described in the table below

**Table 3.1 Data about enrolled students at English Language Department**

No	Academic Year	Unit	Number of Students
1	2012	4	119
2	2013	10	283
3	2014	8	291
4	2015	6	225
<b>Total</b>			<b>918</b>

*Source: Archive of Department of English Language Education 2017*

The reason of this research is done in English Language Education of Ar-Raniry State Islamic University because this campus has students that already conducted the internship program.

## **B. Research Design**

This study would be conducted by using qualitative approach to find out the strengths and weaknesses of Classroom Management by PBI students. The researcher used this approach because the case study is a particular program of internship program in school (practicum teaching) which gave the students teachers experiences as teacher candidates.

In this study, the researcher gained the data by semi-structured interview to find the strengths and weaknesses of classsroom management by PBI students. The researcher would conduct the study at the 9<sup>th</sup> semester.

### **C. Participants**

The participants of this study were students of English Language Education Department of State Islamic University of Ar-Raniry who already took internship program (PPL). To get the sample, the writer chose the students at the 9<sup>th</sup> semester. Based on academic guided university book 2013, English Language Education Department provided Micro Teaching course in the sixth semester. They would continue to internship program in the seventh semester. Therefore, 5 students from academic year 2013 were chosen purposively.

There were 250 students who take the internship program in 2016. To get the sample, the researcher chose 5 student teachers purposively for interview, that who has conducted the intership program. The pre-service teachers consist of 4 males and 4 females.

### **D. Methods of Data Collection**

For the purpose of collecting data to find the strengths and weaknesses of classroom management, a phase study was conducted based on the principles and assumptions of the method sequential design. The data collection phases of the study were conducted by using one type of instruments: student teachers' semi-structured interview consisted of ten major question. 5 student teachers presented their experienced of the phenomenon investigated along with other strength and weaknesses of classroom management to the educational system from their own points of view.

Data were collected towards the first semester of the academic year 2017-2018 from student teachers. The researcher conducted this study after

student teachers finished their internship program in the school. It means they have already experienced of classroom management.

Semi-structured interview was more equaled to the research theoretical framework as participants have different perspectives and views (Randor, 2001). It helped the researcher to note the similarities and the differences of responses of participants.

#### **E. Methods of Data Analysis**

The main method of analysis is qualitative, to analyze the data through the interview is that using descriptive analysis. The collected data of interview were analyzed, concluded narratively. The data were divided into several sections. Each section were arranged into sub-section. The researcher analyzed the data by reading it several times and conducting an analysis each time. As well as, digital recording were used to ensure the data fully transcribed. The analysis mainly focused on strength and weaknesses of classroom management.

The data analysis data to find the strengths and weaknesses of classroom management, a phase study was conducted by using coding. Coding is about developing concepts from the raw data. These can be explained as follows :

- **Open Coding**

Open coding is an expanding procedure in the sense that considerable quantities of interpretative text can be added to a small segment of an original text. To retain an overview, the investigator should continually write memos, sort and weigh up the results of the work

- Axial Coding

Axial coding is used particularly in the middle and later stages of an analysis. In the same way as open coding, axial coding is applied to very short textual segments (in the sense of detailed analysis), to larger extracts or to the entire text.

- Selective Coding

In this phase the researcher is particularly active as an author on the basis of the categories, coding notes, memos, networks and diagrams so far developed. As a starting point for establishing the main phenomenon of the analysis it is advisable to look at coding lists, summarizing memos and representations of networks.

The researcher used 3 kinds of coding to analyze the data and find out the strengths and weaknesses of classroom management. There are a number of ways to do Open Coding. The researcher has analyzed the data line by line, every sentence and even word by word. This process of coding is called line-by-line coding which is important to build concepts and categories. But based on the research requirement, the researcher also looks into a bit broader scale and codes against a sentence, paragraph, chapter etc. Open Coding is generally the initial stage of Qualitative Data Analysis. After completing the Open Coding, depending on the methodology the researcher uses, then the researcher does Axial Coding and Selective Coding. At a later stage of the research, these codings help the researcher to build theories in an inductive process. The first one the researcher used open coding to read through the data several times and then start to create tentative labels for chunks of data that summarize what the researcher sees happening (not

based on existing theory – just based on the meaning that emerges from the data). Then, the researcher used axial coding consists of identifying relationships among the open codes. The last step, the researcher used selective coding to figure out the code that includes all of the data. Then reread the transcripts and selectively code any data that relates to the code that the researcher need to identified.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter discusses the research findings based on the data obtained from the semi-structured interviews and it attempted to answer the questions of the study.

#### **A. Result of the Interview**

There were several interconnected steps used in the process of analyzing data, the first step was to arrange and prepare the data for analysis. This involved interviewing the participants, making the transcript of interviews.

The interview section had been done by interviewing five participants. The participants were chosen purposively. They also had different schools of internship program. The researcher chose 4 females and 4 males, they are:

1. Participant 1 (DU, female)
2. Participant 2 (PF, male)
3. Participant 3 (RI, male)
4. Participant 4 (KN, female)
5. Participant 5 (SM, female)
6. Participant 6 (IA, female)
7. Participant 7 (FQ, male)
8. Participant 8 (WS, male)



The researcher recorded interviewees' answers and opinions with an audio recorder. In addition, the researcher transcribed them into transcript. Each interviewee spent more than 25 minutes to response the questions from the interviewer. Every participant got the same questions that should be answered. Furthermore, to seek the information deeply, some additional question were asked based on the interviewee's answer in agreement with the topic. During the interview, the researcher asked the participants about their strengths and weaknesses of classroom management during teaching activities. As the result, the analysis was done per each questions and written thematically.

In interview section, there were 8 interviewees participated. Those participants represented the more frequent experiencing strengths and weaknesses of teaching activities. The researcher used eight questions interview to gain further data on strengths and weaknesses of classroom management by student teachers.

## **1. The Strengths of Classroom Management from Student Teachers Perception**

### **a. Student teachers feel teaching experience is wonderful**

Some of participants claimed that they feel wonderful, happiness, look awesome, and interested. Like the participant 1 said :

*“Ok, talk about the internship program in school that I thought in last year actually, they are very interesting experiences that I get in the internship program actually”*

Participant 6 continued :

*“My experience is wonderful, hmm.. it is because I got very familiar school with their bad catagorized, they famous because the student very naughty, you know. The teacher always push they to coming class and take a note and study but they don't do that, and at my first teaching experience and I get that school that is very wow. Very confious me, very amaze me, something like that”*

It can be concluded that some participants feel that teaching experience was one of their strength.

b. The time management is effective for teaching

All of the participants agreed that time management is important part in teaching activities, and it is enough for the lesson and effective. It is as the participant 1 said :

*“its depend on the lesson, actually effective or not is quiet enough for the time, it's enough actually, but the less or more the time it effective it's depend on the situation on the classroom itself”*

Participant 7 also mention that :

*“its depend on the topic, sometime I need more time to explain the topic or I just have much time for some topic not the topic, OMG this is too much time”*

It can be concluded that all participants do not need more time to teaching in the classroom. Actually the time is effective for teaching. Similarly, time is an important necessary condition but far from the whole teaching.

Sprinthall et al, (1994) said that academic achievement was moderately affected by the efficient use of time.

c. Using some rules to increase students discipline in the classroom

All of participants claimed that their experiences of the students attitudes, some of participants make rules in class to make the students discipline and make the students have politeness in class, like participant 4 said,

*“So I make a rules, some rules. For example, who the student not come in my class in five minute, I would not absen their name, so I would just put some symbol, and I just like “mengancam, eh bukan mengancam lebih mengatakan kepada mereka kalau ini absen nya diserahkan kepada guru, nanti ini terserah kalian sama guru kalian (threatening, not threatening anyway, more to tell them that this is his absent to be handed to the teacher, then this is up to you as your teacher)” just punishment if they did that, and sometime for my student who like singing, I just remember their name, so when they sing I ask them to sing infront of class, if they dont want, I let them out of the class and sing alone”*

Participant 1 continued :

*“Right... that’s the various, they are the varios attitudes I found in the classroom of the student, some of them become so friendly and polite to the teacher but some of them are so crule and not discipline and make a noisy become a troble maker in the classroom and when i found that attitudes, usually make something for them, for example I would like to use.. hmm not use.. for the student who is crule or not discipline in classroom i*

*will make their name I will call their name as many as possible in the classroom so they can pay attention for me and if they are something question in the classroom I would like to call their name as many as possible, that's make them pay attention and listen me carefully and then they became quite in the classroom and became calm down"*

Participant 8 said that :

*"I give a reward for student who came earlier and then who always clean the class and doesn't buang sampah sembarangan (not littering)"*

The researcher can conclude that the rules are very important to make the students become discipline in the classroom. Similarly, discipline involves employing guidance and teaching techniques to encourage students to become self directive and thus to create an atmosphere conducive to learning. Callahan (1996) explains that the best classroom environment is one that results in efficient learning.

#### d. Using group discussion can attract students attention

Some participants have their own opinion about strengths in the classroom activities, some of them making the students pay attention in class by using grouping discussion, that is the strength in classroom management by student teachers, like the participant 5 said :

*“maybe the strength is when they sit in group, they want to pay attention to the teacher more, then they work one by one in class, because maybe when they work in group their friend can help each other, so that I think the strength, so I mean the strength by me is I can make the students pay attention to me by working in group.”*

It can be concluded that some participants get their strength in managing classroom activities by a group discussion method to make the class more efficient and the students pay attention to the student teachers.

## **2. The Weaknesses of Classroom Management from Student Teachers**

### **Perception**

- a. The material preparation or lesson plan was not easy to create

Not All of participants agreed that the materials or lesson plans is important part of teaching activities, almost all of them rarely used lesson plan, when the researcher asks them why they rarely used lesson plan, Participant 1 said that :

*“Talk about the lesson plan, I think for me lesson plan is little bit complecated, because I don’t really understand about it, and it quite more, I think it has so many paper, I have to make it, that actually the lesson plan is not the most important, because what we write in the lesson plan and what we do is not like it same.”*

Participant 5 mentioned that :

*“I made a lesson plan, I have a lesson plan. But it not really easy, hehehe.. because we have to find the materials and we have to prepare the topic related to the text books”*

It can be concluded that lesson plan was the weakness of all participants. Some of participants agreed that lesson plan was important, but some of them were not, because in construction the lesson plan was not easy for them.

b. Do not have suitable sitting arrangement in classroom

All of participants agreed that faced hard to classroom management, some of them rarely used sitting arrangement, because the participant gets the school has limited students. The average of the students, they teach just 30 students in 4 classes, like the participant 2 said,

*“I think the classroom management you know SMK. its only limited students, in my class its only 5 until 10 students who come class because the whole of student in class 3 its only 30 in 4 class, so that why I don't really think about management class or sitting arrangement, I just only ask them to enter the class, but some of them is very naughty, come and get out fom the class, I have call them and ask them to come back to class”*

On the other hand, participant 3 said that:

*“because the student are very naughty, so beside the leader of the class, I mean ketua kelas (class leaders), I make the leader of*

*security in the class, so I choose the very naughty student to be the leader of security, so I try to manage the class very good because of the situation”*

It can be concluded that participants need more rules to make the classroom become comfortable and pay attention to the teachers. It is similarly, Monroe et al (2010) suggested that teacher preparation programs and their school partners work collaboratively to provide pre-service teachers with knowledge of classroom management and opportunities for guided practice, and for implementing both preventive and behavior management strategies.

c. Speaking in front of the real students is not easy

The researcher found that most of participants got problem in standing in front of the real students in teaching English in the classroom. They got a big nervous when delivering lesson matter, even they cannot explain it anymore because they forgot.

Participant 3 argued:

*”hmm.. the most challenges part is when I teach for the first meeting. It is a little bit hard for me because of some aspects, such as material. The other challenges is to speak English well. Sometimes I speak English well, sometimes I speak English very bad”.*

The researcher can conclude that it is not easy to speak in the public. It needs some big effort such practice. Similarly, the participants have to practice for

many times to get used in teaching. J.J. Hasibuan (1999) said that teaching in the real classroom is a complex job.

d. Dealing with disturbing students in the classroom is rather difficult

The participants have some difficulties in front of classroom, because of the students, they get absent, sing in the class so make noise, lazy, and naughty, like participant 3 said,

*“I found it in some classrooms, for example in IPS class, they just like they don’t want come ontime in classroom, sometime they sing in my classroom, just like make some noisy”*

And also like Participant 4 said that crowded, lot of voice, lazy student, and absen student. Similarly, Wadden & McGovern (1991) said that these may include disruptive talking, persistent inaudible responses, sleeping in class, unwillingness to speak in the target language.

e. The student teachers must improve the voice

Some participants got problem about they voice when teaching in the classroom. Like participant 4 and 5 said :

*The Researcher :Do you think what are the weaknesses of you on classroom management ?*

*Participant 4 :I think it my sound, my voice its little bit low, so not all my student can hear my voice. So I should loud and move around them so they can listen.*



*The Researcher : and how about the weaknesses?*

*Participant 5 : my sound is very low.*

In brief, the participants also have their own opinion about their weaknesses in classroom management, the student teachers feel nervous when teaching in the classroom, and the voice when they teach, is low.

## **B. Discussion**

The most significant point is arranged in this part. This discussion will provide the answer of research questions that stated in the first chapter which is about the strengths and the weaknesses of classroom management. There are two research questions should be answered.

Students teachers of English Department of UIN Ar-Raniry perceived that the strengths and the weaknesses of classroom management are the important part for the student teachers to make a change and also for improving their classroom management when student teachers teach the students actually. It claimed in the result of interviewee section that most of student teachers of English Department of UIN Ar-Raniry felt hard and they also have the weaknesses in classroom management.

The explanation of both questions are as follows: the first one is, “what are the strengths of classroom management done by students teachers of English Department?” to answer this question, interview was applied, based on student teachers’ answer, they have the strengths to manage classroom activities during teaching, like with group discussion method they applied in the classroom can manage their classroom to make the class more efficient and not making noisy

during teaching activities, and they also applied the rules in the classroom to make a students become discipline. Second research question is, “What are the weaknesses of classroom management done by student teachers of English Department?” Based on the student teachers’ answer, they usually have their own weaknesses, the material preparation/lesson plan was one of the student teachers weaknesses because in constraction the lesson plan was not easy for student teachers, actually based on the student teachers phsycology or anxiety, they still have nervous, they cannot handle the class, the students noisy in the class, the students whistling in front of class, the students also singing when teaching activities occur. And, the effect can make the learning activities proces less efficient.

In conclusion, based on semi-structured interview the important result of this study for us are that aspects of strengths and weaknesses of classroom management have already given a good impact for the level 2013 students in academic year 2016/2017 before they become a real teacher in the future. Because the student teachers can make the weaknesses become a strength in the future teaching.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion of this study along with the practical suggestions to the student teachers, and further researchers who are interested in investigating the similar issues in a broader scope.

#### **A. Conclusion**

Based on the description of data which has been discussed and analyzed in the previous chapter, the researcher concludes that: the strengths of classroom management by student teachers is fine, the student teachers applied the method in teaching process to make teaching process more efficient, and the student teacher also applied the rules in the classroom to make a students become discipline. The weaknesses of classroom management by student teachers is the student teachers still nervous and can not handle the class during teaching process.

#### **B. Suggestion**

Based on the researcher findings, the researcher present some practical suggestion for student teacher and further researcher, they are:

1. Based on the findings, the researcher suggests that the student teachers should improve themselves with their learning ability. If the student teachers of English Language Education Department look at this study, the researcher hopes the student teachers can make the weaknesses in this study become a strength in the future teaching.

2. The researcher comprehends that there is a limitation of her study. So, the study suggests several areas that need further investigation. The study only used interview to collect the data, so it is better to do an observation, to get maximum results. The study only focuses on English Language Education Department. Perhaps, another researcher will investigate in the whole of Education and Teacher Training Faculty of State Islamic University of Ar-Raniry.

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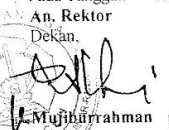
**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-3858/UN.08/FTK/KP.07.6/04/2018**  
**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 Juli 2017
- MEMUTUSKAN**
- Menetapkan :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-4170/UN.08/FTK/KP.07.6/04/2017 tanggal 25 April 2017
- Menunjuk Saudara:
- |                            |                            |
|----------------------------|----------------------------|
| 1. Khairil Razali, MA.,MS  | Sebagai Pembimbing Pertama |
| 2. Yuni Setianingsih, M.Ag | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : Rosdiana
- NIM : 231324184
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Strengths and Weaknesses of Classroom Management by Students Teacher: A Case Study at Department of English Language Education Student Year 2013
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Pada Tanggal: 03 April 2018

An. Rektor  
 Dekan.

   
 Mujiyurrahman





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B- 483 /Un.08/TU-FTK/ TL.00/01/2018

10 Januari 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
 Menyusun Skripsi

Kepada Yth.

Di -  
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Rosdiana  
 N I M : 231 324 184  
 Prodi / Jurusan : Pendidikan Bahasa Inggris  
 Semester : IX  
 Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
 A l a m a t : Jl. Seroja No. 30, le Masen Kayee Adang B. Aceh

Untuk mengumpulkan data pada:

**Mahasiswa PBI**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Strengths and Weaknesses of Classroom Management by Students Teacher: A Case Study at Department of English Language Education Student Year 2013**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,  
 Kepala Bagian Tata Usaha,

M. Saja Farzah Ali

BAG. UMUM - BAG. UMUM

Kode 6894



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – BANDA ACEH

**Surat Keterangan**

**No: B-027/UN.08/KJ.PBI/TL.00/01/2018**

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-483/Un.08/TU-FTK/TL.00/01/2018 tanggal 10 Januari 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Rosdiana  
NIM : 231 324 184  
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

**The Strengths and Weaknesses of Classroom Management by Students Teacher: A Case Study at Department of English Language Education Student Year 2013**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Januari 2018

Ketua Prodi Pendidikan Bahasa Inggris

  
I. Zulhikar

## **AUTOBIOGRAPHY**

Name : Rosdiana  
Place/Date of Birth : Puntì/21 November 1995  
Sex : Female  
Religion : Islam  
Nationality/ethnic : Indonesia/Acehnese  
Marital Status : Married  
Address : Ie masen kayee adang, kec. Syiah kuala, Banda  
Aceh  
Student Id : 231324184

### **Parents Name**

- a. Father's Name : Syaifuddin Z
- b. Mother's Name : Aminah
- c. Address : Puntì, Kec. Peureulak, Aceh Timur

### **Education Background**

- a. SDN Keumuning : Graduated 2007
- b. SMPN N 1 Peureulak : Graduated 2010
- c. SMAN 1 Peureulak : Graduated 2013
- d. Ar-Raniry State Islamic University : Graduated 2018

Banda Aceh, 17 April 2018  
The Researcher

**(ROSDIANA)**