EFL TEACHER'S PERCEPTION AND STRATEGIES ON EFFECTIVE CLASSROOM MANAGEMENT IN MTs DARUL MASHOLEH KOTA CIREBON

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment of The Requirements of Undergraduate Degree

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ABSTRACT

Nurmala. 14121310339. *EFL Teacher's Perception and Strategies on Effective Classroom Management in MTs Darul Masholeh Kota Cirebon*

Start from researcher's experiences in teaching English as a foreign language, researcher found some problems related to classroom management. First, researcher difficult to controls learning activities in the classroom. Second, students doesn't follow the rules that teacher provides in EFL learning. Third, students too dependent because they are usually ask teacher to help them complete an exercise or they can't/don't know to do something on their own. Fourth, students bored and unmotivated in learning. In addition, Smith and Laslett (2002) said that the effective classroom management consists of four elements such management, mediation, modification and monitoring. The other hand, teacher's perception influences her/his strategies to create effective classroom management. So, this research aimed to exploring EFL teacher's perception and strategies on effective classroom management.

This research was categorized as a descriptive qualitative and EFL teacher as a main respondent. The research instrument is researcher herself. Researcher uses the technique of collecting data by using interview and observation. These techniques were used to get the data of EFL teacher's perception and strategies to create effective classroom management in MTs Darul Masholeh Kota Cirebon especially seventh grades students.

Based on interview and observation, the results as follow: (1) EFL teacher's perception on effective classroom management are teacher should have skill in the organization and presentation of lessons in such a way that all students are actively engaged in learning by apply *'four rules'* in management, teacher should have knowledge of how to solve problems and difficulties of students in EFL learning by conducting discussion and counseling, teacher should understanding the ways in which learning theory can be applied to devising programmers for shaping and changing behavior through thinking up suitable rewards and punishment, teacher should apply two ways to controlling her feelings that have an impact on learning in the classroom such teacher should sharing with the other teacher and staff, and monitoring from headmaster. (2) Meanwhile, EFL teacher's strategies to create effective classroom management are teacher designing lesson plan that include *"four rules"* in management, teacher gives some questions to students for expression their problems and difficulties in EFL learning, teacher open the time for consultation to students who get problem in outside of classroom, teacher provides appropriate rewards and punishment for seventh grades students, teacher loves her profession as a teacher, teacher spends the time in outside of course time to sharing with the other teachers and staff, and headmaster's monitoring routinely through the assessment of teacher's teaching in the classroom.
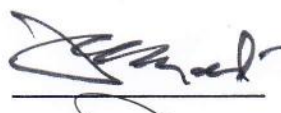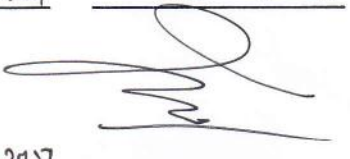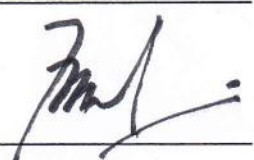
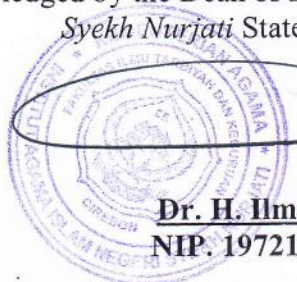*Keywords: EFL Teacher, Perception, Strategy, Effective Classroom Management*

RATIFICATION

This thesis entitled **"EFL Teacher's Perception and Strategies on Effective Classroom Management in MTs Darul Masholeh Kota Cirebon"** written by **Nurmala**, student number **14121310339**, has been examined on 6th February 2017. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I
INTRODUCTION

This chapter describes information related to the study including research background, focus of the study, questions of the research, aims of the research, usefulness of the research, theoretical foundation, significance of the research, research method, and literature review.

1.1. Research Background

This research starts from researcher's experiences in teaching English as a foreign language in MTs Al-Wahdah Sumber especially seventh grades students. Researcher found some problems related to classroom management. First, researcher difficult to controls learning activities in the classroom. Second, students doesn't follow the rules that teacher provides in EFL learning. Third, students too dependent because they are usually ask teacher to help them complete an exercise and they can't/don't know to do something on their own. Fourth, students bored and unmotivated in EFL learning. From those problems, sometimes researcher who has role as a teacher, can't control her feeling such anger, frustration, anxiety, depression, etc.

In addition, as researcher knows that teacher is the figure who most often interaction with learners in the learning process and the most directly and frequently in contact with students during the teaching and learning activities. As Chen (2012) argued that the attributes teacher demonstrate during the teaching and learning activities can either discourage or encourage the effectiveness of student learning. Teacher also plays fundamental roles in the teaching and learning process. One of them is how to create effective classroom management. Effective classroom management is consistently identified as an important factor in student learning (Marzano & Marzano, 2003) in Garrett (2014:2).

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The ideal or effective classroom management consists of four elements, such as: management in the classroom, mediation with individuals, modification of behavior, and monitoring school discipline (Smith and Laslett, 2002:2). In addition, Evertson and Weinstein (2006: 4-5) cited on Korpershoek et al (2014:10) define effective classroom management as one of the teacher's action to create an environment that supports and facilitates both academic and social-emotional learning.

> "Effective classroom management strategies (hereafter abbreviated to CMS) support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships. (Wubbels, Brekelmans, Van Tartwijk & Admiraal, 1999) in Korpershoek et al., (2014:10)."

From the statement above, shows that teacher needs strategies on crates effective classroom management. Teacher's strategies can help students meet rigorous course standards in academic and career/technical classrooms, each teacher must establish and maintain a learning environment that supports and motivates students to do their personal best. The other hand, teacher needs perception to complete the strategies on crates effective classroom management. The teacher's perceptions of effective classroom management also have influence on their practice in classroom. As Brooks and Brooks (1999) cited on John (2005) argued that perceptions and knowledge are continuously shaped by social factors.

So, from the explanation above the researcher was taking a part in exploring EFL teacher's perception and strategies on effective classroom management especially in Junior High School. It is so necessary for EFL learning, so that teachers in training and practitioners can understand and rich knowledge how to create strategies and improve their practice to make effective classroom management especially in EFL learning.

1.2. Focus of the Research

Start from several problems of classroom management in EFL learning, Smith and Laslett (2002) said that there are several aspects that teacher should pay attention like four elements on effective classroom management; management, mediation, modification, and monitoring. The other hand, teacher's perception influences her/his strategies to create effective classroom management. So, in this study researcher focuses on explore how the EFL teacher's perception that makes EFL learning process effective and explore EFL teacher's strategies to create effective classroom management for EFL learning especially in seventh grades at MTs Darul Masholeh Kota Cirebon.

1.3. Questions of the Research

The researcher formulates the research in two questions, namely:

1) How do EFL teacher's perception on effective classroom management?
2) How do EFL teacher's strategies to create effective classroom management?

1.4. Aims of the Research

In accordance with those problems above, the aims of this research as follows:

1) To find out the EFL teacher's perception on effective classroom management.
2) To find out the EFL teacher's strategies to create effective classroom management.

1.5. Usefulness of the Research

These are the usefulness of the research:

1) For MTs Darul Masholeh Kota Cirebon, this research is one of the feedback for improving the perceptions and strategies on effective classroom management especially in EFL learning.

2) For teachers, this research provides some information on how teacher's perceptions and the ways to create strategies on effective classroom management especially in EFL learning.

3) For the researcher with the result of this research, the researcher can enrich the understanding perceptions and strategies to create effective classroom management especially in EFL learning.

4) For readers, this research is expected to provide more information on how to explore the perceptions and strategies to build the effective classroom management especially in EFL learning.

1.6. Theoritical Foundation

This study investigate EFL teacher's perception and strategies on effective classroom management. There are four concern of this study were to examine about EFL teacher, the nature of perception, the nature of strategies, and effective classroom management.

1.6.1. EFL Teacher

EFL teacher is required to be competent in English. Teacher must knowledgeable and skillful in the targeted language. EFL teachers are those who are competent in English and are able to present EFL teaching materials to the student. EFL teachers are mastery of English. This is important to present their materials. Mahmoud and Thabet (20013) argued that EFL teachers must competent and qualified in English.

According to Rasyid (2014), there are many characteristics of effective EFL teachers, such as:

The criteria from teaching delivery:

1) EFL teachers must effective use of teaching methods
2) EFL teachers must creative use of teaching media

3) EFL teachers have to make classroom atmosphere enjoyable

4) Encourage student participation and practice

The criteria from personal attributes:

1) Friendliness

2) Disciplines with the time and schedules

3) Caring and understanding the students' conditions

4) Having a sense of humor

5) Respecting students' opinions

6) Responsible for their student learn

1.6.2. Teacher's Perception

As human being, release with environment is something related to sensation and perception. This research phenomenon gives us suggestion that perception is much more needed in language learning. Noe (2004:1) believes that perception is something people do, is not something happen to us or even in ourselves. Perception requires perceiver to understand implicitly the effects of movement on sensory stimulation.

Richardson as cited in Ferede (2012:30) defines perception briefly to the sorting out, interpretation, analysis, integration of stimuli involving sense, organs, brain, and behavior is essentially. It is a reflection of how person react to and interpret stimuli from the world. It follows that perception influence to gain perspective, judgment, and practices. Thus, teaching needs perceptions which can influence teacher/lecturers into their action and practices in which perception is considerate activity due to capacities for action and thought (Noe 2004: vii). Rowland (1906:18) said that perception grows up together with the development of the degree to which past experience enters into the results of each new sensory excitation. The perception is seen as an action of the cognitive

development as studies show that sensory perception and motor actions support human understanding of words and object concepts (Pecher 2005:01).

Therefore, from the nature of perception above Richards et al., (2001: 42) argued that teacher's perception constitutes the process of understanding how teacher conceptualize her/his work. Teacher's perception can be viewed as knowing, meaning-making beings whose knowledge and meaning influence his/her actions (Rueda and Garcia, 1996: 312). It means that the perceptions are situation specific and action oriented and his/her include teacher's perception about his/her work and the ways in which she/he give meaning to these perceptions by his/her behavior and thought. According to Ayideniz (2007: 9), these perceptions play an important role in how teacher interpret pedagogical knowledge, conceptualize teaching and scaffold instruction.

1.6.3. The Nature of Strategy

According to Nickol (2012) strategy is perspective, position, plan, and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics together straddle the gap between ends and means. Strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends. Strategy is at once the course we chart, the journey we imagine and, at the same time, it is the course we steer, the trip we actually make. Even when we are embarking on a voyage of discovery, with no particular destination in mind, the voyage has a purpose, an outcome, and an end to be kept in view. The other hand, Brown (2007:119) argued that strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end or planned designs for controlling and manipulating certain information.

According to Hattaen in Purwanto (2007: 66-67) there are some instruction to create the strategies is successful;

1) Every strategy not only creates one strategy. Based on the room in activities. If the many create the strategies, so all of the strategies have to relationship.

2) The strategies have to consistence with the environment

3) Strategies must prediction the effect of risk in field.

4) The effective strategy must to focuses to relation the entire component.

5) The strategy has to immediately toward the strength not to weakness.

6) The success of the strategies based on the support by all of the elements.

1.6.4. The Nature of Effective Classroom Management

Classroom management defined as encompassing the decisions teachers make concerning their use of space and time: where teachers stand and who they look at; the way they ask questions and check understanding; the way they use their voice (Prodromou, 1992). So, the goal of effective classroom management provides a positive climate that enhances learning (Qinglan, et. al., 2010). The fruitful outcome of a well-prepared physical environment facilitates the learning and teaching process and fosters the class participation of students.

According to Smith and Laslett (2002) argued that effective classroom management is the thing that can train or guide teachers while they gain experience, and combines practical advice on lesson organization and teaching method with an exploration of teachers' feelings about themselves and the students they teach. Effective management in the classroom is discussed as a co-operative enterprise linked to classroom and school processes and the development of good relationships. Weinstein (2003) said that effective classroom management can increase the quality of learning. The other hand, effective classroom management can encourage students' activity.

Pict. 1

The effective classroom management by Smith
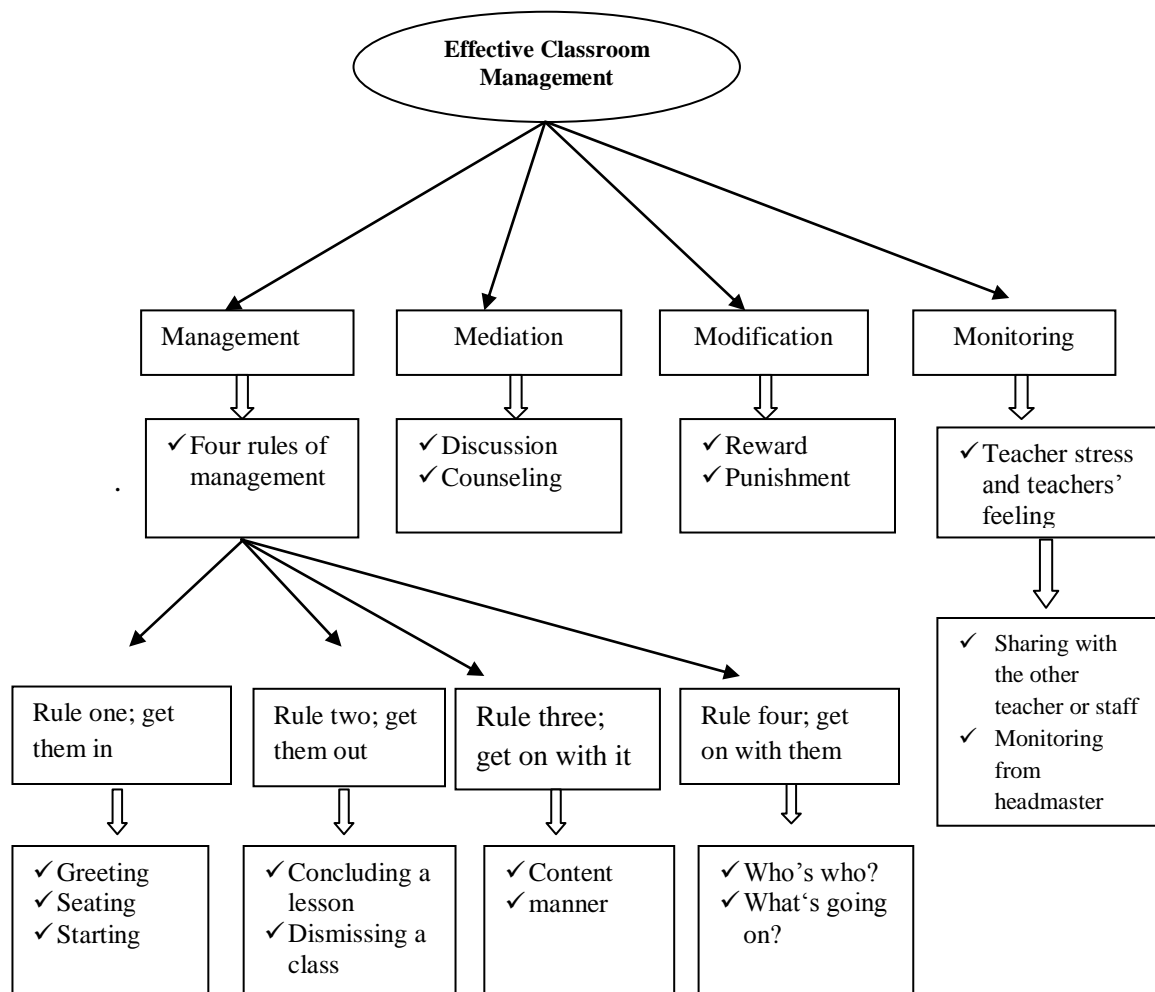
and Laslett (2002)

According to Smith and Laslett (2002), there are four elements of effective classroom management namely:

1.6.4.1. Management

This element refers to skill in the organization and presentation of lessons in such a way that all students are actively engaged in learning. This

requires an ability to analyze the different elements and phases of a lesson, to select and deliver appropriate material. In management, focus on four rules of classroom management, namely:

1.6.4.1.1. Rule one: get them in

The activities are of no great disruptive impact in themselves, but they often build up to a cumulative disorder, which leads in turn to further distraction in the form of exhortation, reprimand or even disciplinary action by the teacher which extends the delay in beginning the lesson. The process of 'getting them in' can be seen to involve three phases: greeting, seating and starting.

1.6.4.1.1.1. Greeting

In this section, the teacher establishes the role of host receiving the class and she/he is quietly able to underline her/his authority by deciding when students are invited to enter the room. There are many ways of greeting people, both formal and informal. The appropriate greeting in the school is formal greeting. For example:

1) How are you?
2) How are you doing?
3) How is everything?
4) How have you been keeping?

The other that, there is the vital practical advantage of being able to check that the room is tidy, materials are available, displays arranged, and necessary instructions or examples are written on the board. This will all help to provide the mental of students to relax.

1.6.4.1.1.2. Seating

In this section, teachers decide where students should sit. Like entrance to the room, this is another aspect of the natural establishment of responsibility. Teachers may choose to encourage students to sit with friends to promote co-operation or they may deliberately and arbitrarily disperse such centre of potential distraction: but they establish that placement and movement in the classroom are matters which teacher control.

According to Garret (2014) said there are four arrangements of desk for students, namely:

Pict. 2

Arrangement of the desk
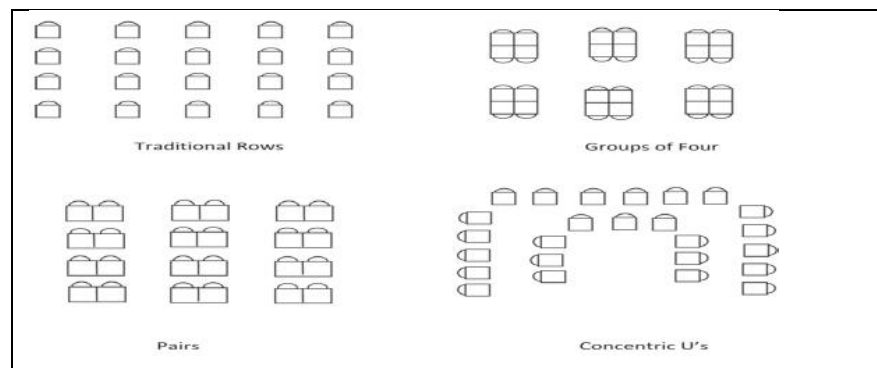
1) Traditional row or individual is arrangement where the teacher is the authority, standing in front of the room and "transmitting" knowledge to the class.
2) Cluster or group is arrangement emphasizes the importance of students' working together to construct knowledge.
3) Pairs is arrangement emphasizes the importance of students working together to construct knowledge. In addition, this arrangement places the teacher in the front of the room as the authority.

4) U-Shaped or letter U is arrangement emphasizes the importance of students' talking directly to each other, and it also allows for collaborative knowledge construction by pairs of students.

1.6.4.1.1.3. Starting

This is the steps how the teacher start a lesson. Right at the start of the lesson there is something for them to do: games, work cards, anything, because they rarely arrive at the same time. Teacher can create an atmosphere in which teacher start science as soon as teacher comes through the door. Whatever the subject or topic each lesson should start with some activity which occupies every student quietly.

1.6.4.1.2. Rule two: get them out

Planning the end of a lesson is one of the crucial parts of the way in which experienced teachers successfully handle transition from one activity to another. The lasting effect of an interesting learning experience can be wasted and pleasantly developing relationships between teacher and class can be spoilt if a productive session dissolves into a noisy, chaotic and stressful finale. So teachers need to consider the two phases, such as:

1.6.4.1.2.1. Concluding a lesson

In this step, the teacher must have procedure to stopping work in the class include consolidation and reinforcement of learning. For example; teacher give an early warning that it will be time to stop, teacher use a summary for reminding the class of what has been covered during the lesson, and prepares the way for the next activity. Gray and Richer (1988) in Smith and Laslett (2002) point out how important and valuable the step in concluding a lesson is, because teacher use this time to give positive feedback to students.

1.6.4.1.2.2. Dismissing a class

Actually, decisions about the precise method for dismissing a class based on the age of the students. Some instructions for dismissing a class may be appropriate for controlling students. For example, teacher can dismiss a student one by one to get out from the class.

1.6.4.1.3.   Rule three: get on with it

In rule three, 'it' refers to the main part of the lesson, the nature of its content and the manner. Students' feelings and sense of competence in English area will depend to a considerable extent on the teacher's ability to 'get on with it'.

1.6.4.1.3.1.   Content

In this step, the teacher must match between content or materials and student's ability. Teacher should use appropriate curriculum for students to deliver materials effectively. Method and materials should also be closely examined to see that learning experiences are suitable and study tasks are attainable for students with a range and diversity of aptitudes and abilities.

1.6.4.1.3.2.   Manner

In manner, the teacher should build up positive relationship to communicate with students. In here, there are aspects that the teacher should to known, namely 'withitness' and 'smoothness'. First aspect is withitness. Withitness is the somewhat dated term which describes the timeless virtue of being able to provide work at a suitable level and administer a system in which students know what to do, where to get help if needed and what to do next when they have finished an assignment. For example, where there are difficulties in reading or comprehension, help can

be provided through topic guidelines, summaries and key word charts giving explanations and spellings.

In second aspect is smoothness. Smoothness refers to the ease with students move from one activity to another. Transitions can be handled more easily and problems avoided by ensuring that supplementary activities are readily available to usefully occupy anyone who has completed their original assignment. This enables the teacher to ensure that all students will be ready to change together from one activity or location to another. The smooth flow of classroom life is also helped by teachers avoiding too many disciplinary interruptions.

1.6.4.1.4. Rule four: get on with them

In this step, teachers develop good personal relationships with students by fostering mutual trust and respect. Effective teachers should aware of each student as an individual and be sensitive to the mood of the class as a whole. This means knowing who's who and keeping track of what's going on.

1.6.4.1.4.1. Who's who?

This step, the teacher must have known of individual differences begins with the mundane but essential task of learning names and putting them accurately to faces. Specifically, teacher gives direct instruction to one of the students with call his or her name. For example; 'sit up straight Doni' is more likely to be heeded than vaguely addressed summonses to 'that boy at the back' or 'the girl over there'. In this steps also, teacher keeping the same seating plan, at least for the first few meetings. The purpose is when the students are not present can be very revealing about a teachers own perception of individual characters.

1.6.4.1.4.2. What's going on?

In this step provides the things that happen in the class. Such as activity that teacher's do in the class, atmosphere, feedback between students and teacher. Acquiring this sensitivity to the class atmosphere depends on a combination of mobility and marking. It is include how teacher moving around the room, quietly marking work in progress, offering advice and guidance keeps attention on the task in hand. It is a natural contact between teacher and students that provide immediate feedback.

1.6.4.2. Mediation

In this element, focuses in mediation with individuals or students. It is refers to knowledge of how to provide the discussion and counseling which some students require, understanding their problems and avoiding misunderstanding in the classroom. For example, teacher and students discussion about students' problem in learning and teacher gives counseling to students for their problem.

1.6.4.2.1. Discussion

The teacher should be clear about the aim of the discussions but on starting out, the teacher should keep the aim in her/his view. According to Auner (1947:287) said that in our daily talk the term discussion is both widely and loosely used. Teacher apply it to chance conversation, where the theme is subsidiary to the desire to get acquainted, where the talk passes from on topic to another and only to chance by lingers long enough anywhere for the through consideration of a subject.

1.6.4.2.2. Counseling

According to Prayitno (1997: 106) argued counseling is the process providing that conducted through interviews by an expert to individuals who experiencing a problem with the aim of overcoming the problems experienced by the client. In school, counseling is usually done by a special teacher like teacher guidance and counseling.

1.6.4.3. Modification

Modification of behavior involves applying learning theory to shaping and changing behavior in ways which are practical and realistic within the routine of the normal classroom. In modification, the main aspect is reward and punishment. Traditionally, school discipline has been more concerned with punishment than reward. It is not surprising, therefore, that some teachers feel a system of discipline based primarily on positive reinforcement is a sign of weakness, if not an admission of defeat.

1.6.4.3.1. Reward

Teachers may provide what they consider to be a variety of pleasant consequences for good work, but the quantity and quality of that work will not improve unless the students share the teachers' view of the desirability of the offered reward. Choosing appropriate rewards and a suitable system for their delivery are the most difficult aspects of behavior modification in the classroom.

1.6.4.3.2. Punishment

Punishment is one of the ways if positive efforts are not working. So, it may be necessary to resort to punishment. This is an effective way of changing behavior, but teachers need to be well aware of its unfortunate side-effects. Punishment provides an appropriate model of behavior.

1.6.4.4. Monitoring

In monitoring school discipline considers how schools evaluate the effectiveness of policies on discipline and how between teacher and teacher can help each other in feeling stress and other problems and how the headmaster monitoring teacher's learning. Actually, there is main point in monitoring, such as:

1.6.4.4.1. Teacher Stress and Teachers' Feelings

Kyriacou (1990) in Smith and Laslett (2002) said that teacher stress as 'the experience of unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness resulting from aspects of their work as teachers. According to Smith and Laslett (2002), there are two factors that cause stressing teacher's stress:

First, in inside the classroom, teachers do not experience unpleasant emotions, nor does the students' behaviour exceed their adjustive resources which experience and training enable them to deploy in ordinary situations, meeting ordinary demands. It is when students do not accept or respond positively to their management strategies which are usually successful, that anger, tension, frustration, anxiety, depression, nervousness and conflict, or a sufficient number of the unpleasant feelings arise, so that teachers feel stressed.

Second, in the outside the classroom, some of the causes of stress are within teachers' power to change, such as less communication between staff, a management style in the school which results in the exclusion of teachers from decision-making processes which affect them, a timetable which makes unreasonable demands upon them, the absence of an appropriate policy for the management of behavior, lack of clarity about

school rules and their implementation, or uncertainty about the ways in which the school approaches the student's parents.

1.7. Significance of the Research

Theoretically, the result of this research can be used as guidance how EFL teacher's perception and strategies to create effective classroom management because there are several problems of researcher's experiences that related with classroom management in EFL learning. Moreover, the results of this research also can be used as reference to creating many aspects in EFL learning process on effective classroom in order to make EFL learning process more effective.

Practically, this study can effect in teaching English as a foreign language especially in effective classroom management of EFL learning. For the teacher, this research can be used to self-correction of their learning process in order to apply all of the aspects that can build up to make EFL learning process more effective. The researcher hopes that this research can give more information to the reader about EFL teacher's perception and strategies on effective classroom management especially for EFL learning.

1.8. Research Method

Here,the researcher represents the research method in detail. It describes about the research setting, respondents, method of the research, the source and type of data, instrument of the research, technique of collecting data, and technique in analyzing data.

1.8.1. Research Setting

The research setting is conducted in MTs Darul Masholeh Kota Cirebon. The researcher takes this place because appropriate to conduct this research and fulfill researcher's needs. The researcher identifying and explore about the EFL teacher's perception and strategies on effective classroom management in there because it is important thing in EFL learning.

1.8.2. Respondents of the Research

Lodico et. al (2006:140) said that qualitative researcher select their participants based on their characteristics and knowledge as they relate to the research questions being investigated. The researcher's primary concern is to explore individuals in their natural context, and they have little interest in generalizing the results beyond the participants in the study. The sampling procedure most often used in this qualitative research is purposeful sampling. Fraenkle and Wallen (1990:91) argued that in educational research, the population of interest is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics. So, to interview the researcher takes teacher who teach English in seventh grades at MTs Darul Masholeh Kota Cirebon as the respondent of the research.

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1.8.3. Research Design

Researcher believes that this research appropriate uses qualitative research. The specified design of this research is descriptive qualitative. Qualitative research is studies that investigate the quality of relationships, activities, situations, or materials, Fraenkel and Wallen (2009: 422). The idea of qualitative research is to purposely select informants (documents or visual material) that become best answer the researcher's question. Researcher uses qualitative research in order to identifying the phenomenon that occur in our area and explore it. As Fraenkel and Wallen (2009:424) argued that qualitative research is "studying real-world situations as they unfold naturally; nonmanipulative, unobtrusive, and noncontrolling; openness to whatever emerges-lack of predetermined constraints on outcomes". Furthermore, the most qualitative research tends to be based on an 'interpretative' approach, in the sense that the meanings of events, actions and expressions is not taken as 'given' or 'self-evident', but as requiring some kind of contextual interpretation. Have (2004: 4) says that "choosing a qualitative approach suggests that the phenomena of

interest are not at the moment 'countable', whether for practical and/or for theoretical reasons". In addition, Dawson (2009:23) argues that "qualitative research explores attitudes, behaviour and experiences through such method as interviews".

1.8.4. Research System

Here researcher provides detail of research system like step of the research, source and types of data, instrument of the research, techniques of collecting data, and data analysis.

1.8.4.1. Step of the Research

Fraenkel and Wallen (2009:425-426) stated that there are several steps involved in qualitative research:

1) Identification of phenomenon to be studied.

First step, the researcher identify the particular phenomenon that researcher interested in investigating based on experience and cognitive aspect of the EFL teachers and EFL learners. In this step, researher try to identification the research that focus on EFL teacher's perception and strategies on effective classroom management.

2) Identification of the participants in the study

Second step, the researcher identification of the participants in the study constitutes the sample of individuals who observed in interview and observation.

3) Data collection.

Third step, the researcher collects data from interview and observation. The collection of data in a qualitative research study is ongoing. The researcher is continually observing people, events, and occurrences, often supplementing his or her observations with in-depth interviews of selected

participants and the examination of various documents and records relevant to the phenomenon of interest.

4) Data analysis

Fourth step, the researcher analyzing the data that collected from interview and observation. Analyzing the data in a qualitative study essentially involves analyzing and synthesizing the information the researcher obtains from various sources (e.g., observations and interviews) into a coherent description of what he or she has observed or otherwise discovered.

5) Interpretations and conclusions

Last step, the researcher interpretation and give the conclusion about the qualitative research. In qualitative research, interpretations are made continuously throughout the course of a study. Whereas quantitative researchers usually leave the drawing of conclusions to the very end of their research, qualitative researchers tend to formulate their interpretations as they go along.

1.8.4.2. Source and Types of Data

In this research, the researcher collects the data in the forms of primary source data and secondary source data. According to Sugiyono (2008:153) stated that based on the sources, data classified into two those are: primary data and secondary data, as follows: Primary data source is source of data which is related to the subject of this study that is taken through the researcher directly. In this research the primary data source came from the conducting of observation and interview with the subject of this research such as EFL teacher. Therefore, secondary data source is a source of data that is taken by the researcher indirectly from the subject such as: any relevant data from teacher, any relevant book, form journals, journal of school, school archives

about the history of school, and the other source that necessary and appropriate for research.

1.8.4.3. Instrument of the Research

In this research, the researcher is a main instrument. These instruments are used to get the data of observation valid and real. According to Ary, et al (2010:453) argued that in qualitative studies the researcher as human investigator in the primary instrument for the gathering and analyzing of data. It means that, the researcher as human instrument who interviews and observes.

1.8.4.4. Techniques of Collecting Data

The research instruments are used to get the primary data and secondary data. In this research, the researcher plays as the main instrument. To collect the data in this study, there was the researcher herself who was being the instrument of research. To make the data more accurate, the researcher uses the techniques of collecting data, such as interview and observation.

1.8.4.4.1. Interview

According to Czarniawska (2004: 47) stated that an interview is not a mutual exchange of views. Interview is collecting views and opinions on whatever topic is mentioned. If an interview is not a part of an opinion survey, this is not what researchers are after: they want to know facts, or attitudes, or many other things outside the interview, the 'reality behind it', as it were. Interview is an exchange of views between the two persons. The other hand, researcher follows Lodico et. al (2006: 124) to be a good interviewer. An important component of conducting a good interview is the construction and use of the interview protocol.

Actually, the purpose of interviewing people is to find out their mind, what they think or how they feel about something. The researcher interviewed the students to find out the EFL teacher's perception and strategies on effective classroom management. This instrument use tape recorder, so the interviewer record all of interviewee's answer from the interviewer's question gave orally based on the problem study, so the researcher record their answer, and then transcribes and types the data into a computer file for analysis. *(see appendix 1-6).*

1.8.4.4.2. Observation

The researcher use observation that Lodico et al. (2006:117) argued that observation as a tool of research requires systematic and careful examination of the phenomena being studied. Merriam (2001) also said that observation becomes a research tool if it serves a formulated research purpose, if it is planned deliberately, if it is recorded systematically, and if it is subjected to checks and controls on validity and reliability. Specifically, researcher chooses to use observation to conduct the observations in a way that results in accurate, unbiased, and richly detailed information. Observation is used to get data about how the teacher creates the strategies on effective classroom management. The result of observation, researcher collects it in field note. (*see appendix 7*).

The other hand, to complete it researcher also takes the observation checklist.

1.8.4.4.2.1. Observation Checklist

According to Ary, et al., (2010: 217), checklist presents a list of the behaviors that are to be observed. The observer then checks whether each behavior is present or absent. A checklist differs from a scale in that the responses do not represent points on a continuum but, rather, nominal

categories. The behaviors in a checklist should be operationally and readily observable. Here, the researcher formulates the observational checklist into 4 main parts in effective classroom management based on theory Smith and Laslett (2002) which consists of four elements such as management, mediation, modification and monitoring. (*see appendix 8-9*)

1.8.4.5. Data Analysis

Data analysis is part of the emergent nature of qualitative research. Qualitative research analysis of data occurs throughout the study and guides the ongoing process of data collection. Data collection and analysis in qualitative research are inductive processes. So, the researcher follows what Lodico et.al (2010: 180) argues in the way how to analyze qualitative data. The steps are:

1) *First,* the researcher prepares and organizes the data collected from interview and observation.

2) *Second,* this type of transcription involves data analysis as well as preparation, the researcher analysis the data at the same time that one is preparing and organizing. And also the interviews were a preparation involves transferring the information from the recorded interviews into a written form.

3) *Third,* review and explore the data. The researcher makes note to themselves about the data as they collect it. This means that the researcher has already begun the process of reviewing the data before begin the formal analysis of it

4) *Fourth*, the researcher gives a coding of the data into some categories.

Table.1

Coding in This Research

No.	Coding	Category
1.	Researcher	R
2.	Teacher	T

5) *Fifth,* there researcher construct the description of people, places, and activities. The researcher should be detailed descriptions of the people, places, and events in the study. And also of the experiences, perspectives, and physical settings represented in the data.

6) *Sixth,* build themes and test hypotheses. The researcher provides the organizing ideas and use to explain what they have learned from the study. So the researcher describes and identifies the major concepts or issues that the researcher uses to interpret and explain the data.

7) *Last,* report and interpret data. The researcher interpretations of what the data mean. So the research is reported in a mostly non quantitative, narrative manner, which often makes it enjoyable to read.

From the definition above, the researcher obtained the data through the interview and observation with EFL teacher in MTs Darul Masholeh Cirebon

The time of research can be specified below:

Table.2

Research Timeline

No.	Activity	Month											
		Aug				Sept				Oct			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Proposal preparation	■	■	■									
2.	Instrument preparation			■									
3.	Coming and getting permission of the school				■								
4.	Conducting interview					■	■	■	■				
5.	Analyzing data from Interview					■	■	■	■	■	■	■	■
6.	Observation in the MTs Darul Masholeh Kota Cirebon							■	■				
7.	Analyzing data from Observation							■	■	■	■	■	■
8.	Writing and guiding report							■	■	■	■	■	■

	of the research							▮	▮	▮	▮	▮
9.	Analyzing data and writing of the research								▮	▮	▮	▮
10.	Reporting the result of research											▮

1.9. Previous of the Research

This study focuses on EFL teacher's perception and strategies on effective classroom management. The researcher explored how the EFL teacher's perception and strategies on effective classroom management based on theory Smith and Laslett (2002). This study focused on EFL learning process especially in Junior High school. So, to support this research, the researcher presents the review of the some related area in the previous research topic. There are five previous of the research that researcher presents below:

Çimen and Çepik-Kiriş (2015), the title of study is "Pre-Service EFL Teachers' Perceptions of and Strategies in Dealing with Misbehavior". This study is a fact that the role of classroom management is crucial in teaching English. Therefore, it is important to know the perceptions of teachers on student misbehavior and the strategies they develop to cope with them. This study aims to explore pre-service EFL teachers' perceptions of and strategies in dealing with misbehavior. Participants consist of 20 students studying in the last year of a four year foreign language teacher education program in Turkey. In this qualitative study, the data were obtained from written responses to open-ended questions and follow-up interviews. The participants were asked questions to identify their perceptions of misbehavior, strategies they develop to deal with them and factors affecting the

ways they deal with misbehavior. In this study, findings will be discussed in the light of related literature.

Utami, E. F. (2013), the title of thesis is "Management of Teaching and Learning English". The purpose of this study is to compare the management of teaching and learning English in Junior High School 1 and Junior High School 14 of Bengkulu. The method used in this study is a descriptive qualitative comparative method. The subjects of this research were English teachers and principals and the students in Junior High School 14 and Junior High School 1 Bengkulu. Data were collected by using instrument. Analysis techniques used were data redacted, data displayed and conclusion. The results showed that there are the similarities and differences of the management in the teaching and learning English. It can be summarized that: the lesson planning in junior High School 1 and Junior High School14 are similar; the learning implementation of English teachers in Junior High School 1 and Junior high School 14 almost similar; the learning implementation of English teachers in Junior High School 1 and Junior High School 14 has used instructional media and sources rightly and relatively similar; Junior High School 1 and Junior High School 14 has been done learning assessment implementation well.

Garrett, T. (2008), the title is "Student-Centered and Teacher-Centered Classroom Management: A Case Study of Three Elementary Teachers". The major purpose of this case study was to document the classroom management beliefs and practices of three teachers reputed to implement student-centered instruction and to examine the relationship between their instructional and managerial approaches. More specifically, do teachers who use student-centered instruction also implement student-centered management? Results indicate that, although all three teachers used an eclectic approach, two teachers tended to be more student-centered while one was more teacher-centered with respect to classroom management. All three teachers' approaches also reflected the principles of "good classroom management" derived from studies conducted in the 1960's and 1970's

in traditional transmission classrooms. Results also indicate that the teachers did think about the relationship between instruction and classroom management, but not in terms of using student-centered management to support their student-centered instruction. Rather, they thought about what management strategies were necessary to successfully implement a particular lesson.

Surjana A. (2012), the title is "Effectiveness Classroom Management". This is study about correlation of teacher's motivation, teacher leadership style and teacher's effectiveness of classroom management. The research is conducted at SMU Kristen BPK PENABUR Jakarta. It is discovered that first, there is a positive significant correlation of teacher's motivation and teacher's class management effectiveness. Second, there is positive significant correlation of teacher's leadership style teacher's class management effectiveness. Third, simultaneously both independent variable correlate positively and significantly with dependent variables. Finally, the research suggest that school principals have to pay attention to teacher's motivation and teacher's leadership style in order to make a better performance of the teachers in schools.

Mansor, et. al. (2012), the title of this study is 'Effective Classroom Management'. This study is explore and identify the characteristics of an effective teacher who teaches English as a second language to 10 year old students from different ethnics, various social economic background and multi-level language ability, at a private primary school in Malaysia. The study focused on classroom management using a case study methodology where data was collected using both interviews and classroom observations. The findings concur with previous literature reviews on effective teacher models whilst providing in-depth details on what transpires during classroom activities, thus clarifying further the meaning of effective classroom management. The implications of this study suggest the need to include six new classroom management behaviors of an effective teacher. Further research is warranted to help policy makers and school administrators in

identifying the significance of these behaviours for the selection and training of future teachers.

From the current studies above in classroom management area, there are differences from this the new study of the research. The researcher tries to exploring teacher's perception and strategies on effective classroom management of seventh grades in MTs Darul Masholeh Kota Cirebon. The researcher takes the main respondent. She is the teacher who teaches English in seventh grades at MTs Darul Masholeh Kota Cirebon. Researcher identifying based on theory effective classroom management by Smith and Laslett (2002).

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