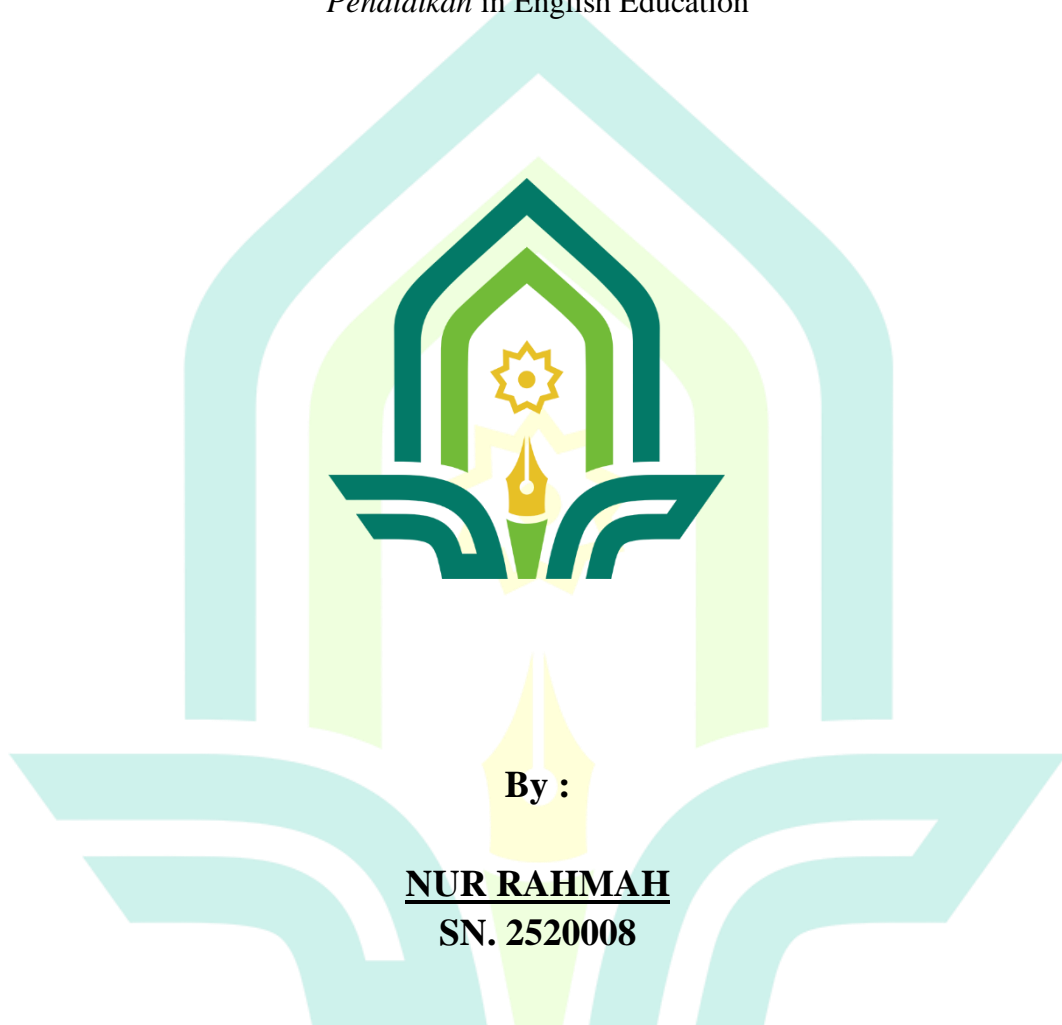


**EXPLORING THE IMPLEMENTATION OF CLASSROOM
MANAGEMENT BY PRE-SERVICE ENGLISH TEACHERS
DURING TEACHING PRACTICUM**

A THESIS

Submitted in Partial Fulfilment of The Requirements for the Degree of *Sarjana
Pendidikan* in English Education

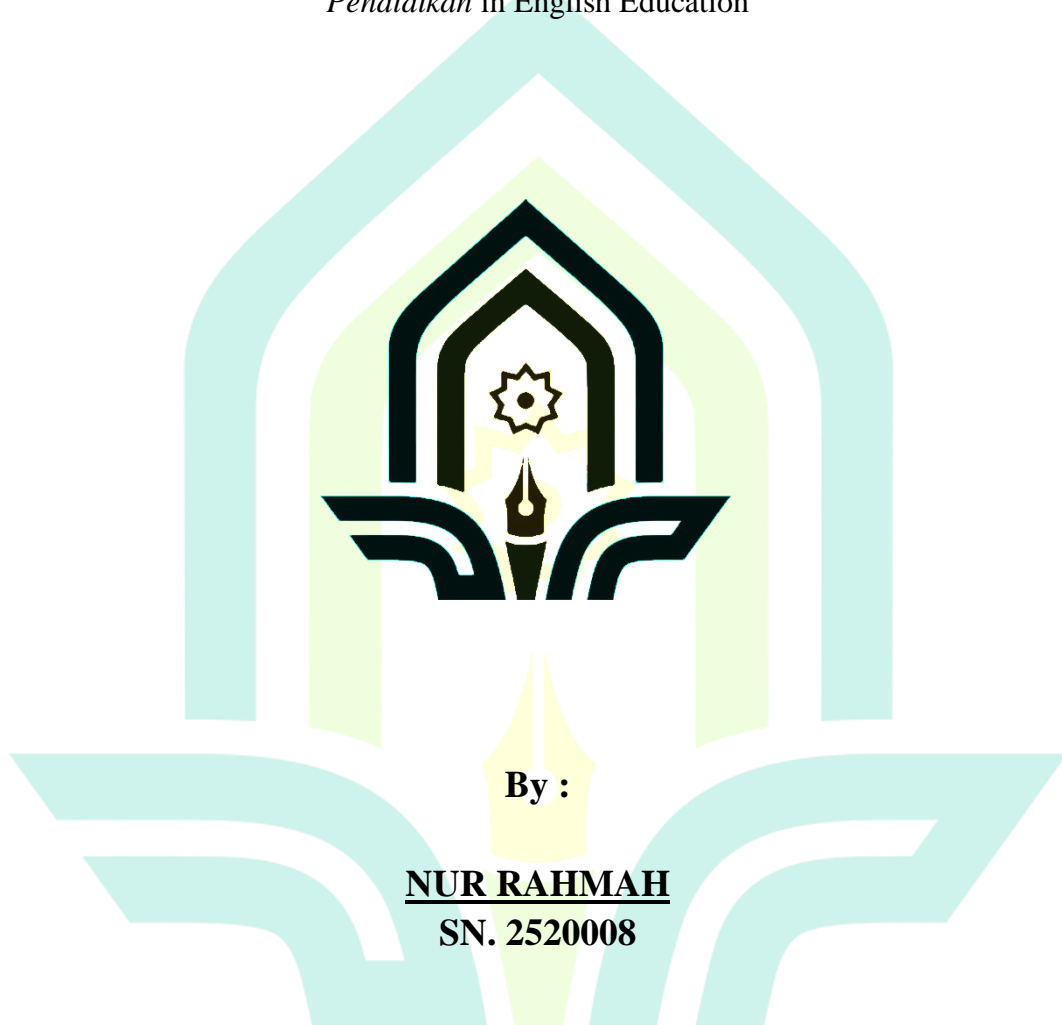


**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

**EXPLORING THE IMPLEMENTATION OF CLASSROOM
MANAGEMENT BY PRE-SERVICE ENGLISH TEACHERS
DURING TEACHING PRACTICUM**

A THESIS

Submitted in Partial Fulfilment of The Requirements for the Degree of *Sarjana
Pendidikan* in English Education



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

LEMBAR PERNYATAAN KEASLIAN KARYA ILMIAH

Yang bertanda tangan di bawah ini:

Nama : Nur Rahmah

NIM : 2520008

Program Studi : Tadris Bahasa Inggris

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul “**EXPLORING THE IMPLEMENTATION OF CLASSROOM MANAGEMENT BY PRE-SERVICE ENGLISH TEACHERS DURING TEACHING PRACTICUM**” adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian Pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, Oktober 2024

Yang menyatakan,




NUR RAHMAH

NIM. 2520008

NOTA PEMBIMBING

Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu'alaikum Wr.Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

Nama : Nur Rahmah

NIM : 2520008

Program Studi : Tadris Bahasa Inggris

Judul : **EXPLORING THE IMPLEMENTATION OF
CLASSROOM MANAGEMENT BY PRE-SERVICE
ENGLISH TEACHERS DURING TEACHING
PRACTICUM**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 15 Oktober 2024
Pembimbing



Ahmad Burhanuddin, M.A.

NIP. 198512152015031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKAKULTAS
TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: fik.uingusdur.ac.id email: fik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : Nur Rahmah
NIM : 2520008
Judul : **EXPLORING THE IMPLEMENTATION OF CLASSROOM MANAGEMENT BY PRE-SERVICE ENGLISH TEACHERS DURING TEACHING PRACTICUM**

Has been examined and approved by the panel of examiners on Thursday, 24th October 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Examiner II

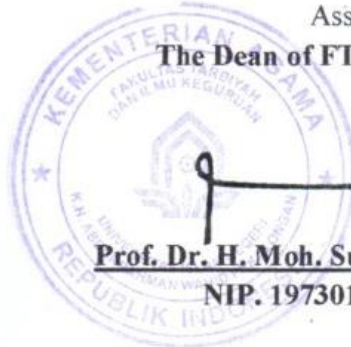
Dewi Puspitasari, M.Pd.
NIP. 19790221 2007122001

Nadia Faradhillah, M.A.
NIP. 19930406 202012 2 015

Pekalongan, 4th November 2024

Assigned by

The Dean of FTIK UIN Pekalongan



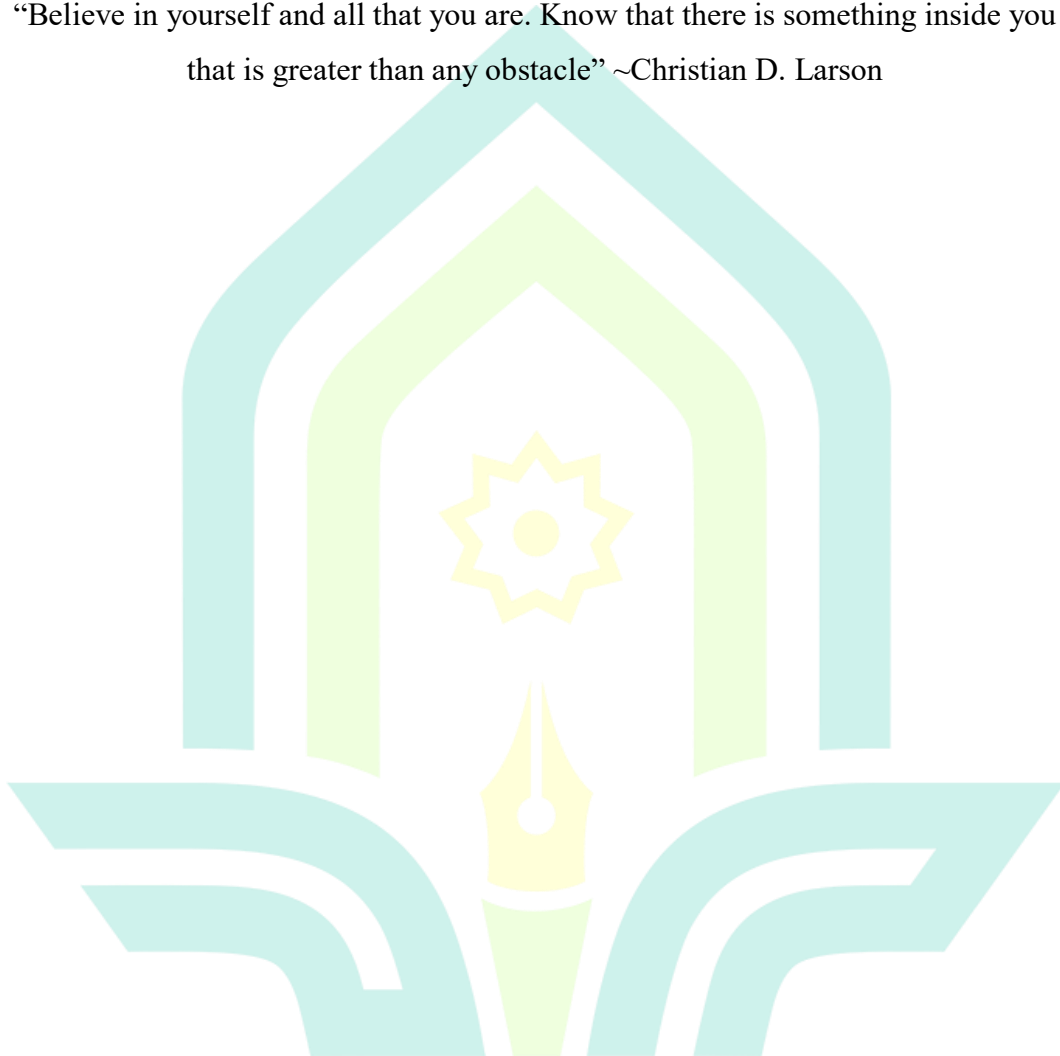
Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

MOTTO

“Fabiyyi aalaa irobbikumaa tukadzzibaan”

Maka nikmat tuhanmu yang mana lagi yang kamu dustakan ~QS Ar-Rahman

“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle” ~Christian D. Larson



ACKNOWLEDGEMENTS

Gratitude to Allah who has given mercy and grace so that this thesis becomes real and can be read by others in the form of a bound document. Many supports have accompanied me as a researcher so that I can keep struggling in completing this thesis, I would like to give sincere gratitude to all of them.

1. First and foremost, my beloved family. Through this writing, I would like to express my gratitude to my beloved parents Mr. Mohammad Suja'i Amir (alm) who has worked hard all his life and financed my education until now, and Mrs. Ruchanah who always supporting the conditions and forms of steps that have been passed. and not forgetting my beloved little sister. With your support, prayers, and unconditional love, I can finish this thesis.
2. Secondly, I would like to give my gratitude to my supervisor, Mr. Ahmad Burhanudin, M.A. who has provided guidance, direction, and encouragement so that this thesis can be completed.
3. I would also like to express my gratitude to all the Lectures of the English Education Department and Teachers' Training Faculty of UIN KH. Abdurrahman Wahid Pekalongan who have provided new knowledge and experience, as well as the staff at the English Education Department for serving the students well.
4. Then also to my friends in the English Education Department in 2020 who have struggled together with one goal which is to graduate well.
5. All of my cute cats always bring me joy and happiness, which helps reduce fatigue when I'm completing on this thesis.
6. Finally, I would like to thank myself for being able to complete this thesis with all my effort and determination despite the long process.

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi penerapan manajemen kelas oleh guru bahasa Inggris pra-jabatan selama praktik mengajar, serta mengidentifikasi berbagai tantangan yang dihadapi. Metode yang digunakan adalah pendekatan kualitatif dengan narrative inquiry, yang memungkinkan guru untuk menceritakan pengalaman mereka selama praktik mengajar. Temuan penelitian menunjukkan bahwa guru bahasa Inggris pra-jabatan telah berhasil menerapkan beberapa aspek penting dari manajemen kelas, termasuk pengorganisasian waktu, desain fisik kelas, pengembangan hubungan, dan pelaksanaan pengajaran. Namun, terdapat tantangan signifikan yang harus dihadapi, seperti kondisi lingkungan kelas yang tidak mendukung, perilaku nakal siswa, sikap negatif siswa terhadap pembelajaran, dan keterbatasan penggunaan bahasa Inggris oleh siswa. Selain tantangan yang berasal dari siswa, guru juga mengalami kesulitan pribadi, seperti kurangnya disiplin waktu dan kecemasan saat berhadapan dengan siswa. Secara keseluruhan, meskipun ada upaya yang baik dalam manajemen kelas, tantangan-tantangan ini menunjukkan perlunya peningkatan lebih lanjut agar efektivitas pengelolaan kelas oleh guru bahasa Inggris pra-jabatan dapat dicapai secara optimal. Temuan ini memberikan wawasan berharga bagi program pelatihan guru, dengan menyoroti pentingnya dukungan dan pengembangan keterampilan manajemen kelas yang lebih baik untuk menghadapi tantangan yang ada.

Kata kunci: Manajemen kelas, Mahasiswa PPL, Praktik mengajar



ABSTRACT

This research aims to explore the implementation of classroom management by pre-service English teachers during teaching practice, as well as identifying various challenges faced. The method used is a qualitative approach with narrative inquiry, which allows teachers to tell stories about their experiences during teaching practice. Research findings indicate that pre-service English teachers have successfully implemented several important aspects of classroom management, including time organization, physical classroom design, relationship development, and instructional implementation. However, there are significant challenges that must be faced, such as unsupportive classroom conditions, students' naughty behavior, students' negative attitudes towards learning, and students' limited use of English. Apart from challenges originating from students, teachers also experience personal difficulties, such as lack of time discipline and anxiety when dealing with students. Overall, despite good efforts in classroom management, these challenges indicate the need for further improvement so that the effectiveness of classroom management by pre-service English teachers can be achieved optimally. These findings provide valuable insights for teacher training programs, highlighting the importance of support and development of better classroom management skills to meet existing challenges.

Keywords: Classroom management, pre-service English teachers, Teaching practicum



PREFACE

Praise God almighty Allah SWT who has made it easy for the researcher to complete the research entitled "Exploring English Teachers' Experiences in Organizing Learning Activity: Strategies and Challenges". Not forgetting the author gave sholawat to the Prophet of the universe, Muhammad SAW. This research was written to fulfill the graduation requirements and become a graduate at UIN KH. Abdurrahman Wahid Pekalongan with the hope that it can be useful in the world of English education. In the process of preparation, the researcher encountered many obstacles and challenges, but the researcher was able to get through it because of much support from several people. Therefore, on this occasion, the researcher would like to express sincere gratitude to:

1. Rector of UIN KH. Abdurrahman Wahid Pekalongan Prof. Dr. H. Zaenal Mustakin, M.Ag
2. Dean of the Faculty of Education and Teacher Training, UIN KH. Abdurrahman Wahid Pekalongan Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
3. The head of the English Education Department and Teachers' Training Faculty of UIN KH. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhannudin, M.A, and Mrs. Eros Meilina Sofa, M.Pd. the secretary of the English Education Department and Teachers' Training Faculty of UIN KH. Abdurrahman Wahid Pekalongan
4. Mr. Ahmad Burhannudin, M.A as my supervisor has given me suggestions, guidance, and time in writing this thesis.
5. All lecturers of the English Education Department, UIN KH. Abdurrahman Wahid Pekalongan

TABLE OF CONTENT

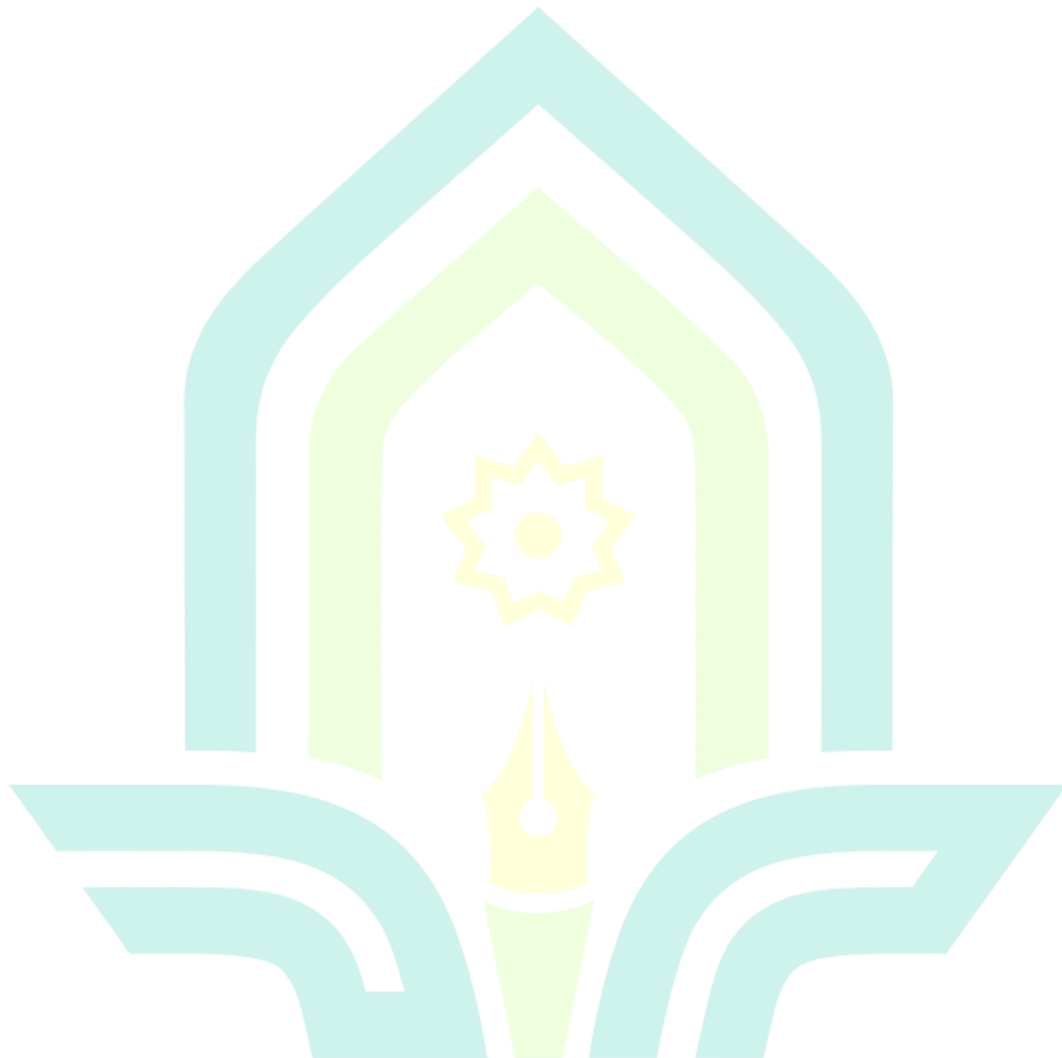
COVER	i
LEMBAR PERNYATAAN KEASLIAN KARYA ILMIAH	ii
NOTA PEMBIMBING	iii
PENGESAHAN	iv
MOTTO	v
ACKNOWLEDGEMENTS	vi
ABSTRAK	vii
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENT	x
TABLE LIST	xii
ENCLOSURE LIST	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the study	1
1.2 Identification of the problem	4
1.3 Research limitations	4
1.4 Formulation of the problems	5
1.5 Operational Definitions	5
1.6 Aims of the study	7
1.7 Significances of the Study	7
CHAPTER II LITERATURE REVIEW	9
2.1 Literature review	9
2.1.1 Pre-service English Teachers	9
2.1.2 Classroom Management	10
2.1.3 Challenges in managing classroom	16
2.2 Previous Study	18
2.3 Conceptual Framework	22

CHAPTER III RESEARCH METHOD	23
3.1 Research Design.....	23
3.2 Research Context	23
3.3 Setting and Participants	24
3.4 Data Collection	25
3.5 Data Validation Technique	26
3.6 Data Analysis	26
CHAPTER IV FINDINGS AND DISCUSSION.....	28
4.1 Findings.....	28
4.1.1 The implementation of classroom management by pre-service English teachers during teaching practicum.....	28
4.1.2 The challenges faced by pre-service English teachers in managing classroom during teaching practicum	41
4.2 Discussion	46
4.2.1 The implementation of classroom management by pre-service English teachers during teaching practicum.....	46
4.2.2 The challenges faced by pre-service English teachers in managing classroom during teaching practicum	55
CHAPTER V CONCLUSION	60
5.1 Conclusion	60
5.2 Suggestion	61
REFERENCES	
ENCLOSURE	

TABLE LIST

Table 2.1 Conceptual Framework

Table 3.1 Demographic Data of Participants



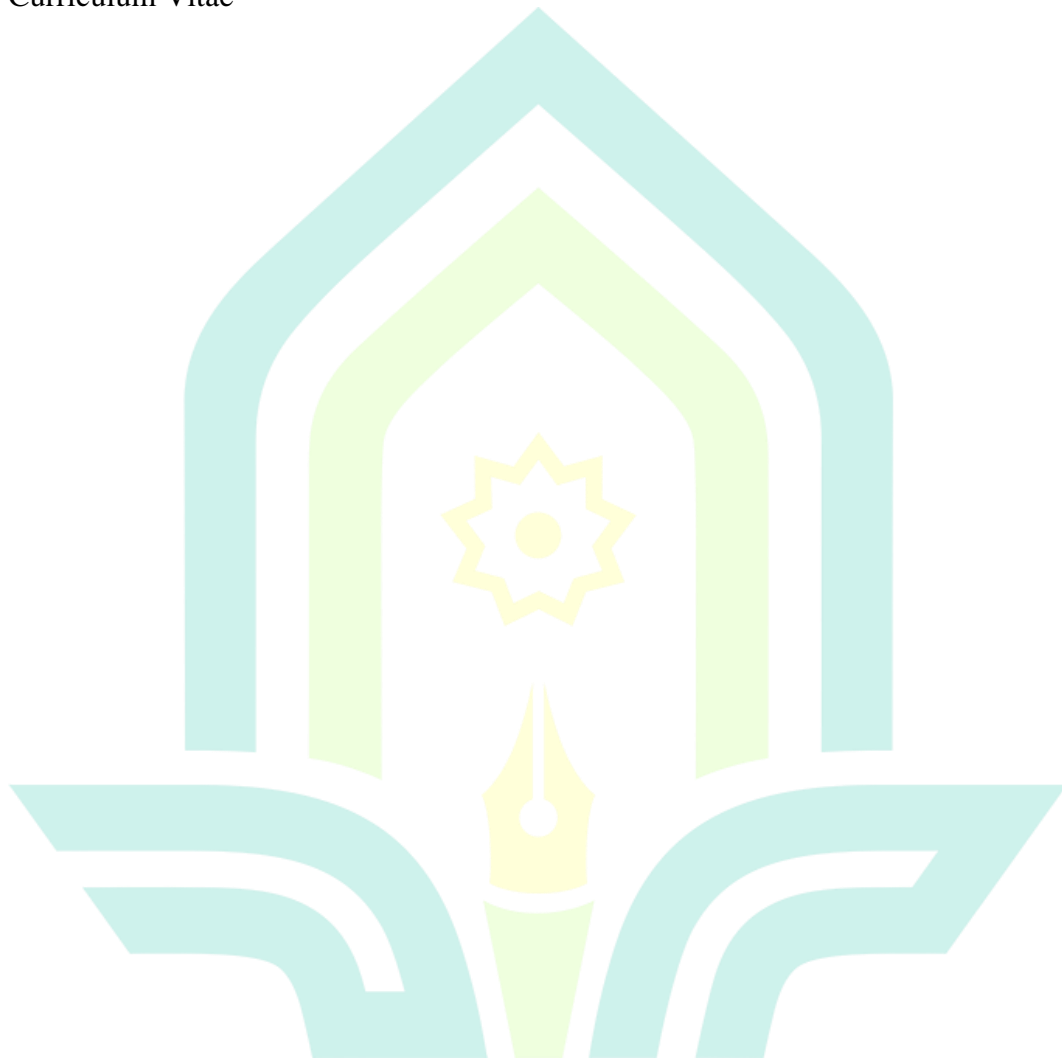
ENCLOSURE LIST

Observation Notes

Questioning interview

Transcript Interviews

Curriculum Vitae



CHAPTER I

INTRODUCTION

1.1. Background of Study

Education is a crucial pillar of national development, and teacher competency has a big impact on how good education becomes. Competent teachers not only master teaching materials, but also have the ability to manage the class. The classroom management becomes an inseparable part of teacher and student success (Qamar et al., 2018). Classroom management involves a series of actions by teachers to create and maintain an orderly, productive, and positive learning environment. Classroom management can increase student engagement, reduce distractions, and encourage better academic performance. Purwanti and Vania (2021) also stated that classroom management can lead to successful teaching and learning, not only in students' academic affairs but also in students' social learning. To create good classroom management, teachers need to hone their skills. This can be done through teaching practicum activities during lectures.

Teaching practicum is part of the teacher education program which aims to develop pre-service English teachers' abilities and skills in teaching. Through teaching practicum, pre-service English teachers get the opportunity to apply the theory they have learned to real situations in the field (Ulum, 2020). Teaching practicum allows teachers to experience for themselves how to teach and interact with students, so they can repair the quality of teaching

and students' abilities. In teaching practicum, pre-service English teachers must act as instructors who provide examples and provide direction, as well as anticipating risks that arise during the teaching process. Pre-service English teachers must also be able to develop teaching skill and integrate theory with practice. Teaching practicum is very important in developing pre-service English teachers' abilities and skills, as well as repair the quality of teaching and student abilities.

However, in the practices carried out by pre-service English teachers when taking part in teaching practicums, many pre-service English teachers feel overwhelmed in managing the classroom. As stated by Serliana et al., (2021), classroom management is the biggest challenge faced by pre-service English teachers in their teaching practice. The existence of challenges in classroom management was strengthened by conducting pre-research interviews with students from the Faculty of Education and Teacher training with a study program of the English Education Department at one of the universities in Pekalongan. Pre-research interviews conducted with several pre-service English teachers revealed that when teaching in the classroom, pre-service English teachers are required to be able to recognize students, especially regarding differences both physically and psychologically. Personality differences between individual students tend to influence the way of thinking, especially in learning. This is a challenge for pre-service English teachers, considering that they are also learning to become teachers through teaching practicum activities. For pre-service English teachers, managing a

classroom can be a challenge. Lack of experience and practical skills often creates difficulties in dealing with various situations in the classroom. Based on the pre-research interviews that have been conducted, it can be concluded that the theory that has been accepted by pre-service English teachers in the Language Class Management (LCM) course and the Micro Teaching course has not been implemented optimally during teaching. practicum.

Based on the problems above, the researcher wants to explore the implementation of classroom management by pre-service English teachers during teaching practicum, so that it can provide valuable insights for developing pre-service English teacher training. By understanding the challenges and implementation of classroom management, teaching practicum programs can be optimized to better prepare pre-service English teachers to face classroom situations. This research can provide practical recommendations for improving classroom management, ultimately contributing to improving the quality of education. This research explores how pre-service English teachers implement classroom management during teaching practice. The main focused of this research are how pre-service English teachers implemented the classroom, and identified the challenges faced by pre-service English teachers. Thus, it is hoped that this research can make a significant contribution to the field of education, especially in improving the classroom management skills of pre-service English teachers.

1.2. Identification of the problem

The research background highlights how pre-service English teachers implemented the classroom management. A good learning process depends on how a teacher controls the class. In the learning process, of course, there are several challenges for every teacher, especially for pre-service English teachers, who can be said to be students who are currently studying and become future teachers. The researcher conducted pre-research interviews with some pre-service English teachers while they were teaching practicum. They revealed that managing a class is not easy, they are overwhelmed by student behavior, not only that, sometimes they also have difficulty managing time and so on. The challenges experienced by pre-service English teachers do not only occur in the classroom, but can also be caused by other factors. However, this research focused on how pre-service English teachers manage the classroom, and identifies what are the challenges faced by pre-service English teachers.

1.3. Research limitation

Limitations on the problem of this study are made by focusing on certain aspects. First, this research is limited to participant selection. The selection of participants was determined based on English language education study program students who had completed the language classroom management course, had taken part in teaching practicum, and had teaching experience before carrying out teaching practicum. This is designed to provide in-depth

insight into the experiences of pre-service English teachers during teaching practicum, especially in terms of classroom management.

Second, the main focus of the research is using the narrative inquiry method to explore how pre-service English teachers implemented classroom management, and what challenges they faced. This method is chosen to obtain as wide a range of data as possible through observation and interviews.

Third, this study limits the research focus. This research focused on researching classroom management using the theory by Tracey Garret (2014) which states that classroom management focused on five components, namely organizing time and physical design of the classroom, establishing rules and routines, developing relationships, implementing engaging instructions, and addressing discipline.

1.4. Formulation of the problem

1. How did pre-service English teachers implemented the classroom management during teaching practicum?
2. What were the challenges faced by pre-service English teachers in managing classroom during teaching practicum?

1.5. Operational Definition

1. The Implementation of Classroom Management

Classroom management is a technique or strategy for managing classes and creating an active and conducive learning environment (Mudianingrum

& Evenddy, 2019). Classroom management is a task for educators that cannot be abandoned. Educators play a role in determining the success of students, especially those related to the learning process. The goal of classroom management is to build an environment which is suitable for students' learning and where learning goals can be achieved efficiently and productively. Therefore, pre-service English teachers are expected to be able to master the main art of organizing the classroom. That way, optimal learning can be achieved.

2. Pre-service English Teachers'

Pre-service English teachers are prospective English teachers who are undergoing education and training before they officially become teachers. They are usually enrolled in teacher education programs at universities or other educational institutions. The program includes a variety of courses and practical training aimed at preparing them to teach English effectively in schools (Yin, 2019).

3. Teaching Practicum

Teaching practicum in teacher education programs is a very important part to give pre-service English teachers direct experience in real teaching classroom. In this stage, teacher education students are placed in schools to teach under the guidance of experienced teachers. Teaching practicum provides opportunities for prospective teachers to apply the teaching theories they have learned in class, develop classroom management skills, and interact directly with students. Additionally, they can get constructive

feedback from their mentors to improve their teaching methods and increase their professionalism. Pre-service English teachers experience a variety of steps in their teaching practicum that impact their success or failure when they are good at tutoring students (Albakri et al., 2021).

1.6. Aims of the study

This research aimed to find out how pre-service English teachers implemented the classroom management during teaching practicum, and investigated the challenges. Then, this research can help improve the quality of teaching and reduce the problems that pre-service English teachers may face in the future.

1.7. Significances of the study

1. Theoretical Use

Theoretically, this research is significant in developing theory and understanding of classroom management by pre-service English teachers' during teaching practicum. Several theoretical aspects discussed in this research are identifying factors that pose challenges for pre-service English teachers in managing classroom during teaching practicum.

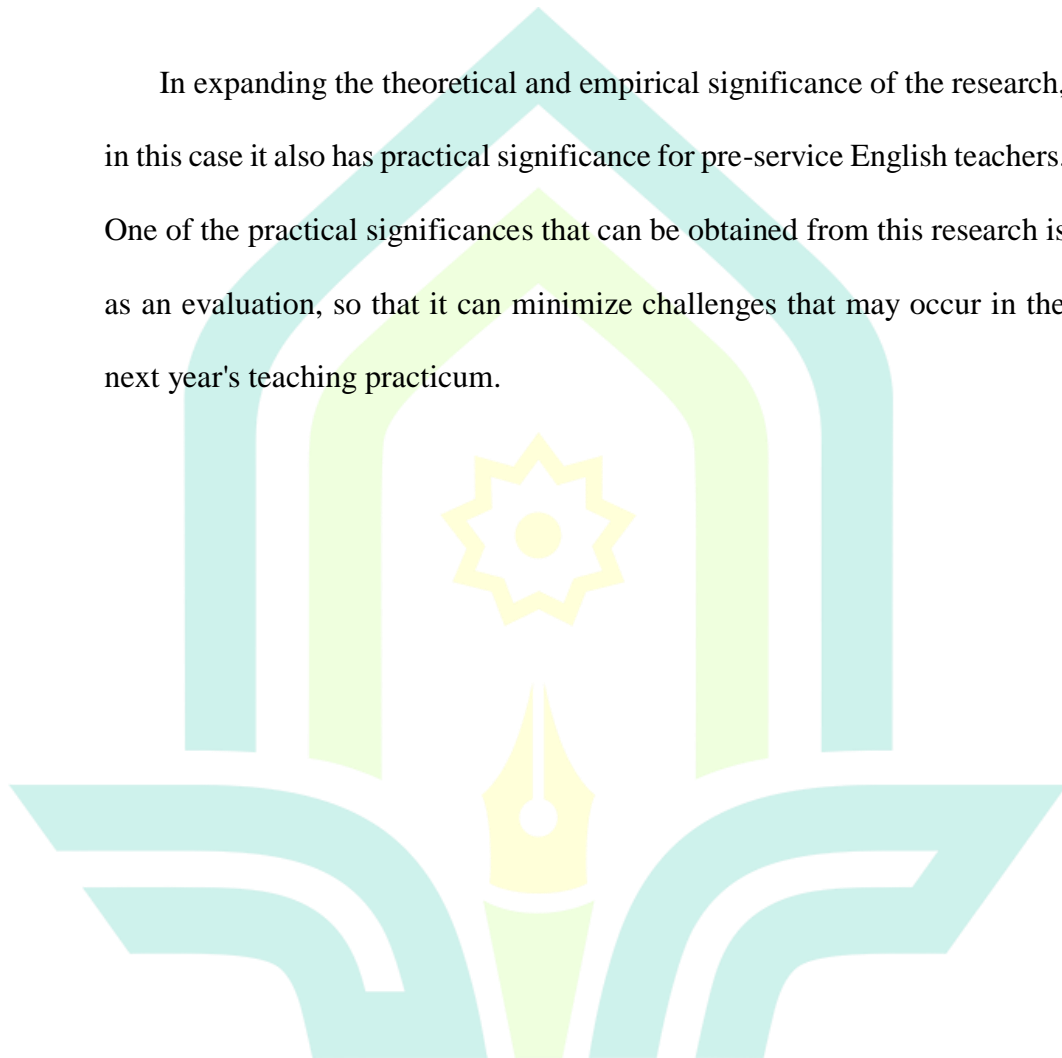
2. Empirical Use

Empirically, this research can provide insight into how pre-service English teachers implemented the classroom management during teaching practicum. This research also aims to determine the experiences of pre-

service English teachers in classroom management during teaching practicum through investigating the factors that become challenges in managing the classroom. This is done to provide a basis for evaluating teaching practicum.

3. Practical Use

In expanding the theoretical and empirical significance of the research, in this case it also has practical significance for pre-service English teachers. One of the practical significances that can be obtained from this research is as an evaluation, so that it can minimize challenges that may occur in the next year's teaching practicum.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The conclusion of this research shows that pre-service English teachers have been able to implement several important aspects of classroom management during teaching practicum. Components such as organizing time and physical design of the classroom, developing relationships, and implementing instruction, are generally implemented well. Pre-service English teachers also show mixed efforts in handling student discipline, although there is still room for improvement, especially in establishing clearer and more structured classroom rules and routines.

In implementing classroom management during teaching practicum, of course pre-service English teachers have experienced experience challenges. The challenges faced by pre-service English teachers in managing classroom during teaching practicum include classroom environmental conditions that are not always supportive, students' delinquent behavior, students' negative attitudes towards learning, and limitations in students' use of English. In addition to challenges from students, pre-service English teachers also face personal difficulties, such as lack of time discipline and anxiety in dealing with students.

5.2. Suggestion

This research discusses the challenges by pre-service English teachers in classroom management. From the results found, the researcher provided the following suggestions:

1. For pre-service English teachers, it is important to notice skills like in establishing clear and structured rules and routines, because this can help create a conducive classroom atmosphere. Pre-service English teachers are also advised to develop English language skills and apply interactive methods, such as utilizing technology in learning. This aims to further motivate students in learning English.
2. This suggestion is intended for readers in general and especially for researchers who are interested in conducting further research. It is hoped that the results of this research can become a useful reading source to increase knowledge and can be used as research material whose content can be developed. Future researchers can develop existing findings by broadening their horizons and exploring new aspects, so that the results are more creative and innovative.

REFERENCES

- Adebola, O. O. (2022). Pre-Service Teachers Experiences during Teaching Practice in South Africa: Challenges and Solutions. *JETL (Journal of Education, Teaching and Learning)*, 7(1), 66. <https://doi.org/10.26737/jetl.v7i1.3146>
- Ahmed, A., Jamil Article, M., Journal, P., Ahmed Gujjar, A., Ramzan Associate Professor, M., & Jamil Bajwa, M. (2011). An evaluation of teaching practice: Practicum. *Pakistan Journal of Commerce and Social Sciences*, 5(2), 302–318. <http://hdl.handle.net/10419/188033>
- Alamri, H. (2018). Challenges in Practicum: Views and Perceptions of EFL Pre-service Teachers towards Field Experience Skills in Real Classrooms. *Arab World English Journal*, 9(1), 146–162. <https://doi.org/10.24093/awej/vol9 no 1.11>
- Albakri, I. S. M. A., Ismail, N., Hartono, R., Tahir, M. H. M., Abdullah, M. S. H. B., Sarudin, A., & Zulkepli, N. (2021). Mentoring practise during practicum: The perspectives of malaysian pre-service english language teachers. *Studies in English Language and Education*, 8(2), 642–655. <https://doi.org/10.24815/siele.v8i2.19282>
- Braun, V., & Clarke, V. (2017). Applied Qualitative Research in Psychology. *Applied Qualitative Research in Psychology*. <https://doi.org/10.1057/978-1-137-35913-1>
- Brown, H. D. (2016). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Longman.
- Charles. (2007). *Building classroom management : methods and models*. 352.
- Clandinin. (2008). Narrative Inquiry. In Lisa M. Given (Ed.). *The Sage Encyclopedia of Qualitative Research Methods*, 542–545.
- Gao, M., Tu, X., & Li, J. (2021). A review of the research on pre-service English teachers' professional development based on mobile technology. *Journal of Language Teaching and Research*, 12(3), 404-410.
- Garrett, T. (2014). Effective classroom management the essentials. In *Teachers College Press, 1234 Amsterdam Avenue, New York*.
- Harmer, J. (2014). *The practice of English language teaching*. England:

Pearson/Longman.

- Hasanah, H. (2017). Teknik-teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-ilmu Sosial). *At-Taqaddum*, 8(1), 21. <https://doi.org/10.21580/at.v8i1.1163>
- Macías, D. F., & Sánchez, J. A. (2015). Classroom management: A persistent challenge for pre-service foreign language teachers. *PROFILE Issues in Teachers' Professional Development*, 17(2), 81-99. doi:10.15446/profile.v17n2.43641
- Marzano, R. J., Jana S. M., & Debra J. P. (2017). *Classroom Management that Works*. Alexandria, Virginia: ASCD
- Merç, A & Subaşı, G. (2015). Classroom management problems and coping strategies of Turkish student EFL teachers. *Turkish Online Journal of Qualitative Inquiry*, 6(1), 39-71.
- Moleong, L. J. (2013). *Metode Penelitian Kualitatif*, Bandung: Remaja Rosdakarya.
- Mudianingrum & Evenddy, R. (2019). An Analysis of Teachers ' Classroom Management in Teaching English. *Journal of English Education Studies*, 2(1), 1–11.
- Prabjandee, D. (2019). Becoming english teachers in thailand: Student teacher identity development during teaching practicum. *Issues in Educational Research*, 29(4), 1277–1294.
- Purwanti, E., & Vania, G. (2021). Classroom management: Applying appropriate strategies to enhance effective teaching. *Journal of Foreign Language Teaching and Learning*, 6(1), 78–93. <https://doi.org/10.18196/ftl.v6i1.10638>
- Rosaliza, M. (2015). Wawancara, Sebuah Interaksi komunikasi Dalam Penelitian Kualitatif. *Jurnal Ilmu Budaya*, 11(2), 71. doi:10.31849/jib.v11i2.1099
- Qamar, A., Arshad, M., Ahmad, G., Ahmad, S. (2018). *Influence of Classroom Management Strategies on Students Learning*. 7(12), 24–30. https://doi.org/10.57088/978-3-7329-9097-9_2
- Sabornie, E. J., & Espelage, and D. L. (2002). Transformative social-emotional learning and classroom management. In *Handbook of Classroom Management*. <https://doi.org/10.4324/9781003275312-24>

- Savin-Baden, M., & Van Niekerk, L. (2007). Narrative inquiry: Theory and practice. *Journal of Geography in Higher Education*, 31(3), 459–472. <https://doi.org/10.1080/03098260601071324>
- Serliana, A., Utami, P. P., & Kamil, A. B. (2021). Pre-Service Teachers' Challenges in Classroom Management during Teaching Practice. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(2), 73–80. <https://doi.org/10.24256/ideas.v9i2.2075>
- Suryana, N., & Rahmat Fadhli, E. M. (2022). *Manajemen Pengelolaan Kelas*. Indonesia Emas Group.
- Tauber, R. T. (2007). Classroom management. *The Education of Children with Severe Learning Difficulties: Bridging the Gap between Theory and Practice*, 11, 70–83. <https://doi.org/10.4324/9780429504372-5>
- Ulum, Ö. G. (2020). Pre-Service English Teachers' Practicum Expectations and Attainments. *Turkish Studies - Educational Sciences*, 15 (2), 1287–1297. <https://doi.org/https://dx.doi.org/10.29228>
- Wai-shing, H. M. and L. (2008). *Classroom Management - Creating a positive learning environment* (Issue september 2016).
- Wright, T. (2007). Classroom Management in Language Education. *ELT Journal*, 61(3), 279–281. <https://doi.org/10.1093/elt/ccm038>
- Yin, J. (2019). Connecting theory and practice in teacher education: English-as-a-foreign-language pre-service teachers' perceptions of practicum experience. *Innovation and Education*, 1(1), 1–8. <https://doi.org/10.1186/s42862-019-0003-z>