THE MICRO TEACHING STUDENTS’ STRATEGIES TO DEAL WITH
CLASSROOM MANAGEMENT

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

Grace Kartika Ratih
112012034

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
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Saya yang bertanda tangan di bawah ini:

Nama : GRACE KARIKA RATIH

NIM   : 112012034 Email : gracekartikar@gmail.com

Fakultas : BAHASA DAN SASTRA Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul tugas akhir : THE MICRO TEACHING STUDENTS’ STRATEGIES TO DEAL WITH
                    CLASSROOM MANAGEMENT

Pembimbing : 1. Anita Kurniawati, M.Hum
               2. Rindang Widiningrum, M.Hum

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NIM : 112012034
Fakultas : BAHASA DAN SASTRA
Program Studi : PENDIDIKAN BAHASA INGGRIS
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Grace Kartika Ratih
112012034

Approved by:

Supervisor

Examiner

Anita Kurniawati, M.Hum.

Rindang Widiningrum, M.Hum
THE MICRO TEACHING STUDENTS’ STRATEGIES TO DEAL WITH CLASSROOM MANAGEMENT

Grace Kartika Ratih

ABSTRACT

Many studies have done to investigate student-teachers’ problem to deal with classroom management in the real class, but only a few studies that investigate how micro teaching students learn to deal with classroom management in their simulation class (micro teaching class). Whereas, before taking teaching practicum, the student-teachers are trained in micro teaching class. Therefore, it is important to know how a prospective student-teachers to deal with classroom management in micro teaching class, as their preparation before taking teaching practicum. This study is conducted to know what strategy that used by micro teaching students to deal with classroom management. To create an attractive class environment, a teacher should acquire some strategies that will help them to attract and keep students’ attention toward the learning process (Scrivener, 2012). There are several strategies revealed by Trynor (2005) that used as the theoretical background for this study. The data is collected through stimulated recall interview with 8 micro teaching students from English Language Education Program, Satya Wacana Christian University. The participants are chosen using sample of convenience. The finding shows laissez-faire is the strategy that often used by micro teaching students in dealing with classroom management while coercive strategy is rarely used. Furthermore, task-based oriented strategy is not used to handle students misbehavior because some reasons such as time limitation and teacher anxiety of negative label that perhaps will be given by the students. The result of this study give insights for micro teaching students about some strategies that perhaps can be implemented in dealing with classroom management.

Key words: micro teaching, strategies, classroom management,

INTRODUCTION

Classroom management is defined as having a well-organized, well-prepared, and well-planned of class environment, instructor, rules, reasonable consequences/reward and in the same time make the students follow the class procedure consistently (Curry, 2000, April). The statement above is a short but meaningful definition. Actually, classroom management
also encompassing the decisions which is made by the teachers in concerning time management, questioning technique and checking students’ understanding. In addition, where teachers stand, who they look at and how they use their voice are included in the scope of classroom management (Prodromou, 1992) stated in (Merç, A & Subaşı, G, 2015).

Some studies related to classroom management have investigated about classroom management in the real class. For example a recent study done by Cahyaningsih (2014) discusses about classroom management problems in a junior high school level. The result showed that in the real class, the student-teachers often face a problem in managing activity. To handle it, student-teachers tend to use a strategy called laissez-faire, in which they make activities that attract student’s attention, as a result the students will obey the teacher. Her study focuses on the classroom management problems in the real class. Nevertheless, only a view research investigates micro teaching students to deal with classroom management.

As we know, micro teaching class is a required class before taking teaching practicum. Therefore it is important for micro teaching students learn about classroom management before they do teaching practicum which means they will be in the real class. Based on some experiences by students who had taken teaching practicum, they got many inputs and corrections from the mentor teacher in implementing their classroom management. For example how pre-service teachers choose the suitable activity for the skill that is taught and how to remind misbehavior students. Since these problems appear in the real class, probably we need to know how student-teachers learn about classroom management when they were in micro teaching class. From this experience, it suggests that class management is worth to be investigated. This case stimulate me to do the research about how actually students learn about classroom management strategy in micro teaching class. Hence, contradict with Cahyaningsih, my reasearch will focus more on the micro teaching context.
and investigate the strategies that used by micro teaching students rather than focus on the problem.

Micro teaching class is chosen for this study with consideration that micro teaching class is a place for prospective student-teachers to learn about teaching and also a place to train the education program students before they take teaching practicum. Once more, this class is compulsory to be taken. A study by Asril (2011) stated that, micro teaching is part of teaching practicum which encourages student-teachers to develop and construct their certain skill to prepare them in the future real class. In the micro teaching class, they also learn about classroom management.

The hypothesis, micro teaching students may not have adequate background knowledge yet about classroom management. As a result, they may encounter with problems and difficulties dealing with classroom management. By this assumption the micro teaching students need to train and enrich their skills which related in the teaching includes managing the classroom. Sabri (2007) revealed there are several skills that will be learned in micro teaching class, one of them is classroom management skill. Sabri also added classroom management skill encompasses categorizing student’s behavior, conducting the activities, monitoring in student involvement, grouping the students, distributing the task and knowing students’ strength and weakness to give suitable task for them.

The aim of this study is to know micro teaching students’ strategies in dealing with classroom management in their teaching practice. Furthermore, a research question to lead this research is “What are the micro teaching student’s strategies to deal with classroom management?”. It is expected that, this research will give significance in some parts of teaching process i.e. this will give consideration or insight for future student-teachers related to classroom management. When they are aware with the classroom management strategies,
hopefully they can apply the best one based on the need. This study will give insight about some strategies that they can use in a certain situation during teaching practice or in the future of teaching practicum. Besides, they will prepare more to avoid the worst possibility that may appear in the real class. In addition, the result can help them to consider their classroom management strategy which later on will be helpful for the real class in teaching practicum/PPL then.

LITERATURE REVIEW

Classroom Management is the Key of an Effective Learning

Many discussions propose the area of classroom management strategies which encompass making class rules, engaging students’ attention, making creative activities, handling students’ misbehavior, using appropriate instruction, and taking care of students’ emotional and cognitive needs. In addition there are still some scopes of classroom management that revealed by Prodromou (1992, as cited in Merç, A & Subaşı, G, 2015, p.41). who stated, “Classroom management is 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” Through the scopes of classroom management which acknowledged by Prodromou also imply, the one who actually hold and responsible to the classroom management activities is the teacher. As the holder of classroom management, a teacher has a concern on how to build an effective learning. When the teacher has a better preparation to conduct the classroom management, he or she will meet the goal of learning.

Dealing with classroom management is actually having a well-organized and well-prepared of class environment, instruction, discipline plan with rules, reasonable
consequences/reward, and students who follow consistent class procedure (Curry, 2000, April). Of course it will help the teacher to engage the students in learning process, if he or she has well preparation. The decision how to make a learning process effective by managing physical environment, creating rules and procedures, and making a creative activity to engage students’ attention are also part of classroom management practice (Brophy, 2006 as cited in Korpershoek, Harms, Boer, Kuijk, and Doolaard, 2014).

In addition, classroom management also defined as an action to deal with students’ misbehavior, offer appropriate instruction, and pay attention on students’ emotional and cognitive needs (Emmer & Stough, 2001 as cited in Aliakbari & Bozorgmanesh, 2015). It cannot be denied that the most often cases happen in classroom management is about students’ misbehavior. However, if the teacher can handle the students’ misbehavior, it would create a conducive class environment.

From the discussion above, I may synthesize that classroom management is the important key to reach a conducive and an effective learning because almost all the elements of teaching are connected with the management of class. Therefore, when the teacher as the holder of classroom management able to handle and manage students’ needs, there will be a possibility that the teacher has an effective learning in the class. Furthermore, teachers who manages their classrooms effectively enjoy teaching more and have greater confidence in their ability to affect student achievement (Levin & Nolan, 1996).

Classroom Management Problems

In the area of classroom management, pre-service teachers feel poorly prepared (Goodlad, 1990; Reed, 1989; Rickman and Hollowell, 1981; Wesley & Voke, 1992 as cited in Jones & Jones, 1998). By this reason, the micro teaching students as pre-service teachers, perhaps encounter obstacle in practicing classroom management. Study by Martin (1996 as cited in Borden, 2013) definitely stated that ” beginning teachers are different from
experienced teachers as far as preconceptions about classroom management was concern and found that beginning teachers have unrealistic expectations about what classroom management will be like.” (p.15). Since beginning teachers probably have not experience yet in conducting a teaching learning process, they only can imagine the class situation with their own expectation. Whereas, the situation in the field sometimes is different with what they have expected. It is possible that they have bigger expectation that the class will run well all the times without pay attention more on how to deal with the classroom management.

Marzano, Marzano, & Pickering (2003 as cited in Jacobsen, Eggen, Kauchack, 2009) said that problems in classroom management can influence the intensity of learning process. This situation can make the students also the teacher feel burden. Jacobsen, Eggen, Kauchack (2009) revealed there are several problems which are encountered in classroom management such as, talk without permission, they do not pay attention to the teacher, leave the class without permission, ignore the warn from teacher, careless in bringing their materials, and another students misbehavior. By knowing the problems, it will help the teacher to make the decisions in handling these situations.

From this part, I can sum up there are problems that may encounter in the implementation of classroom management. First, it comes from the teachers as beginning teacher who perhaps have not ready yet in conducting classroom management. Since they have not enough experience yet, their expectation toward the classroom management is not equivalent with the real situation. Second, the problem comes from the students that sometimes need extra concern in handling their behavior.

**Strategies in Managing Classroom**

To yield an effective learning process, a teacher suppose learn the technique or strategies of engaging and creating useful learning environment (Scrivener, 2012). From this statement, Scrivener led the teachers suppose to be aware with some strategies of classroom
management that possible to be implemented in learning process. Furthermore, Trynor (2005) propose that there are five strategies in managing the classroom, those are:

*Coercive*

Coercive is a strategy which tends to intimidate, humiliate, or even anger to the learners. Therefore this behavior makes frighten for the learners. It can mental break down for the students and they loss their self-confidence. This makes students less motivates in learning process. Besides, showing harshness toward the students can make them feel that the teacher is incapability to manage and handle the class. This situation causes another problem happen. In addition, Levin & Nolan (1996, p.1) stated that, “the single most important factor in determining the learning environment is teacher behavior. Intentionally or unintentionally, teachers’ verbal and nonverbal behavior influences student behaviors.”

*Laissez-faire*

Laissez-faire is opposite from coercive. Laissez-faire is not rigid as coercive. Dunbar (2004) stated, “The laissez-faire teacher places few demand or controls on the students.” (p.9). It tends to build good interaction between teacher and students. The teacher will do many things to attract the students’ attention in order the students obedient toward the teacher. By creating an interesting activity, it can keep students’ attention. The teacher has responsibility to constantly engage the students during the lesson (Greenberg, Putman, Walsh ,2014).

*Task oriented*

In task oriented the teacher uses task as a tool to prevent students’ noise. Through the tasks that are given to the students hopefully it will lead students’ focus on the tasks rather than make noises or disturb their friends. In handling students’ misbehavior, the teacher
should determine the level of consequences (Greenberg, Putman, Walsh, 2014). Therefore, the teacher can decide the suitable task as punishment as the consequences.

**Authoritative**

A set of rules are applied in authoritative. The rules that made are reasonable and consistent. This rules have function to prevent students’ disruptive that encounter in the learning process. Rules are held since there is an expectation to have a well-organized classroom. The rules and expectation should be shared and taught transparently and equitably (Greenberg, Putman, Walsh, 2014). The teacher as the rules holder should be firm in conducting the class regulation. It would be better if the teacher reminds the rules more often verbally to show to the students that the students are being taught about discipline. In addition, Dunbar (2004) stated, “This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand.” (p.9)

**Intrinsic**

In Intrinsic strategy, the teacher uses reward to control the students’ behavior. When they do a good they will get a reward. This technique has aim to manage and prevent the uncontrolled students. In addition, giving praise for the students will encourage them to do their best, for example like saying “good job”, “great work dear”, and “well done”. Praise can be meant as a reward for the students’ hard work (Greenberg, Putman, Walsh, 2014).

It would be better if those five strategies is applied based on students needs. In addition, classroom management strategies need to be consistent with the goal of helping students become self-directing individuals (Levin & Nolan, 1996).
THE STUDY

Context of the Study

This research was done in English Language Education Program (ELEP) of Faculty Language and Literature (FLL), Satya Wacana Christian University (SWCU). The context of the study was a micro teaching class in the second semester of 2015/2016 education year or it was six semester for batch 2013, where the students were trained to learn about teaching in form of practicing mini teaching. Through micro teaching class, the research was conducted to examine students’ performance to deal with classroom management.

Participants

The participants of this study were 8 students. Below is the table of participants.

<table>
<thead>
<tr>
<th>Batch</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>2013</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Those participants were mostly the third year students who were taking Micro Teaching Class, only two students who were in their fourth year. Their age was around 20-21 years old. There were two male participants and six female participants. Those 8 students were chosen based on sample of convenience. This sampling method was used because this research needed the participants’ willingness to participate in this research. Another thing, the accessibility and participants’ agreement to fulfill this research also needed to be considered.

Since Micro teaching is a place to train the beginner teacher before they enter the real class. Therefore the micro teaching students need to know what should be prepared when they teach later on. Besides, as the beginner teacher they may not experience yet dealing with classroom management.
Data collection instrument

Stimulated-recall interview was used in this research considering several things. Stimulated interview provided richer data. From the video that I had taken, it helped me in observing what strategies that the micro teaching students used in their teaching practice. The video was watched and analyzed first. After that, the recording that had been taken was shown to them while I interviewed the participant. I asked some strategies that they used in their performance. This session had aim to clarify on certain act. Afterwards, I used follow up question to get more information. Some questions such as:

1. How about this part when you are .......... (while showing the video), why do you do this way? (This question can be repeated on some parts of video)
2. (while showing the video) Do you think that this strategies suitable and efficient with the situation at that time? Could you explain more?
3. During mini teaching, which part of classroom management strategy do you think the most successful? why?
4. Overall, what strategies do you feel comfortable with?

Those questions above had a goal to enrich the data about micro teaching students’ decision in using certain strategies.

Data Collection Procedures

Before doing the real collecting data, it was needed a participant for piloting. I asked a micro teaching student willingness to be recorded in his mini teaching performance. After that, I needed two days to watch and analyze about the recording while I was making possible questions that would be asked toward the participant. Next, I made an appointment with the participant to be interviewed. When I met him, I showed first the recording to recall his mind about his performance. After that, I asked some questions related to his act in some minutes
on the recording. The last, I added with additional questions which I had written in the data collection instrument above. I recorded the interview session with an aim to help me in transcribing the result. The result of the interview was filled into a table. The table was used to make the result clearer to be analyzed. Through piloting, I could review that the result met my goal, however I still needed a little bit improvement. Piloting also helped me to check my instrument worked well or not.

Through stimulated recall interview, there were several steps I had done. I had to record the participants’ mini teaching performance. The aim was to know various strategies that used by the micro teaching students. After recording, I watched again the recording to emerge the questions that would be asked to the participant before doing interview. The following step, I made agreement with the participant to be interviewed. For interview session, the participants’ answers needed to be recorded because the result from interview session would be transcribed. The transcription was very helpful for data analysis Through the transcribe result, I found the keyword of participants’ answer which related with the theory. To make the data analysis became easier I made this table. By using this table I could check which strategy was the most used by micro teaching students in managing the classroom.

<table>
<thead>
<tr>
<th>Minute in Video</th>
<th>Act Recorded</th>
<th>Explanation in interview</th>
<th>Problem/ Barrier /Possible Strategies that appear</th>
<th>Note</th>
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From the data processing, it showed what strategies that often and rarely used by micro teaching students in their mini teaching. The last, the data that had been gathered was
served and elaborated in the finding and discussion by showing data displays which strengthen the finding.

**FINDING AND DISCUSSION**

From the data collection, there were three results that appear. Those are, 1) *Laissez-Faire* Becomes the Dominant Strategy for Micro Teaching Students, 2) Coercive is The Strategy That Rarely Used by Micro Teaching Students, 3) Task-Based Oriented Is Not Used to Handling Students Misbehavior. The results were supported by the data display which presented through some extracts. The extracts describe the participant’s conversation with their students which was recorded and some part of the interview sections.

*Laissez-Faire Becomes the Dominant Strategy for Micro Teaching Students*

From all the observation, the finding shows the strategy that was often used by micro teaching students was Laissez-Faire. Laissez-faire was a strategy that was used to keep students’ interest toward the lesson, likewise they pay attention on the teacher. Usually the teacher would create any engaging activities which made the students involved in the activity. From the observation, most of the participants made some activities to engage students’ attention and built cooperative interaction with their students. The micro teaching students created some activities such as, playing video, experiment, group discussion, making dialogue or drama script, work in pair, storytelling, and lottery. Some examples that I would present here were from participant B and participant A.

In the middle of learning process, participant B created an interesting activity for teaching procedure text. She invited the students to come in front of class to try volcano experiment. She prepared some materials to do experiment in front of class. Before doing experiment, she wrote the steps in white board.
Extract 1

Participant B: “I want some volunteers to help me out with the eruption”

Students: “I volunteer…”

(Video record, Feb 3rd, 2016)

From the extract one, participant B invited her students to join the experiment. The students responded well in this experiment by yelling “I volunteer…” while raising their hand. This showed that they were willing to be volunteers for this engaging experiment. The duration of the experiment is around 4',16”. When the experiment is successful, the students are amazed with the result. This is similar with participant A.

Participant A’s students were excited after they watched the video about ‘How to make chocolate’ in the opening of the lesson about procedure text. He chose this theme because the day was close to Valentine day in which chocolate was the icon of Valentine day.

Extract 2

Participant A: “Let’s refresh our mind by looking at the video how to make chocolate for your Valentine”

Students: “yeeaaayy…”

(Video record, Feb 3rd, 2016)

From the extract two above, participant A invited students to watch short video about how to make chocolate. After that, the students responded by shouting happily “yeeaaayy”. The students’ tone was enthusiastic toward this activity. Moreover, in the end of this video, the teacher gave question and those who could answer they got a reward. Those two examples above proved that, the students showed their enthusiasm toward the activity which was created by their teacher during the learning process. In addition, both participants revealed their reasons making those activities.

Extract 3
Participant B: “My purpose giving experiment in this teaching in order that I want to give interesting activity, so the students is not easily get bored. In addition, my learning process will not be monotonous if there are students who have “hands on” learning strategy” (Interview, Feb 6th, 2016, my own translation)

Participant A: “I play a video “how to make chocolate” in the opening, in order to engage the students’ interest and to refresh their mind about the previous material which is still the same.” (Interview, Feb 6th, 2016, my own translation)

Participant B and A clearly stated that they want create attractive class atmosphere to prevent students’ boredom toward the lesson. Besides, this activity was helpful for the student who has certain technique in learning, for example “hands on” technique. It seemed that those two participants prepared well about their classroom management which revealed through laissez-faire strategy. In term of managing the classroom atmosphere, both of them successfully built students’ mood and interest in the topic of learning, in order the learners were not easily get bored.

From two examples above Laissez-faire was the strategy that successfully built and kept students’ interest and also attention toward the lesson. In addition Rickman and Hollowel (1981, as cited in Traynor, 2002) emphasized prospective teachers have tendency to use friendly strategy, which is laissez-faire for their classroom management to make the students accept the teacher as their peer. This statement is in line with the examples of those two cases above since laissez-faire is a strategy that addressed for learners pleasure during learning process.

Coercive is The Strategy That Rarely Used by Micro Teaching Students

Coercive is a classroom management strategy in which the teacher handle the students by showing her/his anger. This strategy can frighten the students because the teacher humiliate the learners (Traynor, 2005). From the observation, there was only one participant who used this strategy to handle a naughty student. There were some acts that showed he used coercive to remind his student. The first, it happened when Participant A played a video
and then the naughty student amazed and made a little noise voice. Suddenly Participant A reminds the naughty student by walking closer to him and spoke in high voice while his hands were addressed to the students’ face.

Extract 4

Ian : “woaaa”
Participant A : “pay attention!”

(*minute : 2’ 58”, video recorded on Feb 3rd, 2016*)

From extract three, Ian as a naughty student made little bit noise when he saw the video about how to make chocolate. However participant A reminded him harshly. Furthermore, from the interview participant A explains confidently why he did this in his mini teaching.

Extract 5

Participant A : “In micro teaching class, Ian pretends to be a naughty boy. As a teacher I want to keep Ian’s attention toward the lesson. Since only remind him is not enough, I try to speak a little bit gruff toward him.” (*Interview, Feb 6th, 2016, my own translation*)

It was very clear the reason why Participant A used coercive to remind his student. He wanted to keep Ian’s concentration toward the lesson, so he needed to speak gruffly to remind Ian as a naughty student. Another example was in 5’ 13”. This situation happened when participant A gave a reward to a girl who could answer the question from the video. However, Ian as a naughty boy mocked her. While the whole class laugh at Ian’s utterance. The situation was picture out in the extract four below.

Extract 6

Participant A : “come forward and get the reward” (*speak to a girl who gets the reward*)
Ian : “You become more fat” (*to another student, a girl*)
Participant  : ”You have to be polite” *(video recorded on Feb 3rd,2016)*

Knowing this, Participant A walked closer to Ian again and said in angry. Through interview, Participant A stated that, he needed to warn Ian in high voice when he was misbehaving.

**Extract 7**

Participant A : “I expect that Christian becomes more respectful towards his friends. I ask him to talk nicely towards his friends. Because Christian pretend to be a naughty boy, so I use high voice to remain Christian. Well, he needs to be taught. I use this when he is misbehaving.”

That statement above revealed that Participant A actually willing to teach his student to be nice, however his way seemed frightened his students although it was done verbally. When participant A was angry with this naughty student, suddenly the naughty student bowed down her head and used his hand to close his face.

Yet, the used of coercive only happens in participant A. While A used coercive strategy very often, the others students not. When they were asked why, below were their reasons

**Extract 8**

Participant G : “ I am afraid if my students feel less motivated and lost their enthusiasm in learning process. “ *(interview, March 15, 2016)*

Participant B : “ I will not force my students because for me they have to be active in learning process. Moreover, not every student can be treated by humiliating” *(interview, March 15, 2016)*

From the result of the interview, participant G prevented to use coercive because of some reasons like students would less motivated and lost their enthusiasm. In addition participant B had a notion by applying coercive the students’ freedom to be active in learning
process would be limited and she said not every student could accept intimidation or humiliating. The explanations above actually show how the participants were afraid if coercive brought negative impact toward the learning process. This is in line with Lewis (2001) who stated that coercive can bring impact like create more students distraction from work and less responsibility.

Since classroom management includes how to manage the student’s behavior, from this part we can know how most of micro teaching students deal and treat with misbehavior students. This part had discussed that every micro teaching student has different point of view about coercive strategy which was used to handle the student misbehavior. The result, most of micro teaching students avert using coercive strategy to manage student’s misbehavior.

**Task-Based Oriented Is Not Used to Handling Students Misbehavior**

The findings from all observations showed that Task-Based Oriented was not used to prevent students who misbehave. Trynor (2005) defined, Task-Based oriented is a strategy in which the teacher gives more tasks toward the learners to avoid students misbehavior and noises. There were some reasons why micro teaching students did not practice this strategy to prevent student’s noises.

*Extract 9*

Participant F: “If I use task-based oriented to prevent students’ misbehavior or event to punish them, I am afraid they will consider me as strict teacher. It also would create such tension that make students feel burden if I give a lot of tasks. To handle students’ misbehavior I prefer remind them orally” *(Interview, March 12, 2016, my own translation)*

Participant A: “To handle students misbehave or noise I prefer remind them orally rather than giving them task, because for me it would not be efficient if I use task for reminding my students.” *(Interview, March 13, 2016, my own translation)*
Participant F revealed that she was afraid, she would be labeled by her students as a harsh teacher. She did not want to make the atmosphere of class became more frighten and discourage the students because of the tasks that given with an aim to punish or prevent students misbehavior. Again, as the holder of classroom management, a teacher supposes to be able to create a warm atmosphere in class which means not make the students feel burden.

Participant A stated using task-based would not be efficient to remind students who misbehave. By giving them a lot of task, it would time consuming since in micro teaching they had limited time. Related to classroom management, a teacher also needs to manage their time well in order all the goals of learning could be delivered well. Therefore, he leaned to use oral reminder which only consume plenty of time to remind his students because he thought it did work.

Related to oral reminder, to make sure the students would not do again their mistake, Yuan (2012) claimed, “Asking children to explain the reason for their behavior can lead them to be aware of their mistake and avoid children repeating the misbehavior.” (p.147). At least, if the teacher avoid to use task-based oriented to prevent student’s misbehavior, the oral warn which is combined by asking student’s explanation about their behavior can help the teacher to decrease noisy class environment.

CONCLUSION

This research has aim to know what classroom management strategy that used by micro teaching students in their mini teaching. The findings showed that the strategy which was dominant used by micro teaching students was laissez-faire. Laissez-faire became the main strategy that was applied in micro teaching students’ mini teaching rather than other strategies. Most of the participants tend to use this strategy by creating many interesting activities in their mini teaching. These activities had aim to engage students toward the lesson was being taught.
The other result shows that only one participant out of eight participants that used coercive strategy in his mini teaching. He did this many times with the reason only remind the naughty student was not enough, therefore he needed to use coercive which sounded intimidates or humiliates the student. While the other students avoided to use coercive because they were afraid if the students would less motivated and lost their enthusiasm, besides, the students’ freedom to be active in learning process would be limited and not all students could accept intimidation or humiliating.

Next, the following result show that task-based oriented was not used to handling student misbehavior. Some participants said that they were afraid of creating hardship class atmosphere upon the students when they got tasks. They did not want to be called as a strict teacher. In addition, using this strategy would be time consuming because in micro teaching they only had 15 minutes for mini teaching.

Based on the result, it will broaden the insight of classroom management strategy that implemented in micro teaching class. The next, probably this result can be considered to be implemented in the real class. At least, especially for micro teaching student readers they have a picture the situation through the result.

For pedagogical implication on the use of coercive, there is a suggestion from Marlow to handle disruptive behavior. Marlowe (2010) suggested, ”teachers can use simple cues and signals that remind students what they should be doing yet require minimal disruption to instruction” (p.128). Marlowe’s suggestion is good to be applied in the classroom. Probably the teacher can stop speaking for awhile when the students are making noises. Later on, they will recognize why the teacher is quiet, then they will realize that actually the teacher is giving them signals to pay attention toward the lesson.
The limitation of the study is because this study is done in particular context, micro teaching class, so the result cannot be generalized. Next, in micro teaching class the duration is limited, so it is rather difficult to explore more the strategy used by micro teaching students. Since the aim of this study is only want to know the strategy that used by micro teaching students, therefore there is no judgment bad or good for each strategy.

The last, for further research, it might be wise to do the research which has aim to evaluate the strategy that used by micro teaching students to deal with classroom management.
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