

**A COMPARATIVE ANALYSIS OF CLASSROOM MANAGEMENT (THE
CASE OF EXPERIENCED AND NOVICE ENGLISH TEACHERS)**

THESIS

Submitted as a Partial requirement for a Degree of Education (S.Pd) in teaching
English

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**ENGLISH EDUCATION STUDY PROGRAM
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THESIS RATIFICATION

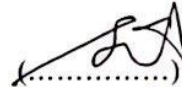
The thesis entitled "*A Comparative Analysis of Classroom Management (The Case of Experienced and Novice English Teachers)*" compiled by Tiara Juniati Putri Saini with student registration number 20126001, a student of English Education Study Program, Tarbiyah and Teacher Training Faculty, Manado State Institute of Islamic Studies. Has been examined and defended in the Munaqasyah session held on October 14th of 2024 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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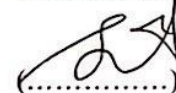
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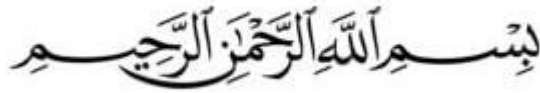
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Manado, 10th September 2024

The Researcher



Tiara Juniati Putri Saini

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ABSTRACT

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This study aimed to analyze the differences in components of classroom management between experienced and novice teachers in teaching English at MAN Model 1 Plus Keterampilan Manado. The researcher used a descriptive qualitative research approach. The researcher used research instruments in this study, namely observations and interviews. Respondents of this study consisted of 1 experienced teacher and 1 novice English teacher. The researcher used Sugiyono's theory to analyze data collection, presentation, and conclusions. The observations and interviews showed that experienced and novice teachers apply components of classroom management, especially those related to clear rules and routines. Experienced teacher focused more on active student involvement by using interactive methods such as games and quizzes and providing positive incentives, such as additional points, to increase student responsibility. Experienced teacher also tend to create a more conducive and calm classroom atmosphere, prioritizing preventing disciplinary problems through active supervision and providing educational sanctions to improve student understanding. Meanwhile, novice teacher are stricter in enforcing rules and take a more assertive approach, including physical punishment for lateness. Novice teacher also more often relate the subject matter to students' personal experiences, but the methods used are still limited in terms of interactive student involvement. The classroom atmosphere managed by novice teacher tends to be noisier and requires extra effort to maintain order.

Keywords: *Classroom Management, Experienced Teacher, Novice Teacher*

ABSTRAK

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Tujuan penelitian ini adalah untuk menganalisis perbedaan komponen-komponen dari manajemen kelas antara guru berpengalaman dan guru pemula dalam pengajaran Bahasa Inggris di MAN Model 1 Plus Keterampilan Manado. Peneliti menggunakan pendekatan penelitian kualitatif deskriptif. Dalam penelitian ini peneliti menggunakan instrument penelitian yaitu observasi dan wawancara. Responden dari penelitian ini terdiri dari 1 guru berpengalaman dan 1 guru pemula bahasa Inggris. Peneliti menggunakan teori dari Sugiyono untuk menganalisis data yang berisi pengumpulan data, penyajian data, dan kesimpulan. Berdasarkan hasil observasi dan wawancara menunjukkan bahwa guru berpengalaman dan guru pemula menerapkan komponen-komponen manajemen kelas, khususnya yang terkait dengan aturan dan rutinitas yang jelas. Guru berpengalaman lebih berfokus pada keterlibatan siswa secara aktif dengan menggunakan metode-metode interaktif seperti permainan dan kuis serta memberikan insentif positif, seperti poin tambahan, untuk meningkatkan tanggung jawab siswa. Guru berpengalaman juga cenderung menciptakan suasana kelas yang lebih kondusif dan tenang, mengutamakan pencegahan masalah disiplin melalui pengawasan aktif dan memberikan sanksi edukatif untuk meningkatkan pemahaman siswa. Sementara itu, guru pemula lebih ketat dalam menegakkan aturan dan mengambil pendekatan yang lebih tegas, termasuk hukuman fisik atas keterlambatan. Guru pemula juga lebih sering mengaitkan materi pelajaran dengan pengalaman pribadi siswa, tetapi metode yang digunakan masih terbatas dalam hal keterlibatan siswa secara interaktif. Suasana kelas yang dikelola oleh guru pemula cenderung lebih gaduh dan membutuhkan usaha ekstra untuk menjaga ketertiban.

Kata Kunci: *Manajemen Kelas, Guru Berpengalaman, Guru Pemula*

CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching is a process in which teachers and students engage to convey knowledge, skills, and values. Teaching entails more than merely imparting information; it also includes instruction, guiding, and management to promote student understanding and involvement. Teachers must adapt to their students' needs, foster a supportive environment, and facilitate meaningful learning experiences to obtain the best possible learning results.

Brown also said that teaching involves demonstrating or assisting someone in learning how to do something, giving instructions, guiding the study of a subject, providing knowledge, and enabling understanding. One of the essential skills teachers must possess in the teaching and learning process is the ability to manage the classroom.¹ Among their various roles, teachers have the most crucial role of manager. Teachers need to manage classes effectively and create an environment that allows students to learn and achieve desired outcomes. Without proper classroom management, the teaching and learning process cannot be effective.²

Harmer stated that classroom management, the capability to control and inspire a class, is one of the fundamental skills of teaching. Teachers find their work much easier when students believe that the teachers are genuinely interested in them and available for them.³ James also suggests that classroom management aims to provide students with more learning opportunities by organizing students, space, time, and materials to facilitate learning.⁴

¹ Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th Ed.). New York: Longman

² Robert J. Marzano (2020), *Classroom management that works: research-based strategies for every teacher*(Virginia USA: Association for Supervision and Curriculum Development).

³ Harmer, J. (2014). *The practice of English language teaching*. England: Pearson/Longman.

⁴ James levin and James F nolan. (2019). *Principle of Classroom Management: A Professional Decision Making Modul*. Boston: Allyn & Bacon.p.90

Classroom management is essential in teaching and learning, especially in English class. An effective teacher must not only master the material but also be able to create a supportive learning environment and manage the classroom well. Classroom management can increase student engagement, reduce distractions, and support academic achievement. The hadith from Abu Hurairah, which says that a person's deeds are cut off except for three things, including helpful knowledge, emphasizes the importance of knowledge that continues to provide benefits after a person dies. The hadith is relevant in this study as it highlights the importance of knowledge transfer from experienced to novice teachers. Moreover, this study aims to improve teaching practices and contribute to disseminating helpful knowledge, which aligns with the principle of the hadith.

This concept is expressed in a hadith found in Ṣaḥīḥ Muslim. The Prophet said:

يَذْعُو صَالِحٌ وَلَدٍ أَوْ ، بِهِ يُنْتَفَعُ عِلْمٌ أَوْ ، جَارِيَةٌ صَنَقَةٍ مِنْ إِلَّا : ثَلَاثَةٌ مِنْ إِلَّا عَمَلُهُ عَنْهُ نَقَطَ الْإِنْسَانُ مَاتَ إِذَا لَهُ

Translation: "From Abu Hurairah, indeed the Messenger of Allah Sallallahu `alaihi wasallam has said, "If a son of Adam (human) has died, then his deeds will be cut off from him except from three deeds, namely almsgiving, knowledge useful and pious children who pray for it."(HR. Muslim no. 1631)".⁵

Al-Jaza'iri believes that Prophet Muhammad (SAW) receives eternal rewards because he has left behind righteous deeds and exemplary behavior. Anyone who performs good deeds will earn rewards for those actions and gain additional rewards from others who follow their example until the Day of Judgment.⁶

The hadith mentioned above explains that a great reward is given to teachers who practice their knowledge through teaching. As the verse describes, Allah grants continuous and unending rewards to Prophet Muhammad (SAW). We can imagine

⁵ Abū Hasan Muslim, Ṣaḥīḥ Muslim, 446.

⁶ Al-Jaza'iri, Abi Bakar Jabir, Aisarū at-Tafasir Jilid V, (Madinah : al-Ulum Wa al-Hikam), hal. 406 Konsep Kompetensi Guru Perspektif Al-Qur'an 26.

the numerous people who the Prophet taught, and this legacy continues. Thus, anyone who teaches goodness will receive rewards for their actions, as well as for the actions of those they teach, until the Day of Judgment, without diminishing the rewards of the learners.

Mulyasa stated that classroom management is the teacher's skill in creating a conducive learning atmosphere and controlling it when there is a disruption in learning.⁷ Syaiful also argues that classroom management involves the teacher's skills to create and maintain optimal learning conditions and restore them when disturbances occur in the educational interaction process. In other words, it includes efforts to develop and maintain optimal conditions for educational interactions to occur.⁸ Overall, classroom management is concerned with monitoring student behavior and creating a learning atmosphere that supports active and interactive engagement. Teachers need to understand classroom dynamics well, carefully plan, and be responsive to students' needs and interactions so that the learning process can run effectively.

Classroom management is a challenge faced by both novice and experienced teachers. It is a topic frequently addressed by professional writers and instructors. A study by the Oregon Department of Education supports this, revealing that novice teachers consider classroom management issues their greatest challenge.⁹ In many cases, the biggest problem for novice teachers is “organizing strategies,” which include planning, lesson design, time use, pre-work, and classroom management. Unlike more experienced teachers, novice teachers face more difficulties in dealing with classroom management issues. However, it is not only novice teachers who face this problem; experienced teachers also experience challenges in classroom management. A study conducted with English teachers in public and private university preparatory schools in Turkey and Ihwana showed that “discipline problems” were the main challenge. Teachers who worked less than five years were

⁷ Mulyasa (2006). *Becoming a Professional Teacher*. Bandung: PT. Remaja Rosdakrria Offset.

⁸ Syaiful Bahfri Djamah (2000). *Teachers and Students in Educational Interaction*, Jakarta: Rineka Cipta h. 145.

⁹ Vern Jones & Louise Jones. *Op.Cit*, P.12.

categorized as novices, while those who worked five years or more were considered experienced. The difference between novice and experienced teachers is mainly seen in two areas related to classroom management: the way teachers maintain order in the classroom and their attitude toward students facing learning difficulties.¹⁰

Many researchers have concluded that teacher education programs need to be improved, and special training programs for novice teachers need to be established. Yilmaz also states that classroom management is a significant concern for both novice and experienced teachers. A meta-analysis of classroom research over the past 50 years identified classroom management as the most important factor affecting student learning, even more so than students' aptitude. Furthermore, classroom management is the most challenging aspect of teaching for many teachers, and difficulties in this area cause many teachers to quit teaching.¹¹

From the research conducted by several researchers, there is a significant gap related to the comparative analysis between experienced and novice teachers in various educational environments. Although previous researchers have discussed classroom management in certain contexts, they have not explored how the level of teaching experience affects classroom management practices and compared the components applied between experienced and novice teachers. Therefore, this study discusses this gap by comparing classroom management strategies between experienced and novice English teachers at MAN Model 1 Plus Keterampilan Manado. This is important to study further, because it has not been discussed much in previous studies.

The researcher conducted initial observations On May 15, 2024, at around 14.00 WITA, the researcher observed two English teachers at MAN Model 1 Plus Keterampilan Manado. The first teacher has twenty years of teaching experience, while the second is a novice teacher with three years of teaching experience.¹²

¹⁰ Ihwana Andi (2019). The Comparison Between Novice and Experienced Teachers Toward Teachers' Competence. *University of Makassar*.

¹¹ Yilmas, Elif. (2021). "The relationship between novice and experienced teachers' self-efficacy for classroom management and students' perceptions of their teachers' classrooms management". Teaching English as a Foreign Language. Bilkent University. Ankara.

¹² Researcher Conducted Preliminary Studies to Experienced and Novice Teachers, MAN Model 1 Plus Keterampilan Manado, 15 May 2024, At 2 PM.

Based on the research explanation, the researcher is interested in comparing classroom management between experienced and novice English teachers to discover the components of classroom management applied by both teachers in English classes at MAN Model 1 Plus Keterampilan Manado. Therefore, the research was titled “*A Comparative Analysis of Classroom Management (The Case of Experienced and Novice English Teachers)*.”

B. Research Question

What are the differences between experienced and novice teachers in classroom management at MAN Model 1 Plus Keterampilan Manado?

C. Research objective

This study analysed classroom management between experienced and novice ELT teachers at MAN Model 1 Plus Keterampilan Manado.

D. Limitation of the Research

This study's limitation is that it focuses on the differences in classroom management components between experienced and novice English teachers at MAN Model 1 Plus Keterampilan Manado, Proposed by Marzano's theory.

E. Significance of the Research

This research is expected to be beneficial for various parties, both theoretically and practically:

1. Theoretically Significance

The findings of this study provide valuable insights for further research on the components of classroom management between experienced and novice teachers in teaching English. This information can be used as a reference for further research

to explore similar topics, thus helping to improve effective teaching practices in English classrooms.

2. Practically Significance

a. For the students

This study aims to better understand how effective classroom management can create a comfortable and focused learning environment for students. Thus, students will be more motivated, active in learning, and able to improve their learning outcomes. This study also helps create strategies that support students in achieving their maximum academic potential.

b. For the teachers

This research can help teachers implement better classroom management strategies by learning methods from experienced teachers, thereby increasing teaching effectiveness. It also allows teachers to face challenges in the classroom with more confidence and professionalism.

c. For Researchers

This study aims to provide new insights for another researcher regarding the role of classroom management in teaching English. These findings can be used as a reference for further research, especially in examining more effective teaching strategies. In addition, this study also opens up opportunities for developing more innovative and in-depth methods to improve the quality of education.

F. Definition of Key Terms

1. Comparative Analysis

Comparative analysis systematically compares and contrasts items, datasets, or methods to identify similarities and differences. This involves thoroughly

examining two or more entities to pinpoint their similarities and differences, which can be applied in various fields such as business, education, and social sciences.¹³

2. Classroom Management

Classroom management is an approach that emphasizes the importance of building positive relationships between teachers and students. It argues that effective classroom management requires clear and consistent communication and efforts to build trust with students. When students feel valued and involved, they are more likely to exhibit positive behaviors and actively participate in learning.¹⁴

3. Experienced and Novice teachers

Experienced teachers are those with more than five years of teaching experience. These teachers not only have a deeper understanding of the learning process but also engage in continuous professional development to improve the quality of teaching. Meanwhile, novice teachers with less than five years of experience often face challenges managing classes and designing effective teaching strategies. They are also emphasized as lacking tacit knowledge gained through practical experience, so they need support and guidance from experienced teachers to accelerate their professional development.¹⁵

The researcher concluded that the comparative analysis of classroom management and the differences between experienced and novice teachers confirmed the importance of effective classroom management in creating a positive learning environment. Classroom management is not only about maintaining order but also building relationships and trust between teachers and students to encourage engagement and positive behavior. The findings showed that experienced teachers are better able to create a supportive environment due to their in-depth

¹³ Firmansyah Rizki (2020). Journal of Comparative Study of Religions, garuda.kemdikbud.go.id Accessed May 21, 2024.

¹⁴ Gordon, T. (2003). *Teacher Effectiveness Training: The Program Proven to Help Teachers Bring Out the Best in Students of All Ages*. Three Rivers Press.

¹⁵ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman.

understanding and ongoing professional development. In contrast, novice teachers often face challenges due to their lack of experience.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Classroom Management

1. Definition of Classroom Management

Classroom management involves delivering appropriate and practical instructions to students. Teachers guide students to complete tasks and demonstrate positive classroom behavior. Effective teaching is the strategic use of instructional practices that significantly increase the likelihood of student success. Good teachers consistently use methods that make it possible to achieve the desired results, creating a cycle where effective teaching leads to student success, which in turn drives further achievement. This process begins with teachers designing their teaching to ensure student success.¹⁶

Harmer stated that controlling and inspiring a class is a fundamental teaching skill. Teachers are more effective when students feel that the teacher is genuinely interested in and available to them. Effective classroom management is essential for a teacher's success, involving coordinated efforts to conduct learning activities and achieve educational goals. Frequent disciplinary issues can significantly impact the effectiveness of teaching and learning. Therefore, maintaining discipline is crucial to a teacher's classroom management responsibilities.¹⁷

Furthermore, Classroom management is essential in all teaching and learning processes, including English instruction. It provides crucial support for effective English teaching and learning. Teachers must focus on the classroom environment, ensuring it is well-maintained and conducive to learning. Managing a classroom involves not only maintaining order but also preserving

¹⁶ Edward J. Sabornie and Dorothy L (2022). *Espelage, Handbook of Classroom Management*, 3rd ed.

¹⁷ Harmer, J. (2014). *The practice of English language teaching*. England: Pearson/Longman.

the overall condition of the learning space.¹⁸ Rohani also argued that classroom management aims to create an environment that supports the optimal development of student abilities, overcomes obstacles in teaching and learning interactions, provides facilities that support the learning process, and nurtures students while considering social, economic, and cultural backgrounds and individual characteristics.¹⁹

According to Katharina, Classroom management seeks to provide students with numerous opportunities to learn by effectively organizing students, space, time, and materials. This organization assists kids in realizing their full potential and developing healthy behavior patterns. Teachers must use excellent management skills to deal with unforeseen events and student behavior. Effective classroom management and fostering a positive classroom environment are crucial objectives for all teachers.²⁰

Sudarwan stated that classroom management involves planning, implementing, and evaluating educational activities, either alone or in collaboration with colleagues or students, to enhance the learning process. Planning encompasses lesson planning and its associated components. Implementation refers to the execution of the teaching and learning process, while evaluation includes two types: process evaluation and assessment of learning outcomes.²¹

Overall, classroom management is a deliberate effort to organize the learning process in a structured way. This includes preparing for learning, providing equipment and teaching materials, organizing learning spaces, creating conditions that support the learning process, and scheduling time to

¹⁸ Suprobawati Dyah, et.,all (2022). The Classroom Management Applied BT English Teachers: a Case Study at a Vocational School in Gowa. Universitas Negeri Makassar.

¹⁹ Rohani (2004). Classroom Management: Theory and Practice.

²⁰ Katharina Sieberer-Nagler (2019). Effective Classroom-Management & Positive Teaching. *Canadian Center of Science and Education*, Accessed June 6, 2024.

²¹ Sudarwan Danim (2002). Educational Innovation in Efforts to Improve the Professionalism of Education Personnel (Bandung: Pustaka Setia), p. 167.

ensure the teaching and learning process can take place effectively and achieve curriculum goals.²²

Based on the above definition, effective classroom management is essential for successful teaching and learning, which involves strategic delivery of instruction and the formation of positive classroom behavior. This encourages creating a conducive learning environment where teachers guide students to complete tasks and demonstrate appropriate behavior, ultimately increasing student success. Its main components include planning, implementing, and evaluating educational activities, which ensure the arrangement of students, space, time, and materials. By creating a well-maintained classroom environment and focusing on developing optimal student abilities, effective classroom management supports the learning process and helps overcome challenges in teaching interactions.

2. Purpose of Classroom Management

Suharsimi Arikunto stated that classroom management aims to ensure that each student can learn in an orderly manner so that learning objectives are achieved effectively and efficiently. A class is considered orderly if:

- a. Each student continues to work actively without stopping; that is, no students need clarification about the tasks that must be done or are unable to complete the assigned tasks.
- b. Each student works without wasting time, trying to complete the task as quickly as possible. If there are students who know and can carry out the task but work slowly and without enthusiasm, the class is considered disorderly.²³

²² Salman Rusydie (2011). Principles of Management, (Jogjakarta: Diva Press), p. 26.

²³ Arikunto, Suharsimi. Class and Student Managemen. Jakarta: Rajawali. p.68.

3. Components of Classroom Management

According to Marzano, classroom management comprises five key components, identifying important components that can help improve teaching effectiveness. Here are some of the components explained:

a. Physical Design of the Classroom

The physical design involves the classroom layout, including the arrangement of students' desks, the placement of the teacher's desk, the location of learning centers and materials, and the positioning of frequently used items like pencil sharpeners.

b. Rules and Routines

Teachers establish class rules and routines, such as procedures for handing back papers and taking attendance, to ensure that class activities proceed smoothly with minimal disruptions and loss of time.

c. Engaging and Motivating Instruction

Effective managers create instruction that engages learners and carefully plan their lessons to ensure that each learning activity is well-organized and runs smoothly.

d. Discipline

Discipline involves teachers focusing on preventing and responding to students' misbehavior. It does not solely mean punishment or actions taken after misbehavior but also includes proactive measures to prevent misbehavior.²⁴

B. Experienced Teachers

1. Definition of Experienced Teachers

H. Douglas Brown explains that teachers with over five years of teaching experience are generally considered experienced. This amount of time in the

²⁴Marzano, R.J. (2019). *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Alexandria, Virginia: Amerika Serikat. (Association for Supervision and Curriculum Development: P.13).

profession signifies substantial professional growth. Teachers in this group have moved beyond the initial and intermediate stages of their careers, gaining a stronger grasp of the learning process and classroom management, which enables them to develop more effective teaching methods and strategies, ultimately enhancing the quality of education.²⁵

Ingersoll explained that experienced teachers possess a stronger grasp of the curriculum and teaching methods. Over the years, they have cultivated effective classroom management skills, enabling them to handle challenges more effectively. With their extensive knowledge and refined abilities, experienced teachers are able to establish a conducive learning atmosphere that enhances students' academic success.²⁶

According to Berliner, a key trait of experienced teachers is their ability to identify student behavior patterns and deeply understand the learning process. Through years of teaching, they acquire tacit knowledge that enables them to respond intuitively to classroom situations. This expertise helps them create a supportive learning environment, adjust to students' needs, and manage classroom dynamics more efficiently.²⁷

Furthermore, Tsui explained that experienced teachers can make quick and accurate decisions in complex learning situations. Their classroom experience equips them to handle various challenges, adapt to student needs, and offer suitable interventions. This decision-making skill is developed through continuous practice and reflection on past experiences, making them more effective in their teaching roles.²⁸

On the other hand, According to Darling-Hammond, experienced teachers have a broader set of teaching skills and more effective strategies than novice teachers.

²⁵ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman.

²⁶ Ingersoll, R. M. (2019). *The Status of Teaching in the U.S. Teacher Workforce*. University of Pennsylvania.

²⁷ Berliner, D. C. (2020). Expert Teachers: Their Characteristics, Development, and Accomplishments. In *International Encyclopedia of Education*.

²⁸ Tsui, A. B. M. (2022). *Understanding Expertise in Teaching. Professional Development in Education/ 29(1)*, 13-30.

They excel at building strong relationships with students, essential for boosting student motivation and engagement in learning. With their well-honed interpersonal skills, experienced teachers are better equipped to meet the diverse needs of students, creating an inclusive and supportive classroom environment.²⁹

Sparks and Hirsh then stated that teachers with over five years of experience gain the ability to critically reflect on their teaching practices. This experience enables them to assess and refine their methods, making adjustments to enhance their teaching effectiveness. This reflective approach is essential for continuous professional growth, resulting in more innovative and adaptive teaching strategies that better address students' needs.³⁰

Katz further outlines the stages of teacher development, indicating that experienced teachers have progressed beyond the early and intermediate stages to reach a more advanced level. At this stage, they can more effectively integrate theory with practice and implement more sophisticated teaching strategies tailored to the classroom context. This implies that teaching experience significantly affects teachers' professional growth and capacity to deliver quality education.³¹

Finally, Lave and Wenger highlighted that experienced teachers engage actively in learning communities, allowing them to share knowledge and skills with their peers. Participation in these communities helps teachers expand their perspectives, gain support for their professional growth, and enhance their teaching practices. The shared experiences from these communities enrich individual teachers' abilities and elevate the overall quality of teaching in the classroom.³²

All the theories above showed that teachers with more than five years of experience have a deeper understanding of classroom management and the learning process and can create a positive learning environment. They can respond

²⁹ Darling-Hammond, L. (2020). Teacher Quality and Student Achievement: A Review of State Policy Evidence. Education Policy Analysis Archives, 8(1).

³⁰ Sparks, D., & Hirsh, S. (2000). A New Vision for Staff Development. Educational Leadership, 57(8), 22-27.

³¹ Katz, L. G. (2019). Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth through Age 8. National Association for the Education of Young Children.

³² Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press.

intuitively to student behavior and make quick decisions in complex situations. In addition, experienced teachers can build strong relationships with students, which is important for motivation and engagement. Reflective practice also plays an important role in continuous growth, while involvement in a learning community enriches their skills. Overall, experience is essential to improving the quality of teaching and meeting students' needs.

C. Novice Teachers

1. Definition of Novice Teachers

According to Brown, novice teachers have less than five years of teaching experience. They are frequently in the early stages of their professions, still honing their talents and knowledge. Novice teachers may need help to negotiate the complexities of their jobs, such as managing a classroom, developing lesson plans, and dealing with student behavior issues. They may also lack the necessary knowledge and confidence to communicate effectively with parents and officials. Novice teachers have less than five years of teaching experience. Experienced instructors are frequently employed as primary data sources in research on rookie teachers because they have previously faced the problems of their early teaching years and can provide insights into the types of work-related knowledge that novice teachers might benefit from.³³

Novice teachers may not feel the need to seek out and learn from work-related material until they are fully engaged in their school environments. Experienced instructors, on the other hand, can look back on their early years as new teachers and provide insight into the types of knowledge that influenced their development. Novice teachers frequently struggle to process through all of the new material they encounter early in their careers, and they may experience disconnects between their prior knowledge and the pressing issues of their work environment. Experienced instructors prioritize long-term

³³Shameka J. Brown, a Phenomenological Study on Novice Teachers' Perceptions of Instruc Perception of Instructional Coaching Suppor Ching Support, (Lakeland, Southeastern University, 2021).

professional responsibilities, but rookie teachers prioritize short-term survival in the workplace.³⁴

Additionally Oliver explains, the first three to five years not only determine whether a teacher will continue teaching, but also influence the type of teacher they will become. The first year, in particular, is the most crucial period for a teacher's development, where a beginning teacher's first teaching experience will “imprint” in ways that influence their expectations and subsequent teaching. Many researchers have found that the most important factor affecting teacher retention is the quality of their first full-time teaching experience. To successfully “survive” the first year of teaching, beginning teachers often need help.³⁵

Veenman also explained that novice teachers often face challenges in classroom management due to a lack of experience and skills. Many new teachers feel unprepared to handle diverse student behaviors and unexpected situations, leading to low self-confidence and emotional stress. Without managerial skills, they struggle to set rules, manage time, and keep students focused, creating a chaotic learning environment. Support from peers and mentors is essential to help them overcome these challenges and develop the skills necessary to manage a classroom effectively.³⁶

Based on the definition above, the researcher can conclude that novice teachers with less than five years of teaching experience often need help in classroom management and lesson planning. Early teaching experiences significantly affect the future sustainability of their careers and teaching methods. Despite this, many novice teachers still struggle to deliver effective teaching because much time is wasted on maintaining order in the classroom.

³⁴Sarah Schneider Kavanagh, at.all, *Practicing Responsiveness: Using Approximations of Teaching to Develop Teachers' Responsiveness to Students' Ideas*, (America: American Association of Colleges for Teacher Education, 2019).

³⁵ Oliver, Julie. (2020). “A Comparison of the Perceptions between Novice and Experienced teacher about the Teaching Profession and Middle Schools in Sevier County, Tennessee”. School of Graduate Studies. East Tennessee State University.

³⁶ Veenman, S. (2007). "Perceived Problems of Beginning Teachers." *Review of Educational Research*, 54(2), p. 143-178.

Based on the definitions of experienced and novice teachers given above, the following table presents a clear comparison between experienced and novice teachers:

Tabel 2.1 The Differences Between Experienced and Novice Teachers

No	Experienced	Novice
1.	Experienced teachers have more than 5 years of teaching experience, which signifies professional growth.	Novice teachers have less than 5 years of teaching experience and are still developing skills.
2.	Possesses practical classroom management skills, handling challenges more efficiently.	Novice teachers struggle with managing the classroom and dealing with student behavior.
3.	Experienced teachers have a stronger grasp of the curriculum and teaching methods, which I refine over time.	Novice teachers learn how to develop lesson plans and teaching methods effectively.
4.	Experienced teachers can make quick and accurate decisions based on experience and intuition.	Novice teachers lack confidence in making fast, accurate decisions in complex situations.
5.	Experienced teachers focused on creating a conducive, calm learning atmosphere and building strong student relationships.	Often, novice teachers face noisier classroom environments, requiring more effort to maintain order.

D. Previous Studies

Five previous studies have been researching teachers' pedagogical competence and classroom management:

Tabel 2.2 Previous Studies

No	Research Identify	Similarities	Differences	Research Originally
1.	Nuriatul Hikmah.	The research focused on	Research uses a qualitative	This research focused on

No	Research Identify	Similarities	Differences	Research Originally
	Teacher's Efforts in Creating Effective Classroom Management in English Language Teaching at SMP Al-Azhar Citangkolo. ³⁷	describing teachers' efforts in creating effective classroom management.	approach in data collection and analysis. Research objects involve English teachers and students as research subjects.	comparing experienced and novice ELT teachers, especially in terms of classroom management in MAN Model 1 Plus Keterampilan Manado.
2.	Sefty Mei Rezky. An Analysis of Classroom Management of English Teaching Process in the Large Class At the second grade of Junior High School Islamic boarding School	The research uses qualitative methods with data collection techniques through observation, interviews, and documentation.	The study aims to explore how an English teacher manages a large class in the second grade of a Junior High school-based Islamic Boarding School, Pancasila Bengkulu, focusing on specific classroom management strategies.	

³⁷ Nuriatul Hikmah (2021). Teacher's Efforts in Creating Effective Classroom Management in English Language Teaching at SMP Al-Azhar Citangkolo. Accessed on July 25, 2024.

No	Research Identify	Similarities	Differences	Research Originally
	Pancasila Bengkulu. ³⁸			
3.	Defi Kholilah. Classroom Management Conducted by an English Teacher for the Seventh Grade Students of MTSN II Surakarta in the Academic Year 2019/2020. ³⁹	Address issues related to classroom management, such as rules and routines, teacher-student relationships, learning strategies, and discipline.	The research aims to describe and explain classroom management practices and problems faced by seventh-grade English teachers in a particular school.	
4.	Sindhi Nurfadila. The Classroom Management In Intensive Course at IAIN Kediri. ⁴⁰	The study centers on classroom management in the context of English	The study specifically focuses on classroom management in the context of intensive courses at IAIN Kediri. Its focus is	

³⁸ Sefty Mei Rezky (2022). An Analysis of Classroom Management of English Teaching Process in the Large Class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu. Accessed on June 27, 2024.

³⁹ Defi Kholilah (2020). Classroom Management Conducted by English Teacher at the Seventh Grade Students of MTSN II Surakarta in Academic Year 2019/2020. Accessed on July 25, 2024.

⁴⁰ Sindhi Nurfadila (2023). The Classroom Management in Intensive Course at IAIN Kediri. Accessed on July 25, 2024.

No	Research Identify	Similarities	Differences	Research Originally
		language teaching (ELT).	more limited to the specific conditions and challenges instructors face in these classes.	
5.	Tiara Suci Pratiwi. An Analysis of Teacher Classroom Management in Teaching English at SMK Negeri 3 TanjungPinang ⁴¹	This research was qualitative method.	This research explores how English teachers at SMK Negeri 3 Tanjungpinang implement Classroom Management.	

The first study was by Nuriatul Hikmah, titled "Classroom Management, Effective Classroom Management, English Teaching, Teacher's Effort," and aimed to explore the dynamics of classroom management in English language teaching. Situated in Langensari District, Banjar Regency, West Java Province, SMP Al-Azhar Citangkolo operates within the environment of the Al-Azhar Citangkolo Foundation, fostering a conducive learning atmosphere with aspirations for competitive educational standards. This descriptive qualitative research focused on the efforts of teachers in establishing effective classroom management, identifying associated challenges, and analyzing its effectiveness. The subjects comprised an English teacher and students from the VIIth grade (VIIP class) of SMP Al-Azhar

⁴¹ Tiara Suci Pratiwi (2023). An Analysis of Teacher Classroom Management in Teaching English at SMK Negeri 3 TanjungPinang. Accessed on June 27, 2024.

Citangkolo. Data collection methods included triangulation through observation, interviews, and documentation. Observations provided insights into classroom activities and management practices, while interviews with students and the English teacher elucidated the efforts and challenges encountered. Data analysis involved processes of data reduction, presentation, and verification. The findings revealed that effective classroom management at SMP Al-Azhar Citangkolo encompassed five key components: physical classroom layout with orderly rows and separate tables, the establishment of rules and routines, cultivation of positive teacher-student relationships, implementation of engaging and motivating instructional strategies and maintaining discipline through appropriate measures such as corrective actions and educational consequences.

The second study was by Sefty Mei Rezki, she did a study titled “An Analysis of Classroom Management Of English Teaching Process in the Large Class At the Second Grade of Junior High School based Islamic boarding School Pancasila Bengkulu.” The study aims to describe and analyze how an English teacher manages large classes in second grade at the Pancasila Islamic Boarding School Middle School, Bengkulu City, The study used a descriptive qualitative method involving grade 2 students at the Pancasila Islamic Boarding School Middle School, Bengkulu City. The instruments used include observation schedules, interview guides, and documents for data collection. The research results identified five aspects of extensive class management in the learning process, including the role of the teacher, grouping students, providing feedback, the physical environment of the class, and the teacher's physical movements. The difference lies in the focus, while the similarity is using a qualitative approach and emphasizing the importance of teacher competence in an effective learning process.

“Classroom Management conducted by English Teacher at the Seventh-grade students of MTSN II Surakarta in Academic Year 2019/2020” By Defi Kholilah, This study aims to describe and explain the classroom management practices carried out by English teachers at MTs N II Surakarta in that academic year, The method used was descriptive qualitative research using observation and interview as data collection techniques. The research subjects were English teachers

who taught in class VII. Observation was conducted to observe the teaching and learning process related to classroom management. Interviews were used to gather information from English teachers to find out the problems faced in classroom management. After the data was collected, the researcher analyzed the data qualitatively. The results of this study show that classroom management carried out by English teachers is divided into five aspects: the physical design of the classroom with organized and separate desks, rules and routines, relationships between individuals, exciting and motivating instructions, and discipline.

Furthermore, Sindhi Nurfadila. Wrote a thesis titled “The Classroom Management In Intensive Course At IAIN Kediri.” This research uses a descriptive qualitative approach. The instruments used were observation and interviews, and observations were conducted to directly understand learning activities in intensive classes at IAIN Kediri. At the same time, interviews were conducted to find out the problems faced by instructors and the strategies they applied in class learning activities. The results showed that the instructors used the facilities provided by the campus for learning activities. Some of the problems encountered by the instructors during the learning process include the condition of the lecture room adjacent to the main road, making it noisy, some students who do not listen to instructions, the condition of the chairs that are not organized, and some students who cheat during exams. To overcome these problems, instructors implement rules and routines by discussing with students, building good relationships with students to create a comfortable classroom atmosphere, imposing disciplinary measures to provide a deterrent effect so that students do not repeat the same mistakes, and rearranging seating in the classroom depending on the needs of learning intensity.

The last is written by Tiara Suci Pratiwi, “An analysis of teacher classroom management in teaching English at SMK Negeri 3 TanjungPinang” The research aims to explore how English teachers implement Classroom Management at SMK Negeri 3 Tanjungpinang, the research method was qualitative, and data was collected using observation and audio recording. The data was analyzed by utilizing the five components of Classroom Management, namely: 1) Physical Design of the Classroom, 2) Rules and Routines, 3) Interpersonal Relationships, 4) Engaging and

Motivating Instruction, and 5) Discipline. The results showed that teachers could effectively manage the classroom and deliver the material.

The novelty of this research lies in several essential aspects that distinguish it from previous studies. First, this study is one of the first to examine classroom management at MAN Model 1 Plus Keterampilan Manado using Marzano's theory. Although this school has been the object of previous research, an in depth focused on classroom management, especially one based on Marzano's theory, has not been widely explored, thus providing a new perspective on classroom management practices in the school. Secondly, this study highlights the differences between experienced and novice teachers in English classroom management, drawing on Marzano's emphasis on clear rules and disciplinary interventions to compare the classroom management components implemented by each group of teachers. Third, this study used a descriptive qualitative approach with data collection through observation and interviews. The results of this study are expected to provide a valuable contribution to improving the effectiveness of classroom management, especially for English teachers at MAN Model 1 Plus Keterampilan Manado, which aligns with Marzano's theory on the components of classroom management. This research can also be a reference for developing future teaching strategies.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative research is a process of inquiry aimed at understanding social or human issues through distinct methodological traditions. This approach allows researchers to construct a comprehensive and holistic view, analyzing text and reporting detailed insights while conducting studies in natural settings.⁴² Descriptive qualitative research describes and interprets phenomena, focusing on their characteristics, relationships, and changes within a particular context. This study employs a descriptive qualitative method to analyze the differences in classroom management components between experienced and novice English teachers.

B. Research Setting

This research was conducted from 6 August 2024 to 4 September 2024 at MAN Model 1 Plus Keterampilan Manado for the academic year 2023/2024. The school is at Hasanuddin Street No. 14, Islam Village, Tuminting District, Manado City, North Sulawesi.

C. Research Participant

The participants in this research were one experienced teacher and one novice teacher, at MAN Model 1 Plus Keterampilan Manado.

⁴² Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Sage Publications.

D. Data and Source of Data

1. Primary data Sources

According to Sugiyono, primary data is a data source that provides direct information to data collectors.⁴³ The researcher gathered primary data through observation checklists and interviews.

2. Secondary Data Sources

According to Sugiyono, secondary data is not directly provided to data collectors but is obtained through other sources, such as individuals or documents.⁴⁴ Secondary data sources include books, theses, and journals related to this research.

E. Research Instruments

Research instruments are tools used by researcher to measure research data. In this study, the researcher used qualitative instruments, including observations checklists and interviews.

F. Data Collecting Technique

1. Observation Checklist

According to Sugiyono, the observation method is a technique for collecting data by monitoring current activities. Through this approach, researchers watch subjects' behavior and the activities involving these subjects.⁴⁵ The researcher used an observation checklist to observe components of classroom management between experienced and novice teachers in English

⁴³ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, h. 137.

⁴⁴ Sugiyono. (2016). Metode Penelitian Kuantitatif Kualitatif dan Kombinasi, (Mixed methods) Bandung: Alfabeta.

⁴⁵ Sugiyono (2016). Metode Penelitian Kuantitatif Kualitatif Dan R&D (Bandung: CV Alvabeta).

classes. The checklist included 19 points adopted from Andi Ihwana's thesis, "The Comparison Between Novice and Experienced Teachers Toward Teacher's Competence." The checklist was designed to identify classroom management using a "Yes" or "No" format.

2. Interview

According to Dursun, the interview is a commonly utilized data collection method in qualitative research. It seeks to uncover individuals' experiences and their interpretations of these experiences. The interview involves the researcher posing various questions to the participant to gather information on a specific topic.⁴⁶ The researcher used interviews as an additional method to gain deeper insight into classroom management. Through these interviews, the researcher aimed to determine the differences in components of classroom management practices between experienced and novice teachers. In addition, The semi-structured interviews consisted of 10 questions designed to gather in-depth information. To conduct the interviews, the researcher adopted an interview sheet from Ramlah's thesis entitled "*Analysis of Teachers' Pedagogical Competence in Teaching Reading Comprehension to Second Grade Students of SMPN 2 Pinrang.*"

G. Technique of Data Analysis

In data analysis, the researcher used the flow model created by Sugiyono, which consisted of three main stages: data reduction, data display, and data verification.

⁴⁶ Dursun, B., (2023). A Qualitative Research Technique: Interview. *Journal of Interdisciplinary Educational Research*, 7(14), 100-113, DOI: 10.57135/jier.1245193.

1. Data Reduction

Data reduction is the initial phase of data analysis. It involves condensing the data, selecting key elements, prioritizing essential information, and identifying recurring themes. This process ensures that the reduced data provides a more precise overview, facilitating the collection of subsequent data for the researcher.⁴⁷ At this stage, the researcher reduces the data from the observation results, and then after that, the researcher combines and supports with interview data to explain it in detail. The researcher selected by classifying and eliminating irrelevant information. The researcher then proceeds to display the data that has been collected. This process involves organizing the information in a more structured and easily understood form in the form of tables. In this way, the researcher provides a clear picture of the findings obtained from the observations and interviews.

a. Data Display

Following the reduction of data, the subsequent step involves displaying the data. Data display consists of organizing information in a manner that allows for drawing conclusions and taking action. Through data display, information is structured and presented systematically, facilitating comprehension. In qualitative research, data display methods may include brief descriptions, outlines, and flowcharts.⁴⁸ After simplifying the data, the next step is to present it. The researcher recites it as an observation checklist and explains it. The observation was made to inform that novice and experienced teachers have different activities in classroom management. At this stage, the researcher also supported them with interview results, which explained that novice teacher often relate subject matter to students'

⁴⁷ Sugiyono (2008). *Memahami Penelitian Kualitatif*, (Bandung: ALFABETA), 4th ed, p.92

⁴⁸ Sugiyono, *Memahami Penelitian Kualitatif*, p. 95

personal experiences but engage students less interactively than experienced teacher.

b. Conclusions Drawing/verification

Following the data display, the subsequent step involves drawing conclusions or verifying the findings. Verification is the process of ensuring that the conclusions adequately address the research questions and objectives. Initially, the conclusions drawn are tentative and subject to change if subsequent data collection does not provide strong evidence to support them. However, the initial findings are substantiated by robust evidence and remain consistent throughout further investigation. In that case, they become credible upon the researcher's return to the field after analyzing the observation, the interview, and the documentation. The researcher concluded that experienced and novice teachers both apply components of classroom management, but experienced teacher are more effective in managing the class with interactive methods that encourage active student involvement and create a conducive atmosphere. Meanwhile, novice teacher tend to be stricter in enforcing rules but face challenges in maintaining classroom order.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents data collected through observation checklists and interviews, which were then analyzed through notes and data reduction. The results are based on observations, statements heard, and conclusions drawn during interviews conducted from August 6, 2024, to September 4, 2024.

A. Findings

In this study, the researcher examined a population of experienced and novice ELT teachers at MAN Model 1 Plus Keterampilan Manado. The method used was a semi-structured interview to identify the implementation of classroom management components by both groups of teachers. Data were obtained through direct observation during three class meetings and recordings of face-to-face interviews with informants. The results showed that teachers implemented various classroom management components with different approaches. Experienced teacher prioritized flexibility in arranging time and space and created a conducive classroom atmosphere to increase student participation. On the other hand, novice teacher focused more on establishing clear rules and routines and tried to build good communication with students to strengthen relationships in the learning process. Through this study, significant differences were seen in implementing classroom management components between experienced and novice teachers, which were reflected in the results of observations and interviews conducted.

1. Observation Checklist

The observations were conducted to analyze the implementation of classroom management components by experienced teachers and novice teachers at MAN Model 1 Plus Keterampilan Manado. The researcher aimed to evaluate the differences in classroom management between the two groups of teachers. Observations were conducted in two classes, namely class XII D and class X F. In

class XII D, observations began from August 6 to September 4, while in class X F, observations occurred from August 6 to August 27. The researcher conducted three observations in each class. From the observations, the researcher found that both teachers implemented classroom management components well. However, there were significant differences in their approaches. Experienced teacher showed better ability in maintaining discipline and controlling the class so that the classroom atmosphere remained conducive and calm. On the other hand, novice teacher, even though they had implemented the rules, still had difficulty in managing the class, especially in controlling noise during the learning process. The following is an observation sheet that includes activities during the learning process observed by the researcher:

a) Experienced Teacher (XII D)

Tabel 4.1 Results of Observation Checklist Experienced Teacher

No	Classroom Management	Yes	No	Descriptions of Activity
1.	The teacher engages students in the lesson to find their interests, needs, and abilities. (Guru melibatkan siswa dalam pelajaran untuk menemukan minat, kebutuhan, dan kemampuan mereka).	✓		In the learning process, the teacher actively involves students by providing opportunities to ask questions when they have not understood the material being taught. In addition, the teacher uses language that is appropriate to the student's level of understanding, as many students in the class have difficulty understanding the material quickly.
2.	The teacher makes students aware of when assignments are due and manages when they have been graded.	✓		Before the lesson starts, the teacher reminds students of the assignment given the previous week and informs them that homework is integrated into the

No	Classroom Management	Yes	No	Descriptions of Activity
	(Guru membuat siswa mengetahui kapan tugas jatuh tempo dan manajemen ketika mereka telah dinilai).			daily assignment grade. The teacher says that students who do not complete the homework will not receive the daily grade and will be penalized.
3.	The teacher creates room arrangements that allow for activities that require movement. (guru menciptakan pengaturan ruangan yang memungkinkan untuk kegiatan yang membutuhkan gerakan).		X	Following the class rules.
4.	The teacher involves students in developing understanding and maintaining the routines and procedures. (Guru mengajak siswa untuk aktif dalam memahami pelajaran dan memastikan mereka mengikuti rutinitas dan aturan yang sudah ditetapkan).	✓		The teacher told the students that in order to get attendance, they must memorize vocabulary and numbers in English; students who do not deposit memorization will be counted as absent.
5.	If a student did not the teacher remember the information given to the teacher in a previous lesson, they would know how to increase their retention in the next lesson. (Jika seorang siswa tidak ingat informasi dari pelajaran sebelumnya, guru akan	✓		Before the lesson begins, the teacher helps students remember the material that has been taught previously by re-explaining the core discussion of the material.

No	Classroom Management	Yes	No	Descriptions of Activity
	mengajari cara-cara untuk membantu mengingatnya lebih baik di pelajaran berikutnya).			
6.	The teacher pays attention to the level of difficulty in an assessment. (Guru memperhatikan tingkat kesulitan untuk penilaian).	✓		At the first meeting, the teacher tests the students to determine their level of understanding of English. Then, the teacher adjusts the materials and tasks given to the students according to their level of ability.
7.	The teacher knows some techniques to handle disruptive and noisy students. (Guru mengetahui beberapa teknik untuk menangani siswa yang mengganggu dan berisik).	✓		Teachers use punishment techniques to deal with students who are disruptive and noisy in class.
8.	The teacher learns about the neighbourhood in which the school is located. (Guru mempelajari tentang lingkungan sekitar sekolah).	✓		Teachers understand the surrounding environment and feel the need for more classroom facilities.
9.	The teacher knows how many students are enrolled in class. (Guru mengetahui berapa banyak siswa yang terdaftar di kelas).	✓		The teacher knows the list of students in the class based on attendance.
10.	The teacher is familiar with the ethnic/cultural/language/socio-economic background of students.		X	The teacher is still learning, as only three meetings have occurred so far.

No	Classroom Management	Yes	No	Descriptions of Activity
	(Guru mengenal latar belakang etnis/budaya/bahasa/sosial ekonomi siswa).			
11.	<p>The teacher provides simple breathing exercises to help students manage stress and improve focus.</p> <p>(Guru memberikan latihan pernapasan sederhana yang dapat digunakan untuk mengatasi stres dan meningkatkan konsentrasi siswa).</p>		X	The teacher does not provide breathing exercises to improve students' concentration.
12.	<p>The teachers warn and threaten to send students out of the classroom if the students do not behave well.</p> <p>(Guru memperingatkan dan mengancam untuk mengeluarkan siswa dari kelas jika siswa tidak berperilaku baik).</p>	✓		During the lesson, the teacher did not remove the disruptive students from the class, but only with a warning.
13.	<p>The teacher helps monitor students' behaviour and encourages students to do their best.</p> <p>(Guru membantu memantau perilaku siswa dan mendorong siswa untuk melakukan yang terbaik).</p>	✓		During the lesson, the teacher circulates the students' desks to provide additional guidance and direction to encourage them to complete the assignment.

No	Classroom Management	Yes	No	Descriptions of Activity
14.	The teacher communicates discipline to students. (Guru mengkomunikasikan kedisiplinan kepada siswa).	✓		In the first meeting, the teacher told the classroom discipline rules.
15.	The teacher creates consequences or punishment for the undesired student. (Guru menciptakan konsekuensi atau hukuman bagi siswa yang tidak diinginkan).	✓		Teacher set rules for handling violations in the classroom by giving punishments such as extra work in front of the teacher's desk for students who break the rules. However, for more severe violations, such as fights, teachers will report directly to the counseling guidance department for further handling.
16.	The teacher identifies a student or a group of children's misbehaviour. (Guru mengidentifikasi perilaku buruk seorang siswa atau sekelompok siswa).		X	Teachers have yet to be able to identify students who misbehave.
17.	The teacher uses nonverbal signals to redirect disengaged students. (Guru menggunakan isyarat tanpa kata, seperti mengangkat tangan atau memberi tatapan, untuk membantu siswa yang tidak fokus agar kembali perhatian pada pelajaran).		X	The teacher does not use certain gestures or signals to help students who are not focused in class.

No	Classroom Management	Yes	No	Descriptions of Activity
18.	The teacher sends students home for aggressive or destructive misbehaviour. (Guru memulangkan siswa yang berperilaku agresif atau merusak).		X	Students were kept from breaking the class rules during class.

From the observation results presented in the table above for class XII D, the researcher found several important findings regarding classroom management implemented by experienced teacher during three meetings. In the first meeting, the experienced teacher started the lesson by reviewing the previous material and introducing a new topic about past tense. The experienced teacher demonstrated mastery of the material and created a conducive atmosphere by walking around the students' desks to ensure their understanding of the assigned task. However, the experienced teacher did not rearrange the classroom layout and only followed the existing arrangements according to the rules of the homeroom teacher, which could reduce flexibility in student interaction. In the second meeting, the experienced teacher actively involved students by reviewing the assignments that had been completed, providing additional explanations to students who had difficulties, and encouraging their participation in the discussion.

In addition, the teacher also implemented discipline by reprimanding students who were late to class or disrupting the learning process, giving light punishments to students who did not do their assignments, showing an effort to enforce the rules and maintain consistency in classroom management. In the third meeting, the experienced teacher asked students to work on conversation assignments and practice them in front of the class while actively walking around to assist students who needed support. On the other hand, experienced teacher also reprimanded students who disrupted the learning process, which contributed to a classroom atmosphere that remained controlled and focused. From the overall results of this observation, the researcher found that experienced teacher in class XII D had good

abilities in maintaining student engagement and implementing discipline. Although teacher did not implement physical classroom arrangements, teacher had facilitated active learning and enforced discipline to create a conducive and comfortable learning environment.

b) Novice Teacher (X F)

Tabel 4.2 Results of Observation Checklist Novice Teacher

No	Classroom Management	Yes	No	Descriptions of Activity
1.	The teacher engages students in the lesson to find their interests, needs, and abilities. (Guru melibatkan siswa dalam pelajaran untuk menemukan minat, kebutuhan, dan kemampuan mereka).	✓		In the learning process, the teacher actively involves students by providing opportunities to ask questions when they have not understood the material being taught. In addition, the teacher uses language that is appropriate to the student's level of understanding, as many students in the class have difficulty understanding the material quickly.
2.	The teacher makes students aware of when assignments are due and manages when they have been graded. (Guru membuat siswa mengetahui kapan tugas jatuh tempo dan manajemen ketika mereka telah dinilai).	✓		Before the lesson starts, the teacher reminds students of the assignment given the previous week and informs them that homework is integrated into the daily assignment grade. The teacher says that students who do not complete the homework will not receive the daily grade and will be penalized.
3.	The teacher creates room arrangements that allow for		X	Following the class rules.

No	Classroom Management	Yes	No	Descriptions of Activity
	activities that require movement. (guru menciptakan pengaturan ruangan yang memungkinkan untuk kegiatan yang membutuhkan gerakan).			
4.	The teacher involves students in developing understanding and maintaining the routines and procedures. (Guru mengajak siswa untuk aktif dalam memahami pelajaran dan memastikan mereka mengikuti rutinitas dan aturan yang sudah ditetapkan).	✓		The teacher told the students that to get attendance, they must memorize vocabulary and numbers in English; students who do not deposit memorization will be counted as absent.
5.	If a student did not the teacher remember the information given to the teacher in a previous lesson, they would know how to increase their retention in the next lesson. (Jika seorang siswa tidak ingat informasi dari pelajaran sebelumnya, guru akan mengajari cara-cara untuk membantu mengingatnya lebih baik di pelajaran berikutnya).	✓		Before the lesson begins, the teacher helps students remember the material that has been taught previously by re-explaining the core discussion of the material.
6.	The teacher pays attention to the level of difficulty in an assessment.	✓		At the first meeting, the teacher tests the students to determine their level of understanding of English. Then, the teacher adjusts the materials and tasks

No	Classroom Management	Yes	No	Descriptions of Activity
	(Guru memperhatikan tingkat kesulitan untuk penilaian).			given to the students according to their level of ability.
7.	The teacher knows some techniques to handle disruptive and noisy students. (Guru mengetahui beberapa teknik untuk menangani siswa yang mengganggu dan berisik).	✓		Teachers use punishment techniques to deal with students who are disruptive and noisy in class.
8.	The teacher learns about the neighbourhood in which the school is located. (Guru mempelajari tentang lingkungan sekitar sekolah).	✓		Teachers understand the surrounding environment and feel the need for more classroom facilities.
9.	The teacher knows how many students are enrolled in class. (Guru mengetahui berapa banyak siswa yang terdaftar di kelas).	✓		The teacher knows the list of students in the class based on attendance.
10.	The teacher is familiar with the ethnic/cultural/language/socio-economic background of students. (Guru mengenal latar belakang etnis/budaya/bahasa/sosial ekonomi siswa).		X	The teacher is still learning, as only three meetings have occurred so far.
11.	The teacher provides simple breathing exercises to help students manage stress and improve focus.		X	The teacher does not provide breathing exercises to improve students' concentration.

No	Classroom Management	Yes	No	Descriptions of Activity
	(Guru memberikan latihan pernapasan sederhana yang dapat digunakan untuk mengatasi stres dan meningkatkan konsentrasi siswa).			
12.	<p>The teachers warn and threaten to send students out of the classroom if the students do not behave well.</p> <p>(Guru memperingatkan dan mengancam untuk mengeluarkan siswa dari kelas jika siswa tidak berperilaku baik).</p>	✓		During the lesson, the teacher did not remove the disruptive students from the class, but only with a warning.
13.	<p>The teacher helps monitor students' behaviour and encourages students to do their best.</p> <p>(Guru membantu memantau perilaku siswa dan mendorong siswa untuk melakukan yang terbaik).</p>	✓		During the lesson, the teacher circulates the students' desks to provide additional guidance and direction to encourage them to complete the assignment.
14.	<p>The teacher communicates discipline to students.</p> <p>(Guru mengkomunikasikan kedisiplinan kepada siswa).</p>	✓		In the first meeting, the teacher told the classroom discipline rules.
15.	The teacher creates consequences or punishment for the undesired student.	✓		Teacher set rules for handling violations in the classroom by giving punishments such as extra

No	Classroom Management	Yes	No	Descriptions of Activity
	(Guru menciptakan konsekuensi atau hukuman bagi siswa yang tidak diinginkan).			work in front of the teacher's desk for students who break the rules. However, for more severe violations, such as fights, teachers will report directly to the counseling guidance department for further handling.
16.	The teacher identifies a student or a group of children's misbehaviour. (Guru mengidentifikasi perilaku buruk seorang siswa atau sekelompok siswa).		X	Teachers have yet to be able to identify students who misbehave.
17.	The teacher uses nonverbal signals to redirect disengaged students. (Guru menggunakan isyarat tanpa kata, seperti mengangkat tangan atau memberi tatapan, untuk membantu siswa yang tidak fokus agar kembali perhatian pada pelajaran).		X	The teacher does not use certain gestures or signals to help students who are not focused in class.
18.	The teacher sends students home for aggressive or destructive misbehaviour. (Guru memulangkan siswa yang berperilaku agresif atau merusak).		X	Students were kept from breaking the class rules during class.

Based on the observation results, the researcher observed at the first meeting that the novice teacher had implemented the rules and routines well, such as reminding students about the importance of submitting memorization as a condition of attendance and setting a 5-minute time limit for students who asked permission to go to the bathroom. Although the classroom atmosphere was quite noisy, the rules helped maintain order. In addition, the teacher also gave assignments relevant to the narrative text material that had been studied, ensuring that each student understood the assignment by walking around the classroom to provide additional explanations. At the second meeting, the teacher re-implemented the rules and routines consistently by regulating the memorization process and reprimanding students who were too noisy. Although the classroom atmosphere was still quite loud, the teacher tried to involve students by giving assignments to write narrative texts and maintaining their focus. At the third meeting, the teacher focused this meeting on memorizing numbers and providing opportunities for students who had not completed the narrative assignment. The classroom atmosphere at this meeting was more controlled, and the teacher reinforced the previous memorization.

However, the researcher noted that the teacher did not rearrange the classroom layout independently and only followed the layout set by the previous homeroom teacher. Although teacher have implemented several components of classroom management well, the physical design aspect of the classroom has not been fully optimized because teacher only follow the rules of the homeroom teacher. Based on the results that the researcher observed thoroughly, the researcher found that novice teacher in class XF have implemented components of classroom management well, showing an understanding of the importance of

rules and discipline in creating a conducive learning environment. However, challenges such as noise still need to be addressed.

2. Interview Results of Experienced and Novice Teachers

2.1. Components of Classroom Management

2.1.1. Physical Design of the Classroom

Based on the data obtained from the interviews, the researcher found that both experienced and novice teachers implemented classroom management components that were following Marzano's theory. Experienced teacher demonstrated the ability to adjust learning time according to class hour rules. In addition, experienced teacher also gave students the freedom to learn according to their convenience, such as listening to music or working on assignments in groups, while reminding students to complete assignments on time. On the other hand, novice teacher tended to follow the lesson plan that had been set without adjustments in the classroom arrangement. The researcher also found that experienced and novice teachers did not independently arrange the classroom. Both only followed the arrangements that the homeroom teacher had set.

An experienced teacher stated this that:

“Waktu sesuai dengan jam pelajaran tentu ya, sudah terikat itu kan dengan jam pelajaran. Kalo untuk membuat dorang nyaman, maam ikuti saja dorang pe alur; kalo anak di dalam kelas misalkan disaat pembelajaran pada saat menjelaskan ya tentu harus fokus ke guru. Tapi ketika mereka diberikan tugas, mereka maam bebaskan. Kalo yang suka ke musik silahkan, mungkin ada yang belajar dia apa anak yang audio ya silahkan kamu mau mendengarkan apa sambil mengerjakan, penting tugasnya selesai, jadi mereka tidak diikat harus fokus dengan tugasnya, kalo mau kerja kelompok silahkan. tapi yang utama tugasnya itu harus selesai, dan kamu paham dengan apa yang kamu kerjakan.” (The remedial implementation time must, of course, be determined by the lesson hours. To make students feel comfortable, I try to follow their flow. For example, during learning, they need to focus on the teacher. However, when given an assignment, I provide them with freedom. If someone likes to listen to music or study using audio, they can do so as long as the assignment is completed.

Understanding what they are doing and completing the assignment well is essential. I also support group work as long as they focus on the assignment to be completed. This way, they can learn in a more relaxed atmosphere and remain productive.)⁴⁹

In addition, novice teacher also stated regarding this matter:

“Jaga kase sesuai dg lesson plan no.” (Adapting to the lesson plan.)⁵⁰

Experienced teacher state that:

“Kalo pembelajaran diskusi kelas, ya tentu berkelompok di atur; kalo keadaan kondisi kelas biasa sudah di atur sama wali kelasnya. Jadi jarang untuk di bongkar-bongkar lagi kecuali kalo diskusi kelompok, ya mereka tentu berkelompok, tapi kalo tata letak, posisi duduk apa semua, itu sudah di atur oleh wali kelas, maam juga nda di rubah-rubah lagi, iya kalo kelompok menyesuaikan saja no, kalo pun anu dorang.. siswa pindah, ya atur mejanya saja ya yang penting tidak riuh.” (The homeroom teacher usually arranges groups in advance for class discussion learning. So, there are rarely any changes except for group discussions. The seating position and classroom layout are generally the same; I don't change them anymore. However, when the group discusses, they can adjust to the situation. If a student moves, we only need to arrange the table to remain neat and not disturb the classroom atmosphere. The most important thing is to keep the classroom conducive to discussion.)

Novice teacher also stated something similar:

“Miss nda pernah bagitu Tiara, nda pernah ba ator itu kan wali kelas pe tanggung jawab to, kalo misalnya Tiara pe maksud ehm... dalam pembelajaran sto bagaimana cara mo ba ator kang, itu dia berarti...itu kelas di MAN disini kan kecil-kecil to tiara. Jadi dorang punya pe space mo ba pindah meja itu sulit, jadi so tinggal siswa yang mo ba pindah, tapi nyanda mo ator itu meja deng kursi cuman dorang yang bapindah posisi tempat duduk.” (Miss never did that. So, the homeroom teacher is responsible for arranging tables and chairs. In learning, especially in a class with a small room like this in MAN, it isn't easy to move tables. If students want to move, they can only change their seating position without changing the overall arrangement of tables and chairs. This makes it easier to keep the classroom atmosphere orderly and does not interfere with learning.)

⁴⁹ Results of Interview with the Experienced English Teacher, LWA in class XII D at MAN Model 1 Plus Keterampilan Manado, September 4th 2024, at 14.00 WITA.

⁵⁰ Results of Interview with the Novice English Teacher, CRA in teachers room at MAN Model 1 Plus Keterampilan Manado, August 6th 2024, at 15.00 WITA.

2.1.2. Rules and Routines

Based on the data obtained by the researcher through observation of rules and routines, which are also part of the classroom management components, the researcher found that experienced teacher emphasize the importance of having a dictionary, both in physical and digital form, as part of the rules that students must obey. She also sets consequences for students who do not submit assignments on time, providing incentives for higher grades for assignments submitted according to the specified time. This approach reflects a clear and systematic routine and creates responsibility among students. Meanwhile, novice teacher also apply clear rules, requiring students to wear shoes and uniforms neatly before learning begins. She emphasizes the importance of collecting memorization at each meeting, with the consequence of being absent if students do not do it. Novice teacher associate an assessment system that emphasizes that 85% of students' grades come from assignments, while only 15% are from exams. This shows an effort to build responsibility and consistent routines among students.

The experienced teacher stated that:

"Rata-rata aturannya maam itu, yang pertama tentunya karena kita pembelajaran bahasa inggris ya harus punya kamus to. Setidaknya kalo pun mereka, sekarang ini kan sudah jaman digital, semua aplikasi itu so ada lengkap di handphone, jadi tinggal download saja kan, punya kamus di handphone gitu. Terus yang kedua eee.. apa.. meng.. apa.. mengumpulkan tugas itu kalo maam eee.. maam menginginkan anak-anak itu on time, jadi ketika mereka tidak mengumpulkan tugas dengan on time, tentu ada nilai yang tersendiri, masing-masing anak disesuaikan dengan apa...ee.... anunya mereka, untuk mengumpulkan tugas kalo tugasnya on time tentu point nya lebih tinggi, jadi memberikan reward ketika mereka mengikuti aturan sesuai kesepakatan." (First, because we are learning English, students must have a dictionary. Currently, in the digital era, all applications are complete on mobile phones, so they need to download them. Second, I want the children to submit assignments on time. There is a separate assessment when they submit assignments late. Each child will be adjusted to their condition. If the assignment is submitted on time, the points will be

higher. This rewards students who follow the rules according to the agreement.)

Novice teacher also set rules and have ways to ensure that students follow the rules. Through interviews, novice teacher stated that:

"Kalo pa kita Tiara, depe aturan itu pokoknya dorang itu sebelum belajar itu musti rapi deng sama jadi sama dengan dorang itu pake sepatu, seragam di dalam baju, nah itu lagi dorang itu setiap pertemuan harus stor hafalan sama dengan Miss da bilang lalu jadi kalo dorang nda ba stor hafalan akan terhitung alpa. Iyo katu tiara, dengan dia pe aturan supaya siswa-siswa mo ba bekeng tugas dia pe aturan itu, kita so lebe bilang dari awal dang kalo misalnya kita nyanda jaga lia nilai dari .ujian, jadi kita jaga lia dari tugas, jadi kalo misalnya mo suka nilai plus dia pe nilai tugas yang kase banyak dang, jadi kita mo ambe nilai ujian itu cuman 15% depe 85% itu dari nilai tugas." (Then, the main rule is that students must be neat before studying, such as wearing shoes and uniforms properly. In addition, they must submit memorization at every meeting as I have said. If they do not submit memorization, it will be counted as absent. With this rule, I hope that students can be more responsible for their assignments. We have explained from the beginning that the exam score is only 15%, while 85% comes from assignment scores. So, if they want to get good grades, they need to focus on the assignments given.)

The experienced teacher answered the question by explaining that:

"Iya, pada saat pembelajarannya itu, ya tentu saat mereka mengerjakan ya guru juga harus selalu memantau ketika ada permasalahan, mendekati anak-anak terus menanyakan permasalahannya apa, tapi biasanya anak-anak yang datang bertanya no ke guru, kalo misalnya ada permasalahan. Karena kalo guru yang keliling-keliling bertanya biasanya, dorang mo bilang nda maam aman maam, jadi ya kita pantau saja gitu, apakah ada permasalahan. tetap guru eksis di dalam kelas tentunya, untuk memantau perkembangannya anak-anak sudah sejauh mana pemahaman mereka tentang materi ini gitu." (When learning occurs, teachers need to monitor students as they work on assignments actively. I usually approach students and ask about the problems they are facing. However, students are often not proactive in asking the teacher if they are having difficulties. When the teacher walks around and asks, they tend to answer 'Nothing, ma'am,' so I still need to monitor to ensure any problems. Teachers need to remain present in the classroom so that they can monitor the development of students' understanding of the material being taught.)

The novice teacher also answered the question asked that:

"Biasanya Miss kalo abis kase tugas pa dorang, Miss biasanya memantau dengan mengelilingi di meja siswa untuk memastikan dang kalo dorang so paham ato belum ato kalo ada siswa yang cuman bacirita dengan main hp nda ba bekeng tugas. Jadi Miss bajalang ke tempat duduk untuk memastikan kalo dorang butul-butul ada bekeng apa yang di tugaskan dengan paham apa yang dorang mo bekeng." (Usually, after I give students an assignment, I will monitor by going around their desks to make sure whether they have understood the material or not. I also pay attention to students who joke around or play with their cell phones without doing their assignments. This way, I can approach their seats to make sure that they are doing what is assigned and understand the tasks they have to complete.)

2.1.3. Engaging and Motivating Instruction

Based on interviews with both teachers, the researcher found that experienced and novice teachers implemented engaging and motivating teaching strategies. Experienced teacher used lead questions and reviewed previous material to engage students, while novice teacher asked individual questions based on students' experiences to increase participation. Both agreed on the importance of making learning more fun and interactive, with experienced teacher using games, icebreakers, and quizzes, while novice teacher included new games in each lesson. By integrating these approaches, they created an engaging and motivating learning environment for students.

The experienced teacher answered:

"Memberikan pertanyaan-pertanyaam pemantik, jadi ketika mengawali pembelajaran ini, maam ceritanya dalam suatu (TP) itu suatu tujuan pembelajaran itu ada berapa kali meeting. Setiap kali mengawali pelajaran diawali dulu dengan pertanyaan-pertanyaa pemantik, dan sedikit mereview pembelajaran sebelumnya, jadi intinya disitu adalah memberikan pertanyaan pemantik untuk siswa." (There are several meetings when starting learning in a learning objective (TP). Every time the lesson begins, the teacher begins with trigger questions and a little review of the previous learning. In essence, the focus is on providing trigger questions to students.)

And the novice teacher also answered:

"Oh, kalo pa Miss pe pembelajaran itu misalnya so materi narrative text. Miss itu mo tanya satu-satu Tiara, jadi nyanda voulientier deng Miss lebe suka tanya satu-satu tapi itu berdasarkan dorang pe pengalaman jadi kan dorang nyanda, nyanda...nyanda... apa depe nama....nyanda canggung to, kalo misalnya itu cerita dorang pe misalnya cerita luar negeri bagitu dorang kan agak-agal nyanda bisa to mo jelaskan tapi, kalo dorang misalnya mo cerita, cerita rakyat dang dari pa dorang pe kampung bagitu, misalnya pa dorang pe asal bagitu kan bagaimana kan dorang lebe lancar, nah terus kita nda talalu suka bagitu ta lebe suka tunjung langsung." (When teaching narrative text material, Miss prefers to ask students individually, although sometimes they are unwilling to answer. This happens because they feel awkward, especially when asked to explain stories from abroad. However, they are usually more fluent and enthusiastic if asked to tell stories about folk tales from their hometown. Therefore, Miss prefers to allow students to share stories directly from their experiences.)

The experienced teacher answered that:

"Dalam pembelajaran tentu harus ada selingan-selingan, tidak menoton kan, membuat pembelajaran menyenangkan ya itu, kayak pemberian games, ice breaking, quiz seperti itu." (In learning, of course there needs to be a break so that the atmosphere is not monotonous and learning becomes more enjoyable. One way to achieve this is to provide games, icebreakers, or quizzes. Activities like these can help keep students' attention and make learning more interactive.)

The novice teacher also stated through an interview that:

"Biasanya kalo mo materi menarik itu kalo misalnya baru-baru to recount text, kita mo bekeng text itu bu kang orang laeng berdasarkan orang laeng pe pengalaman dang, tapi dorang pe pengalaman sandiri yang terjadi pa dorang, supaya itu kan dorang tau to depe susunan apa, baru dia pe cerita yang bagaimana dorn g tau sandiri. Itu kayaknya lebih menarik deh, deng kalo misalnya kalo descriptive text itu kan dorang jaga itu kan bangunan-bangunan yang famous kan. Nah kalo pa kita Tiara descriptive text itu kita suruh deskripsikan tempat wisata yang dorang pernah pigi akang, itu kan lebih mengena to ato nda atlet ato idola yang dorang suka." (Usually, to make the material more interesting, especially when teaching recount text, I ask students to tell their own experiences, not other people's experiences. In this way, they

can understand the structure of the text better and tell about things they have experienced. This will feel more interesting to them. As for descriptive text, instead of discussing famous buildings, I invite them to describe tourist attractions they have visited. This will certainly be more relevant and interesting, and it can also be about athletes or idols they like.)

The experienced teacher stated that:

“Games nya kalo di dalam kelas ya yang simple-simple saja no, games kayak pemberian games kosa kata gitu, ee kalua misalkan ada apa kalo ada LCD, ya kita bisa kasih dorang kahoot gitu. itu kan anak-anak juga senang main kahoot.” (Games in class are simple. For example, I usually use vocabulary games. If there is an LCD, I can hold a Kahoot game. Children usually enjoy playing Kahoot, which can make learning more interesting.)

Novice teacher stated another response:

“Ada, ada tetap mo ada games itu. Tetap setiap mo maso di materi baru ada games baru Tiara, kalo kebanyakan sih misalnya Miss mo bilang stop, nah pa dia no baru Miss mo kase akang pertanyaan bagitu. Deng ato, no mo suruh maju di muka and mo ba bekeng apa yang dia suka kong depe teman-teman mo iko akang.” (Sure, there should still be games in learning. Every time we enter a new material, there are new games. The games are like this: for example, I will say "stop," and after that, I will ask questions. In addition, I can also ask students to come to the front and share about what they like, so that other friends can follow.)

2.1.4. Discipline

Based on the interviews, the researcher also found that both experienced and novice teachers implemented discipline in the classroom, combining proactive and reactive approaches. The experienced teacher emphasized prevention through a comfortable classroom atmosphere, while the novice teacher used ice-breakers to create initial student engagement. In handling violations, the experienced teacher provided educational sanctions such as additional assignments, while the novice teacher used verbal reprimands and light physical consequences. Both linked uncompleted assignments to impacts

on grades, indicating that their disciplinary approaches balanced prevention and enforcement.

The experienced teacher answered that:

“Ya itu, tetap memantau dorang, nah apalagi torang pe anak-anak ini kan anak-anak yang sudah remaja, setidaknya dorang so tau bahwa ini tidak baik. so far maam mengajar tidak pernah ada anak-anak yang berperilaku tidak menyenangkan sih di dalam kelas, antisipasinya ya torang membuat kelas itu nyaman sedari awal. Ketika mereka nyaman belajar, pasti mereka tidak akan melakukan hal-hal yang mengganggu proses pembelajaran, jadi intinya membuat mereka nyaman sedari awal.” (Yes, it is important to watch them, especially since these children are teenagers and should already understand good behavior. So far, I have not experienced students who behave disruptively in class. The anticipation is to create a comfortable classroom atmosphere from the start. When they feel comfortable learning, they are more likely not to do things that disrupt the learning process. It is important to create comfort at the start to maintain their focus and engagement during learning.)

The novice teacher answered regarding this matter:

“Pertama tanya dulu, dorang so makang, so sholat nda, setelah itu baru maso di ice breaking. Pokoknya dia pertama itu kalo misalnya mencegah itu tamaso setelah ice breaking Miss mo kase nasehat, tapi untuk ice breaking nyanda setiap hari nanti so maso di unit baru misalnya.” (First, I usually ask them if they have eaten and prayed. After that, we start with ice breaking. This is important to prevent boredom in class. After the ice breaks, I will give advice or motivation. However, there is no need to do ice-breaking every day; it is enough to do it when we enter a new unit so that the atmosphere remains fresh and interesting for them. In this way, they will be more ready and enthusiastic to learn.)

An experienced teacher statement that:

“Kalo terlambat masuk kelas, biasanya kan ketika kalo dia melakukan pelanggaran itu, tidak automatic langsung di berikan hukuman. Pasti peringatan dulu, satu kali, dua kali, tiga kali, kalo masih lagi di lakukan, baru di kasih sanksi. Sanksinya itu ya tentu yang ada hubungannya dengan edukasi, kayak kamu bikin, tuliskan 16 tenses kemudian kamu pahami nanti, di apa kasih pertanyaan lisan tentang tenses itu, atau hafalkan berapa kosa kata begitu, itu sanksi-sanksi yang tentunya harus berhubungan dengan edukasi gitu, kalo siswa yang tidak buat PR, ya tentunya itu yang di penilaian. Hukumannya masuk di penilaian, tapi

kan kalo sekarang ini kalo hukuman berupa fisik kan sudah tidak bisa di terapkan ke anak-anak to, ya jadi paling juga, hukumannya itu. peringatan saja, dan tentu ada apa edukasi dan kita berkoordinasi dengan wali kelas gitu, bahwa si anak ini dia sering tidak mengerjakan tugas, tentu konsekuensinya pada nilai, karena kalo sanksi fisik sekarang sudah tida bisa di terapkan ke siswa.” (If there are students who are late to class, I do not immediately give punishment. As a first step, I give a warning once, twice, and three times. If they still violate, then we give sanctions. The sanctions must, of course, be related to education, such as asking students to write down 16 tenses and understand them or memorize a number of vocabulary. For students who do not do their homework, this will be reflected in their assessment. Currently, physical punishment is no longer applied to students. Therefore, I prefer to give warnings and provide education, as well as coordinate with the homeroom teacher regarding students who often do not do their assignments. The consequences of this action will of course have an impact on their grades.)

The novice teacher also statements the different rules and punishments that she applied in the classroom:

"Soalnya selama ini Miss cuman teguran secara verbal tiara, jadi belum pernah Miss mo ba ambe tindakan yang mo ba se kaluar dang, cuman satu kali di kelas lalu masih lagi dalam teguran verbal, dia pe teguran kalo misalnya masih mo ba ribut minggu depan ngoni nda usah maso. Nah depe minggu depan ternyata dorang pas maso dorang so nda ba ribut dang. Dengan kadua kalo misalnya abis sholat to tiara, itu kan ada kalanya kan siswa kan lama to jaga maso abis sholat kong somo jam pelajaran. Biasanya dorang jaga malas, ba lama-lama dang alasan kan mo sholat, itu dia Miss ada kase bilang kalo misalnya dorang mo terlambat lagi misalnya 10 menit ini dorang terlambat, berarti kan mo ba push up selama 10 kali. Bagini Tiara kalo guru itu kwa dia misalnya ada satu yang maso, satu yang maso ba salam itu agak terganggu to, nah ternyata pas depe minggu depan samua so ada di dalam kelas. Kalo dorang nda buat tugas itu Tiara dpe hukuman langsung pa dorang pe nilai, jadi kan sama deng Miss ada ambe nilai 85% ini kan banyak to tiara dari tugas, kalo ngoni nda ambe berarti kan akan berpengaruh di nilai nanti, nilai yang mo ada di raport dang, jadi sesuai dengan ngoni pe kesadaran diri sandiri.” (So far, I have only given verbal reprimands, Tiara. I have never taken further action. For example, there was once a class that I reprimanded, and they were told that if there were still any mistakes, they would not be allowed to enter the next week. However, it turned out that the following week all students came without any problems. In addition, after praying, students often become late to enter the class, which disrupts the lesson time. I once told them that if they

were late again, for example, 10 minutes, they had to do 10 push-ups. This is to emphasize the importance of discipline. If there is one student who comes in and greets, it can disrupt the class. However, the following week, everyone was present in class. For students who do not do their assignments, they will immediately get an impact on their grades. As I said, 85% of the grade comes from assignments. If they do not do them, of course, it will affect the grades on the report card, so this goes back to the self-awareness of each student.)

Teachers respond to students who show deviant behavior, such as seeking attention or showing negative attitudes. Experienced teacher statement that:

"Ya itu, personal approach juga torang musti cari tau juga apa penyebabnya si anak ini untuk melakukan hal-hal seperti itu, atau melakukan hal-hal yang torang anggap itu negative. Torang harus mencari tau permasalahannya apa, kemudian mencari, mencari tau background dari lingkungan keluarganya, dan tentu itu harus ada koordinasi dan apa informasi juga dari wali kelas." (In situations like this, a personal approach is very important. We need to find out what causes students to do things that are considered negative. This includes understanding the problems they face and finding out the background of their family environment. Of course, this also requires coordination and information from the homeroom teacher so that we can handle the situation better.)

The novice teacher statement:

"Kayaknya cuman teguran secara verbal deh Tiara, sejauh ini cuman secara teguran verbal kalo misalnya berperilaku buruk." (So far, I have only given verbal reprimands, Tiara. If there are students who behave badly, I only give verbal reprimands without further action.)

The games used by teachers in class. The experienced teacher stated that:

"Games nya kalo di dalam kelas ya yang simple-simple saja no, games kayak pemberian games kosa kata gitu, ee kalau misalkan ada apa kalo ada LCD, ya kita bisa kasih dorang kahoot gitu. itu kan anak-anak juga senang main kahoot." (Games in class are simple. For example, I usually use vocabulary games. If there is an LCD, I can hold a Kahoot

game. Children usually enjoy playing Kahoot, and this can make learning more interesting.)

Novice teacher made another statement:

“Ada, ada tetap mo ada games itu. Tetap setiap mo maso di materi baru ada games baru Tiara, kalo kebanyakan sih misalnya Miss mo bilang stop, nah pa dia no baru Miss mo kase akang pertanyaan bagitu. Deng ato, no mo suruh maju di muka and mo ba bekeng apa yang dia suka kong depe teman-teman mo iko akang.” (Sure, there should still be games in learning. Every time we enter a new material, there are new games. The games are like this: for example, I will say "stop," and after that, I will ask questions. In addition, I can also ask students to come to the front and share what they like so that other friends can follow.)

B. Discussion

In this section, the researcher presents all data collected through observation and interviews related to the differences in classroom management components between experienced and novice teachers. Based on the results of observations and interviews, both groups of teachers, both experienced and novice teachers, equally apply classroom management components.

1. Physical Design of the Classroom

Based on the results of observations and interviews, both experienced and novice teachers tend not to organize the classroom independently. They prefer to follow the arrangements set by the homeroom teacher. This is in line with the statement of one experienced teacher who emphasized that the classroom arrangement is tied to the lesson schedule and adjusted to students' comfort during the learning process. The experienced teacher also noted that students are free to carry out tasks if they are correctly completed. The novice teacher also said something similar, stating that classroom arrangement is the responsibility of the homeroom teacher, and they only adjust to the lesson plan that has been set.

Marzano stated that this can be related to the components of the classroom's physical design. Marzano emphasized the importance of the classroom's physical design, including the layout of student desks, the location of the teacher's desk, and

the placement of learning materials.⁵¹ Based on the interview, this physical arrangement is not the initiative of the subject teachers but rather the homeroom teachers responsible for arranging the room. Teachers only make adjustments when necessary, especially in group discussions or when students need to move seats.

2. Rules and Routines

Based on Marzano's theory, clear rules and routines are needed to ensure classroom activities run smoothly. In this study, both experienced and novice teachers implemented systematic rules.⁵² Experienced teacher emphasized the importance of using dictionaries and providing consequences for late submission of assignments, as well as offering higher grade incentives for on-time assignments, which created a sense of responsibility among students. Meanwhile, novice teacher required students to wear neat shoes and uniforms before studying and required memorization to be submitted at each meeting with consequences for absence. The assessment system implemented also showed that 85% of grades came from assignments, emphasizing the importance of student responsibility. Both actively monitored student understanding during learning, with experienced teacher approaching students to ask questions and novice teacher circling students' desks to ensure they were focused on the task. The implementation of these rules and routines contributed to effective classroom management.

3. Engaging and Motivating Instructions

Engaging and motivating instruction is essential to creating an effective learning experience.⁵³ Experienced and novice teachers use different strategies to engage students. Experienced teacher begin lessons with lead questions and a brief review of previous material, which helps students engage more in the learning process. They also integrate games, icebreakers, and quizzes to make learning more fun and interactive, such as using Kahoot for vocabulary games. Novice teacher, on the

⁵¹ Marzano, R.J (2019). Classroom Management That Works. Virginia US : ASCD, p.13.

⁵² Marzano, R.J (2019). Classroom Management That Works. Virginia US : ASCD, p.13.

⁵³ Marzano, R.J (2019). Classroom Management That Works. Virginia US : ASCD, p.13.

other hand, prefer an approach that connects students to their own experiences when teaching narrative and descriptive texts, which helps students better understand the structure of the text and makes the material more relevant. Both try to create a fun learning environment by adding game elements, such as asking students to share their experiences in front of the class, which increases student interest and engagement in learning.

The results of the observation also showed the same thing: experienced teacher enforce rules and routines well, such as reprimanding students who are late and giving light sanctions to students who do not submit assignments. The implementation of these rules helps create an orderly and consistent atmosphere in classroom management. In addition, novice teacher also succeeded in implementing clear rules and routines by reminding students to memorize vocabulary as a condition of attendance and setting a time limit for students who ask permission to go to the bathroom. Although the classroom atmosphere is sometimes noisy, novice teacher still try to maintain order by supervising students and ensuring that each student understands the assigned task.

4. Discipline

Both experienced and novice teachers apply a disciplined approach that emphasizes prevention and response to student behavior, which is in line with the theory of discipline, which states that discipline includes not only punishment after a violation but also proactive steps to prevent inappropriate behavior.⁵⁴ Experienced teacher create a comfortable classroom atmosphere, maintain open communication, and actively monitor students to prevent disruptions in the learning process. When undesirable situations arise, experienced teacher choose to give a warning first before issuing educational sanctions aimed at improving student understanding. For example, when students are late, they are required to write and understand 16 tenses as a form of educational punishment. This shows a more education-oriented approach and helps students realize their responsibility for learning.

⁵⁴ Marzano, R.J (2019). Classroom Management That Works. Virginia US : ASCD, p.13.

On the other hand, novice teacher focus on giving verbal reprimands and motivation through ice-breaking methods that make students feel more comfortable. However, when dealing with violations, novice teachers use physical punishment, such as push-ups, for students late to class. This punishment is designed to foster discipline and awareness of time, where 10 push-ups follow every 10 minutes of delay. This step aims to create a sense of responsibility for time and discipline while still considering students' social and emotional context. In addition, from direct observations in the classroom, experienced teacher consistently enforced classroom rules by warning students who were late or disruptive and implementing educational sanctions, such as asking students to write tenses as a constructive consequence.

Meanwhile, novice teacher also successfully implemented rules by reminding students about the obligation to submit memorization and setting time limits for students who ask permission to go to the bathroom. Although the classroom atmosphere is sometimes noisy, implementing these rules helps maintain order and create a stable routine. With clear supervision and rules enforcement, experienced and novice teachers create a more disciplined and orderly learning environment.

The main differences in classroom management between experienced and novice teachers lie in the approaches used in managing physical space, rules, instruction, and discipline. Experienced teacher tend to follow existing room arrangements. Still, experienced teacher emphasize strategies that actively engage students through prompting questions and interactive instruction such as games and quizzes and provide positive incentives to foster student responsibility. Discipline is applied with a preventive approach through active supervision and educational sanctions. In contrast, novice teacher focused more on implementing formal rules with a more assertive approach, such as physical sanctions, to enforce discipline and tend to relate material to students' concrete experiences to enhance understanding. However, the approaches used are less varied in terms of involving students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the results of this study, it can be concluded that both experienced and novice teachers implement components of classroom management, especially related to clear rules and routines. However, there are differences in the approaches used by each teacher. Experienced teacher focused more on active student involvement by using interactive methods such as games and quizzes and providing positive incentives, such as additional points, to increase student responsibility. Experienced teachers also tend to create a more conducive and calm classroom atmosphere, prioritizing preventing disciplinary problems through active supervision. This approach aligns with the theory's Marzano components of classroom management.

Meanwhile, novice teacher are stricter in enforcing rules and take a more assertive approach, including physical punishment for tardiness. Novice teacher also more often relate the subject matter to students' personal experiences, but the methods used are still limited in terms of interactive student involvement. The classroom atmosphere managed by novice teacher tends to be noisier and requires extra effort to maintain order. However, experienced and novice teacher equally successfully create a disciplined learning environment by implementing effective rules and routines.

B. Suggestion

In this section, the researcher would like to offer some suggestions as follows :

1. Teachers

Researcher suggest that teachers need to develop diverse teaching techniques and use interactive tools to engage students. In addition, they

should create a conducive and calm learning environment so that students can focus better. Good classroom management skills, including proactive discipline, will help maintain order.

2. Students

The researcher suggests that students be responsible for their learning by obeying class rules and completing assignments on time. Active participation in class discussions and activities can improve their understanding and learning experience.

3. Other Researchers

The researcher recommends that future studies examine the long-term effects of different classroom management strategies on student behaviour. Additionally, it is suggested that researcher focus on students' perceptions of teachers' management techniques. Furthermore, the researcher advocates analyzing the components of these strategies and the functions.

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APPENDICES

APPENDIX

Appendix 1. Observation Checklist

No	Classroom Management	Yes	No	Descriptions
1.	The teacher engages students in the lesson to find their interests, needs, and abilities. (Guru melibatkan siswa dalam pelajaran untuk menemukan minat, kebutuhan, dan kemampuan mereka).			
2.	The teacher makes students aware of when assignments are due and manages when they have been graded. (Guru membuat siswa mengetahui kapan tugas jatuh tempo dan manajemen ketika mereka telah dinilai).			
3.	The teacher creates room arrangements that allow for activities that require movement. (guru menciptakan pengaturan ruangan yang memungkinkan untuk kegiatan yang membutuhkan gerakan).			
4.	The teacher involves students in developing understanding and maintaining the routines and procedures. (Guru melibatkan siswa dalam proses pengembangan pemahaman dan mempertahankan rutinitas dan prosedur).			
5.	If a student did not the teacher remember the information given to the teacher in a previous lesson, they would know how to increase their retention in the next lesson.			

No	Classroom Management	Yes	No	Descriptions
	(Jika seorang siswa tidak mengingat informasi yang diberikan guru pada pelajaran sebelumnya, akan tahu bagaimana cara meningkatkan retensinya pada pelajaran berikutnya).			
6.	The teacher pays attention to the level of difficulty in an assessment. (Guru memperhatikan tingkat kesulitan untuk penilaian)			
7.	The teacher knows some techniques to handle disruptive and noisy students. (Guru mengetahui beberapa teknik untuk menangani siswa yang mengganggu dan berisik).			
8.	The teacher learns about the neighbourhood in which the school is located. (Guru mempelajari tentang lingkungan sekitar sekolah).			
9.	The teacher knows how many students are enrolled in class. (Guru mengetahui berapa banyak siswa yang terdaftar di kelas).			
10.	The teacher is familiar with the ethnic/cultural/language/socio-economic background of students. (Guru mengenal latar belakang etnis/budaya/bahasa/sosial ekonomi siswa).			
11.	The teacher provides simple breathing exercises to help students manage stress and improve focus.			

No	Classroom Management	Yes	No	Descriptions
	(Guru memberikan latihan pernapasan sederhana yang dapat digunakan untuk mengatasi stres dan meningkatkan konsentrasi siswa).			
12.	<p>The teachers warn and threaten to send students out of the classroom if the students do not behave well.</p> <p>(Guru memperingatkan dan mengancam untuk mengeluarkan siswa dari kelas jika siswa tidak berperilaku baik).</p>			
13.	<p>The teacher helps monitor students' behaviour and encourages students to do their best.</p> <p>(Guru membantu memantau perilaku siswa dan mendorong siswa untuk melakukan yang terbaik).</p>			
14.	<p>The teacher communicates discipline to students.</p> <p>(Guru mengkomunikasikan kedisiplinan kepada siswa).</p>			
15.	<p>The teacher creates consequences or punishment for the undesired student.</p> <p>(Guru menciptakan konsekuensi atau hukuman bagi siswa yang tidak diinginkan).</p>			
16.	<p>The teacher identifies a student or a group of children's misbehaviour.</p> <p>(Guru mengidentifikasi perilaku buruk seorang siswa atau sekelompok siswa).</p>			
17.	<p>The teacher uses nonverbal signals to redirect disengaged students.</p> <p>(Guru menggunakan sinyal nonverbal untuk mengarahkan kembali siswa yang tidak fokus).</p>			

No	Classroom Management	Yes	No	Descriptions
18.	The teacher sends students home for aggressive or destructive misbehaviour. (Guru memulangkan siswa yang berperilaku agresif atau merusak).			
19.	The teacher sends home notes (frowny faces) to report student problem behaviour to parents. (Guru memulangkan siswa yang berperilaku agresif atau merusak).			

(Adopted from Andi Lihawa's Thesis "The Comparison Between Novice and Experienced Teachers Toward Teacher's Competence," 2018).

Appendix 2. Interview Sheet

Name :

Date and time :

Location :

1. How do we activate and involve students in English class?
2. How do teachers organize time and space in the classroom so that all students can learn comfortably?
3. What steps do teachers take to create a positive classroom climate and prevent unwanted behaviour from students?
4. How do teachers arrange the classroom layout, including the position of tables and equipment, to support effective learning processes?
5. What rules and routines does the teacher implement in the classroom, and how does the teacher ensure that students follow these rules?
6. What do you do to keep the lesson material interesting and students motivated to learn?)
7. How does the teacher deal with students who misbehave in class, and what punishments are given to students who misbehave?
8. How does the teacher organize daily class activities, such as distributing materials and checking student assignments?
9. If a student exhibits deviant behavior such as seeking attention or showing a negative attitude, how does the teacher respond to the situation?
10. Does the teacher use games in learning? What kinds of games are used in learning?

(Adopted from Ramlah Thesis “The Analysis of Teacher’s Pedagogical Competence to Teach Reading Comprehension at the Second Grade Students of SMPN 2 Pinrang”, 2019).

Appendix 3. Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-1033/In. 25/F.II/TL.00.1/01/2024

Manado, 31 Juli 2024

Lamp : -

Hal : Permohonan Izin Penelitian

Kepada Yth :
Kepala MAN Model I Plus Keterampilan Manado
Di
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Tiara Juniati Putri Saini
Nim : 20126001
Semester : IX (Sembilan)
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul " *A Comparative Analysis Of Classroom Management (The Case Of Experienced Versus Novice EIt Teachers* " Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Nur Halimah, M.Hum
2. Fadhlani Saini, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Agustus s.d Oktober 2024.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.
Wassalam Wr. Wb



a.n. Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga.

Adri Lundeto

Tembusan :

1. Rektor IAIN Manado sebagai Laporan
2. Kabag TU FTIK IAIN Manado
3. Kaprodi TBI/ FTIK IAIN Manado
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MANADO
MADRASAH ALIYAH NEGERI MODEL 1
PLUS KETERAMPILAN MANADO

Jl. Hasanudin 14 Kelurahan Islam Kec. Tuminting Telp (0431) 864492
NPSN : 60725207 Email : manmodel1manado14@gmail.com

Nomor : B-566/Ma.23.01/PP.00.6/09/2024
Lampiran : -
Perihal : Keterangan Selesai Penelitian

Manado, 09 September 2024

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Manado
Jl. Dr. S. A. Sarungdajang Kawasan Ring Road I

Dengan hormat, berdasarkan Surat Nomor : B-1093/In.25/F.II/TL.00.1/VII/2024
Tanggal 31 Juli 2024 perihal Permohonan Izin Penelitian maka dengan ini kami
menerangkan bahwa Mahasiswa :

Nama : Tiara Juniati Putri Saini
NIM : 20126001
Semester : IX (Sembilan)
Program Studi S1 : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Penelitian : *"A Comparative Analysis Of Classroom Management (The Case Of Experienced Versus Novice Eli Teachers)".*

Telah selesai melaksanakan Penelitian di Madrasah Aliyah Negeri (MAN) Model 1
Plus Keterampilan Manado.

Demikian surat keterangan ini dibuat atasnya diucapkan terimakasih.



Plh. Kepala
H. Taufik Budi Raharja, S.Pd.

Tembusan :

1. Kepala Kantor Kementerian Agama Kota Manado
2. Arsip

Appendix 4. The Results of Observation Checklist XII D (Experienced Teacher)

No	Classroom Management	Yes	No	Descriptions of Activity
1.	The teacher engages students in the lesson to find their interests, needs, and abilities. (Guru melibatkan siswa dalam pelajaran untuk menemukan minat, kebutuhan, dan kemampuan mereka).	✓		In the learning process, the teacher actively involves students by providing opportunities to ask questions when they have not understood the material being taught. In addition, the teacher uses language that is appropriate to the student's level of understanding, as many students in the class have difficulty understanding the material quickly.
2.	The teacher makes students aware of when assignments are due and manages when they have been graded. (Guru membuat siswa mengetahui kapan tugas jatuh tempo dan manajemen ketika mereka telah dinilai).	✓		Before the lesson starts, the teacher reminds students of the assignment given the previous week and informs them that homework is integrated into the daily assignment grade. The teacher says that students who do not complete the homework will not receive the daily grade and will be penalized.
3.	The teacher creates room arrangements that allow for activities that require movement. (guru menciptakan pengaturan ruangan yang memungkinkan untuk kegiatan yang membutuhkan gerakan).		X	Following the class rules.

No	Classroom Management	Yes	No	Descriptions of Activity
4.	The teacher involves students in developing understanding and maintaining the routines and procedures. (Guru mengajak siswa untuk aktif dalam memahami pelajaran dan memastikan mereka mengikuti rutinitas dan aturan yang sudah ditetapkan).	✓		The teacher told the students that in order to get attendance, they must memorize vocabulary and numbers in English; students who do not deposit memorization will be counted as absent.
5.	If a student did not the teacher remember the information given to the teacher in a previous lesson, they would know how to increase their retention in the next lesson. (Jika seorang siswa tidak ingat informasi dari pelajaran sebelumnya, guru akan mengajari cara-cara untuk membantu mengingatnya lebih baik di pelajaran berikutnya).	✓		Before the lesson begins, the teacher helps students remember the material that has been taught previously by re-explaining the core discussion of the material.
6.	The teacher pays attention to the level of difficulty in an assessment. (Guru memperhatikan tingkat kesulitan untuk penilaian).	✓		At the first meeting, the teacher tests the students to determine their level of understanding of English. Then, the teacher adjusts the materials and tasks given to the students according to their level of ability.
7.	The teacher knows some techniques to handle disruptive and noisy students.	✓		Teachers use punishment techniques to deal with students who are disruptive and noisy in class.

No	Classroom Management	Yes	No	Descriptions of Activity
	(Guru mengetahui beberapa teknik untuk menangani siswa yang mengganggu dan berisik).			
8.	The teacher learns about the neighbourhood in which the school is located. (Guru mempelajari tentang lingkungan sekitar sekolah).	✓		Teachers understand the surrounding environment and feel the need for more classroom facilities.
9.	The teacher knows how many students are enrolled in class. (Guru mengetahui berapa banyak siswa yang terdaftar di kelas).	✓		The teacher knows the list of students in the class based on attendance.
10.	The teacher is familiar with the ethnic/cultural/language/socio-economic background of students. (Guru mengenal latar belakang etnis/budaya/bahasa/sosial ekonomi siswa).		X	The teacher is still learning, as only three meetings have occurred so far.
11.	The teacher provides simple breathing exercises to help students manage stress and improve focus. (Guru memberikan latihan pernapasan sederhana yang dapat digunakan untuk mengatasi stres dan meningkatkan konsentrasi siswa).		X	The teacher does not provide breathing exercises to improve students' concentration.

No	Classroom Management	Yes	No	Descriptions of Activity
12.	<p>The teachers warn and threaten to send students out of the classroom if the students do not behave well.</p> <p>(Guru memperingatkan dan mengancam untuk mengeluarkan siswa dari kelas jika siswa tidak berperilaku baik).</p>	✓		During the lesson, the teacher did not remove the disruptive students from the class, but only with a warning.
13.	<p>The teacher helps monitor students' behaviour and encourages students to do their best.</p> <p>(Guru membantu memantau perilaku siswa dan mendorong siswa untuk melakukan yang terbaik).</p>	✓		During the lesson, the teacher circulates the students' desks to provide additional guidance and direction to encourage them to complete the assignment.
14.	<p>The teacher communicates discipline to students.</p> <p>(Guru mengkomunikasikan kedisiplinan kepada siswa).</p>	✓		In the first meeting, the teacher told the classroom discipline rules.
15.	<p>The teacher creates consequences or punishment for the undesired student.</p> <p>(Guru menciptakan konsekuensi atau hukuman bagi siswa yang tidak diinginkan).</p>	✓		Teacher set rules for handling violations in the classroom by giving punishments such as extra work in front of the teacher's desk for students who break the rules. However, for more severe violations, such as fights, teachers will report directly to

No	Classroom Management	Yes	No	Descriptions of Activity
				the counseling guidance department for further handling.
16.	<p>The teacher identifies a student or a group of children's misbehaviour.</p> <p>(Guru mengidentifikasi perilaku buruk seorang siswa atau sekelompok siswa).</p>		X	Teachers have yet to be able to identify students who misbehave.
17.	<p>The teacher uses nonverbal signals to redirect disengaged students.</p> <p>(Guru menggunakan isyarat tanpa kata, seperti mengangkat tangan atau memberi tatapan, untuk membantu siswa yang tidak fokus agar kembali perhatian pada pelajaran).</p>		X	The teacher does not use certain gestures or signals to help students who are not focused in class.
18.	<p>The teacher sends students home for aggressive or destructive misbehaviour.</p> <p>(Guru memulangkan siswa yang berperilaku agresif atau merusak).</p>		X	Students were kept from breaking the class rules during class.

Appendix 5. The Results of Observation Checklist XF (Novice Teacher)

No	Classroom Management	Yes	No	Descriptions of Activity
1.	The teacher engages students in the lesson to find their interests, needs, and abilities. (Guru melibatkan siswa dalam pelajaran untuk menemukan minat, kebutuhan, dan kemampuan mereka).	✓		In the learning process, the teacher actively involves students by providing opportunities to ask questions when they have not understood the material being taught. In addition, the teacher uses language that is appropriate to the student's level of understanding, as many students in the class have difficulty understanding the material quickly.
2.	The teacher makes students aware of when assignments are due and manages when they have been graded. (Guru membuat siswa mengetahui kapan tugas jatuh tempo dan manajemen ketika mereka telah dinilai).	✓		Before the lesson starts, the teacher reminds students of the assignment given the previous week and informs them that homework is integrated into the daily assignment grade. The teacher says that students who do not complete the homework will not receive the daily grade and will be penalized.
3.	The teacher creates room arrangements that allow for activities that require movement. (guru menciptakan pengaturan ruangan yang memungkinkan untuk kegiatan yang membutuhkan gerakan).		X	Following the class rules.

No	Classroom Management	Yes	No	Descriptions of Activity
4.	The teacher involves students in developing understanding and maintaining the routines and procedures. (Guru mengajak siswa untuk aktif dalam memahami pelajaran dan memastikan mereka mengikuti rutinitas dan aturan yang sudah ditetapkan).	✓		The teacher told the students that to get attendance, they must memorize vocabulary and numbers in English; students who do not deposit memorization will be counted as absent.
5.	If a student did not the teacher remember the information given to the teacher in a previous lesson, they would know how to increase their retention in the next lesson. (Jika seorang siswa tidak ingat informasi dari pelajaran sebelumnya, guru akan mengajari cara-cara untuk membantu mengingatnya lebih baik di pelajaran berikutnya).	✓		Before the lesson begins, the teacher helps students remember the material that has been taught previously by re-explaining the core discussion of the material.
6.	The teacher pays attention to the level of difficulty in an assessment. (Guru memperhatikan tingkat kesulitan untuk penilaian).	✓		At the first meeting, the teacher tests the students to determine their level of understanding of English. Then, the teacher adjusts the materials and tasks given to the students according to their level of ability.
7.	The teacher knows some techniques to handle disruptive and noisy students.	✓		Teachers use punishment techniques to deal with students who are disruptive and noisy in class.

No	Classroom Management	Yes	No	Descriptions of Activity
	(Guru mengetahui beberapa teknik untuk menangani siswa yang mengganggu dan berisik).			
8.	The teacher learns about the neighbourhood in which the school is located. (Guru mempelajari tentang lingkungan sekitar sekolah).	✓		Teachers understand the surrounding environment and feel the need for more classroom facilities.
9.	The teacher knows how many students are enrolled in class. (Guru mengetahui berapa banyak siswa yang terdaftar di kelas).	✓		The teacher knows the list of students in the class based on attendance.
10.	The teacher is familiar with the ethnic/cultural/language/socio-economic background of students. (Guru mengenal latar belakang etnis/budaya/bahasa/sosial ekonomi siswa).		X	The teacher is still learning, as only three meetings have occurred so far.
11.	The teacher provides simple breathing exercises to help students manage stress and improve focus. (Guru memberikan latihan pernapasan sederhana yang dapat digunakan untuk mengatasi stres dan meningkatkan konsentrasi siswa).		X	The teacher does not provide breathing exercises to improve students' concentration.

No	Classroom Management	Yes	No	Descriptions of Activity
12.	<p>The teachers warn and threaten to send students out of the classroom if the students do not behave well.</p> <p>(Guru memperingatkan dan mengancam untuk mengeluarkan siswa dari kelas jika siswa tidak berperilaku baik).</p>	✓		During the lesson, the teacher did not remove the disruptive students from the class, but only with a warning.
13.	<p>The teacher helps monitor students' behaviour and encourages students to do their best.</p> <p>(Guru membantu memantau perilaku siswa dan mendorong siswa untuk melakukan yang terbaik).</p>	✓		During the lesson, the teacher circulates the students' desks to provide additional guidance and direction to encourage them to complete the assignment.
14.	<p>The teacher communicates discipline to students.</p> <p>(Guru mengkomunikasikan kedisiplinan kepada siswa).</p>	✓		In the first meeting, the teacher told the classroom discipline rules.
15.	<p>The teacher creates consequences or punishment for the undesired student.</p> <p>(Guru menciptakan konsekuensi atau hukuman bagi siswa yang tidak diinginkan).</p>	✓		Teacher set rules for handling violations in the classroom by giving punishments such as extra work in front of the teacher's desk for students who break the rules. However, for more severe violations, such as fights, teachers will report directly to

No	Classroom Management	Yes	No	Descriptions of Activity
				the counseling guidance department for further handling.
16.	<p>The teacher identifies a student or a group of children's misbehaviour.</p> <p>(Guru mengidentifikasi perilaku buruk seorang siswa atau sekelompok siswa).</p>		X	Teachers have yet to be able to identify students who misbehave.
17.	<p>The teacher uses nonverbal signals to redirect disengaged students.</p> <p>(Guru menggunakan isyarat tanpa kata, seperti mengangkat tangan atau memberi tatapan, untuk membantu siswa yang tidak fokus agar kembali perhatian pada pelajaran).</p>		X	The teacher does not use certain gestures or signals to help students who are not focused in class.
18.	<p>The teacher sends students home for aggressive or destructive misbehaviour.</p> <p>(Guru memulangkan siswa yang berperilaku agresif atau merusak).</p>		X	Students were kept from breaking the class rules during class.

Appendix 6. Transcript Interview of Experienced Teacher

Name : Lastri W Asiking, S.Pd

Date and time: Wednesday, September 4th, 2024/14.00 WITA

Location : MAN Model 1 Plus Keterampilan Manado

(Information : R = researcher, T = teacher)

Question 1

R : How to activate and involve students in English class? (Bagaimana cara mengaktifkan dan melibatkan siswa dalam kelas bahasa inggris?)

T : Memberikan pertanyaan-pertanyaan pemantik, jadi ketika mengawali pembelajaran ini, maam ceritanya dalam suatu (TP) itu suatu tujuan pembelajaran itu ada berapa kali meeting. Setiap kali mengawali pelajaran diawali dulu dengan pertanyaan-pertanyaan pemantik, eee... dan sedikit mereview pembelajaran sebelumnya, jadi intinya disitu adalah memberikan pertanyaan pemantik untuk siswa.

Questions 2

R: How do teachers organize time and space in the classroom so that all students can learn comfortably? (Bagaimana ibu mengatur waktu dan ruang di kelas agar semua siswa dapat belajar dengan nyaman?)

T : Waktu sesuai dengan jam pelajaran tentu ya, sudah terikat itu kan dengan jam pelajaran. Kalo untuk membuat dorang nyaman, maam ikuti saja dorang pe alur, kalo anak di dalam kelas misalkan disaat pembelajaran pada saat menjelaskan ya tentu harus fokus ke guru. Tapi ketika mereka diberikan tugas, mereka maam bebaskan. Kalo yang suka ke musik silahkan, mungkin ada yang ee.. belajar dia... apa... anak yang ee.. audio ya silahkan kamu mau mendengarkan apa sambil mengerjakan, penting tugasnya selesai, jadi mereka tidak diikat harus fokus dengan tugasnya, kalo mau kerja kelompok silahkan. tapi yang utama tugasnya itu harus selesai, dan kamu paham dengan apa yang kamu kerjakan.

Question 3

R: What steps do teacher take to create a positive classroom climate and prevent unwanted behavior from students? (Apa langkah-langkah yang Ibu ambil untuk menciptakan suasana kelas yang positif dan mencegah perilaku yang tidak diinginkan dari siswa?)

T : Ya itu, tetap memantau dorang, nah apalagi torang pe anak-anak ini kan anak-anak yang sudah ee...remaja, setidaknya dorang so tau bahwa ini tidak baik. so far maam mengajar tidak pernah ada anak-anak yang berperilaku ee.. tidak menyenangkan sih di dalam kelas, antisipasinya ya torang membuat kelas itu nyaman sedari awal. Ketika mereka nyaman belajar, pasti mereka tidak akan melakukan hal-hal yang ee.. mengganggu proses pembelajaran, jadi intinya membuat mereka nyaman sedari awal.

Question 4

R : How do teacher arrange the classroom layout, including the position of tables, and equipment to support effective learning processes? (Bagaimana Ibu mengatur tata letak kelas, termasuk posisi meja, dan peralatan untuk mendukung proses belajar yang efektif?)

T : Kalo pembelajaran diskusi kelas, ya tentu berkelompok di atur, kalo keadaan kondisi kelas biasa sudah di atur sama wali kelasnya. Jadi jarang untuk di bongkar-bongkar lagi kecuali kalo diskusi kelompok, ya mereka tentu berkelompok, tapi kalo tata letak, posisi duduk apa semua, itu sudah di atur oleh wali kelas, maam juga nda di... rubah-rubah lagi, iya kalo kelompok menyesuaikan saja no, kalo pun anu dorang.. siswa pindah, ya atur mejanya saja ya yang penting tidak riuh.

Question 5

R : What rules and routines does the teacher implement in the classroom, and how does the teacher ensure that students follow these rules? (Apa saja aturan dan rutinitas yang ibu terapkan di kelas, dan bagaimana ibu memastikan siswa mengikuti aturan tersebut?)

T : rata-rata aturannya maam itu, yang pertama tentunya karena kita pembelajaran bahasa inggris ya harus punya kamus to. Setidaknya kalo pun mereka, sekarang ini kan sudah jaman digital, semua aplikasi itu so ada lengkap di handphone, jadi tinggal download saja kan, punya kamus di handphone gitu. Terus yang kedua eee.. apa.. meng.. apa.. mengumpulkan tugas itu kalo maam eee.. maam menginginkan anak-anak itu on time, jadi ketika mereka tidak mengumpulkan tugas dengan on time, tentu ada nilai yang tersendiri, masing-masing anak disesuaikan dengan apa...ee.... anunya mereka, untuk mengumpulkan tugas kalo tugasnya on time tentu point nya lebih tinggi, jadi memberikan reward ketika mereka mengikuti aturan sesuai kesepakatan.

Question 6

R : What do you do to keep the lesson material interesting and students motivated to learn? (Apa yang ibu lakukan agar materi pelajaran tetap menarik dan siswa tetap termotivasi untuk belajar?)

T : Dalam pembelajaran tentu harus ada selingan-selingan, tidak menoton kan, membuat pembelajaran menyenangkan ya itu, kayak pemberian games, ice breaking, quiz sperti itu.

Question 7

R : How does teacher deal with students who misbehave in class, and what kind of punishments are given to students who misbehave? (Bagaimana ibu menangani siswa yang berperilaku tidak sesuai di kelas, dan hukuman seperti apa yang diberikan kepada siswa yang berperilaku melanggar?)

T : Kalo terlambat masuk kelas, biasanya kan ketika kalo dia melakukan pelanggaran itu, tidak automatic langsung di berikan hukuman. Pasti peringatan dulu, satu kali, dua kali, tiga kali, kalo masih lagi di lakukan, baru di kasih sanksi. Sanksinya itu eee.. ya tentu yang ada hubungannya dengan edukasi, kayak kamu bikin, tuliskan 16 tenses kemudian kamu pahami nanti, di...apa... kasih pertanyaan lisan tentang tenses itu, atau hafalkan ee.... berapa kosa kata begitu, itu sanksi-sanksi yang tentunya harus berhubungan dengan edukasi gitu,

kalo siswa yang tidak buat PR, ya tentunya itu yang di penilaian. Hukumannya masuk di penilaian, tapi kan kalo sekarang ini kalo hukuman berupa fisik kan sudah tidak bisa di terapkan ke anak-anak to, ya jadi paling juga, eee.. hukumannya itu.. peringatan saja, dan tentu ada apa...edukasi dan kita berkoordinasi dengan wali kelas gitu, bahwa si anak ini dia sering tidak mengerjakan tugas, tentu konsekuensinya pada nilai, karena kalo sanksi fisik sekarang sudah tida bisa di terapkan ke siswa.

Question 8

R : How does teacher organize daily activities in class, such as distributing materials and checking student assignments? (Bagaimana anda mengelola kegiatan harian di kelas, seperti membagikan materi dan memantau tugas mandiri siswa?)

T : Iya, pada saat pembelajarannya itu, ya tentu saat mereka mengerjakan ya guru juga harus selalu memantau ketika ada permasalahan, mendekati anak-anak terus menanyakan permasalahannya apa, tapi biasanya anak-anak yang datang bertanya no ke guru, kalo misalnya ada permasalahan. Karena kalo guru yang keliling-keliling bertanya biasanya, dorang mo bilang nda maam aman maam, jadi ya kita pantau saja gitu, apakah ada permasalahan. tetap guru eksis di dalam kelas tentunya, untuk memantau ee....perkembangannya anak-anak sudah sejauh mana pemahaman mereka tentang materi ini gitu.

Question 9

R : If a student exhibits deviant behavior such as seeking attention or showing a negative attitude, how does the teacher respond to the situation?) (Jika ada siswa yang menunjukkan perilaku menyimpang seperti mencari perhatian atau menunjukkan sikap negatif, bagaimana ibu menanggapi situasi tesebut?)

T : Ehm....ya itu, personal approach juga torang musti cari tau juga apa penyebabnya si anak ini untuk melakukan hal-hal seperti itu, atau melakukan hal-hal yang torang anggap itu negative. Torang harus mencari tau permasalahannya apa, kemudian mencari, mencari tau background dari

lingkungan keluarganya, dan tentu itu harus ada ee....koordinasi dan apa.....informasi juga dari wali kelas.

Question 10

R : Does the teacher use games in learning? What kind of games are used in learning? (Apakah ibu menggunakan permainan dalam pembelajaran? Permainan seperti apa yang digunakan dalam pembelajaran?)

T : Games nya kalo di dalam kelas ya yang simple-simple saja no, games kayak ehm....pemberian games kosa kata gitu, ee kalau.....misalkan ada....apa...kalo ada..... LCD, ya kita bisa kasih dorang kahoot gitu. itu kan anak-anak juga senang main kahoot.

Appendix 7. Transcript Interview of Novice Teacher

Name : Cicit Rukmina Amba, S.Pd

Date and time: Tuesday, August 6th, 2024/14.00 WITA

Location : MAN Model 1 Plus Keterampilan Manado

(Information : R = researcher, T = teacher)

Question 1

R : How to activate and involve students in English class? (Bagaimana cara mengaktifkan dan melibatkan siswa dalam kelas bahasa inggris?)

T : oh, kalo pa Miss pe pembelajaran itu misalnya so materi narrative text. Miss itu mo tanya satu-satu Tiara, jadi nyanda voulentier deng Miss lebe suka tanya satu-satu tapi itu berdasarkan dorang pe pengalaman jadi kan dorang nyanda, nyanda...nyanda... apa depe nama....nyanda canggung to, kalo misalnya itu cerita dorang pe misalnya cerita luar negeri bagitu dorang kan agak-agal nyanda bisa to mo jelaskan tapi, kalo dorang misalnya mo cerita, cerita rakyat dang dari pa dorang pe kampung bagitu, misalnya pa dorang pe asal bagitu kan bagimana kan dorang lebe lancar, nah terus kita nda talalu suka bagitu ta lebe suka tunjung langsung.

Questions 2

R: How do teachers organize time and space in the classroom so that all students can learn comfortably? (Bagaimana ibu mengatur waktu dan ruang di kelas agar semua siswa dapat belajar dengan nyaman?)

T : Jaga kase sesuai dg lesson plan no.

Question 3

R: What steps do teacher take to create a positive classroom climate and prevent unwanted behavior from students? (Apa langkah-langkah yang Ibu ambil untuk menciptakan suasana kelas yang positif dan mencegah perilaku yang tidak diinginkan dari siswa?)

T : Pertama tanya dulu, dorang so makang, so sholat nda, setelah itu baru maso di ice breaking. Pokoknya dia pertama itu kalo misalnya mencegah itu tamaso eee...setelah ice breaking Miss mo kase nasehat, tapi untuk ice breaking nynda setiap hari nanti so maso di unit baru misalnya.

Question 4

R : How do teacher arrange the classroom layout, including the position of tables, and equipment to support effective learning processes? (Bagaimana Ibu mengatur tata letak kelas, termasuk posisi meja, dan peralatan untuk mendukung proses belajar yang efektif?)

T : Miss nda pernah bagitu Tiara, nda pernah ba ator itu kan wali kelas pe tanggung jawab to, kalo misalnya Tiara pe maksud ehm... dalam pembelajaran sto bagaimana cara mo ba ator kang, itu dia berarti...itu kelas di MAN disini kan kecil-kecil to tiara. Jadi dorang punya pe space mo ba pindah meja itu sulit, jadi so tinggal siswa yang mo ba pindah, tapi nyanda mo ator itu meja deng kursi cuman dorang yang bapindah posisi tempat duduk.

Question 5

R : What rules and routines does the teacher implement in the classroom, and how does the teacher ensure that students follow these rules? (Apa saja aturan dan rutinitas yang ibu terapkan di kelas, dan bagaimana ibu memastikan siswa mengikuti aturan tersebut?)

T : Kalo pa kita Tiara, depe aturan itu pokoknya hm....dorang itu sebelum belajar itu musti rapi deng sama jadi sama dengan dorang itu pake sepatu, seragam di dalam baju, nah itu lagi dorang itu setiap pertemuan harus stor hafalan sama dengan Miss da bilang lalu jadi kalo dorang nda ba stor hafalan akan terhitung alpa. Iyo katu tiara, dengan dia pe aturan supaya siswa-siswa mo ba bekeng tugas dia pe aturan itu, kita so lebe bilang dari awal dang kalo misalnya kita nyanda jaga lia nilai dari eeee....ujian, jadi kita jaga lia dari tugas, jadi kalo misalnya mo suka nilai plus dia pe nilai tugas yang kase banyak dang, jadi kita mo ambe nilai ujian itu cuman 15% depe 85% itu dari nilai tugas.

Question 6

R : What do you do to keep the lesson material interesting and students motivated to learn? (Apa yang ibu lakukan agar materi pelajaran tetap menarik dan siswa tetap termotivasi untuk belajar?)

T : Biasanya kalo mo materi menarik itu eee....kalo misalnya baru-baru to recount text, kita mo bekeng text itu bukung orang laeng berdasakan orang laeng pe pengalaman dang, tapi dorang pe pengalaman sandiri yang terjadi pa dorang, supaya itu kan dorang tau to depe susunan apa, baru dia pe cerita yang bagaimana dorng tau sandiri. Itu kayaknya lebih menarik deh, deng kalo misalnya kalo descriptive text itu kan dorang jaga....itu kan bangunan-bangunan yang famous kan. Nah kalo pa kita Tiara descriptive text itu kita suruh deskripsikan tempat wisata yang dorang pernah pigi akang, itu kan lebih mengena to ato nda ehm....atlet ato idola yang dorang suka.

Question 7

R : How does teacher deal with students who misbehave in class, and what kind of punishments are given to students who misbehave? (Bagaimana ibu menangani siswa yang berperilaku tidak sesuai di kelas, dan hukuman seperti apa yang diberikan kepada siswa yang berperilaku melanggar?)

T : Soalnya selama ini Miss cuman teguran secara verbal tiara, jadi belum pernah Miss mo ba ambe tindakan yang mo ba se kaluar dang, cuman satu kali di kelas laub masih lagi dalam teguran verbal, dia pe teguran kalo misalnya masih mo ba rebut minggu depan ngoni nda usah maso. Nah depe minggu depan ternyata dorang pas maso dorang so nda ba rebut dang. Dengan kadua kalo misalnya abis sholat to tiara, itu kan ada kalanya kan siswa kan lama to jaga maso abis sholat kong somo jam pelajaran. Biasanya dorang jaga malas, ba lama-lama dang alasan kan mo sholat, itu dia Miss ada kase bilang kalo misalnya dorang mo terlambat lagi misalnya 10 menit ini dorang terlambat, berarti kan mo ba push up selama 10 kali. Bagini Tiara kalo guru itu kwa dia misalnya ada satu yang maso, satu yang maso ba salam itu agak terganggu to, nah ternyata pas depe

minggu depan semua so ada di dalam kelas. Kalo dorang nda buat tugas itu Tiara dpe hukuman langsung pa dorang pe nilai, jadi kan sama deng Miss ada ambe nilai 85% ini kan banyak to tiara dari tugas, kalo ngoni nda ambe berarti kan akan berpengaruh di nilai nanti, nilai yang mo ada di raport dang, jadi sesuai dengan ngoni pe kesadaran diri sendiri.

Question 8

R : How does teacher organize daily activities in class, such as distributing materials and checking student assignments? (Bagaimana anda mengelola kegiatan harian di kelas, seperti membagikan materi dan memantau tugas mandiri siswa?)

T : Biasanya Miss kalo abis kase tugas pa dorang, Miss biasanya memantau dengan mengelilingi di meja siswa untuk memastikan dang kalo dorang so paham ato belum ato kalo ada siswa yang cuman bacirita dengan main hp nda ba bekeng tugas. Jadi Miss bajalang ke tempat duduk untuk memastikan kalo dorang butul-butul ada bekeng apa yang di tugaskan dengan paham apa yang dorang mo bekeng.

Question 9

R : If a student exhibits deviant behavior such as seeking attention or showing a negative attitude, how does the teacher respond to the situation? (Jika ada siswa yang menunjukkan perilaku menyimpang seperti mencari perhatian atau menunjukkan sikap negatif, bagaimana ibu menanggapi situasi tersebut?)

T : Kayaknya cuman teguran secara verbal deh Tiara, sejauh ini cuman secara teguran verbal kalo misalnya berperilaku buruk.

Question 10

R : Does the teacher use games in learning? What kind of games are used in learning? (Apakah ibu menggunakan permainan dalam pembelajaran? Permainan seperti apa yang digunakan dalam pembelajaran?)

T : Ada, ada tetap mo ada games itu. Tetap setiap mo maso di materi baru ada games baru Tiara, kalo kebanyakan sih misalnya Miss mo bilang stop, nah pa dia no

baru Miss mo kase akang pertanyaan bagitu. Deng ato, no mo suruh maju di muka and mo ba bekeng apa yang dia suka kong depe teman-teman mo iko akang.







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