



**STUDENTS-TEACHERS' PERCEPTION ON THEIR DIFFICULTIES IN
APPLYING THE PRINCIPLES OF CLASSROOM MANAGEMENT
DURING PRE-SERVICE TEACHING**

THESIS

*Submitted to English Department Faculty of Tarbiyah and Teacher Training
to Fulfil One of the Requirements to Obtain Bachelor Degree
in English Teaching Department*

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ABSTRAK

CHAIRUN NISA, 15 300 400 019, judul skripsi “**STUDENT-TEACHERS’ PERCEPTION ON THEIR DIFFICULTIES IN APPLYING THE PRINCIPLES OF CLASSROOM MANAGEMENT DURING PRE-SERVICE TEACHING (A Study of the Eight Semester Students of English Department of IAIN Batusangkar Registered in 2018/2019 Academic Year)**” Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar, 2019.

Permasalahan dalam penelitian ini adalah belum terungkapnya persepsi mahasiswa mengenai kesulitannya dalam menerapkan prinsip manajemen kelas saat PPL. Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa tersebut tentang kesulitannya dalam menerapkan prinsip manajemen kelas saat PPL.

Penelitian ini adalah penelitian *deskriptif* dengan pendekatan *kuantitatif*, dengan menggunakan *cross-sectional design*. Penelitian ini mendeskripsikan persepsi mahasiswa terhadap kesulitan mereka dalam menerapkan prinsip manajemen kelas saat PPL. Populasi dalam penelitian ini adalah mahasiswa Jurusan Tadris Bahasa Inggris yang mengambil mata kuliah PPL pada semester 8 yang berjumlah 36 orang. Dalam penelitian ini, peneliti menggunakan teknik *total sampling*. Dalam pengumpulan data, instrumen yang digunakan yaitu lembaran angket yang berisi tentang persepsi mahasiswa tentang kesulitannya dalam menerapkan prinsip manajemen kelas saat PPL. Hasil dari validitas instrumen ini secara umum adalah 0,67 (tinggi), sedangkan hasil validasi dari masing-masing validator adalah 0,57 (sedang) dari validator pertama, 0,89 (sangat tinggi) dari validator kedua dan 0,57 (sedang) dari validator ketiga. Hasil dari reliabilitas instrumen adalah 0,84 (sangat tinggi). Setelah itu peneliti membagikan instrumen kepada sampel penelitian untuk diisi.

Setelah data dianalisis, didapatkan bahwa persepsi mahasiswa tentang kesulitannya dalam menerapkan prinsip manajemen kelas saat PPL adalah *moderate* (menengah) dengan rata-rata 114,44. Jika dispesifikasikan pada prinsipnya, maka persepsi mahasiswa terhadap kesulitannya dalam menerapkan prinsip manajemen kelas saat PPL adalah sebagai berikut: pada penglihatan, suara dan kenyamanan, hangat dan antusias, penggunaan variasi, luwes, dan penekanan hal positif mempunyai persepsi *moderate* (menengah), pada penyusunan tempat duduk, penggunaan papan tulis, menciptakan tantangan, penekanan hal positif, dan perilaku yang baik mempunyai persepsi *low* (rendah), pada penggunaan peralatan mempunyai persepsi *very low* (sangat rendah). Jadi, persepsi mahasiswa tentang kesulitan mereka dalam menerapkan prinsip manajemen kelas saat PPL adalah *moderate* (menengah).

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Pre-Service Teaching is an important stage for Tarbiyah Faculty and Teacher Training students especially for English Department students. Pre-service teaching provides an opportunity for English Department students to get to know the real world of teacher training before they actually become a teacher. Pre-service teaching is held to increase student awareness of important components in teaching and learning activities and to encourage them to be able to implement coursework and improve personal skills as creative teachers. They are taught how to make the most effective choices when facing challenging situations in the classroom. They were also taught how to balance their role as modern teachers ranging from being instructors, creators, managers, mentors, to role models. Through Pre-Service Teaching, English Department students are provided starting from how to prepare a lesson plan and its implementation so that students get the maximum opportunity to express themselves in a positive environment. Not only that, English Department students also learn how to observe learning and reflect and compile reports.

In accordance with the first mission of the English department is "Menyelenggarakan kegiatan pendidikan dan pengajaran secara profesional dalam bidang bahasa Inggris dengan mengintegrasikan nilai-nilai Islam dan kearifan lokal yang didukung oleh riset dan teknologi". To carry out this mission, English Department students must be equipped in advance how to teach professionally. One of the places that is very suitable for English Department students to be used as a place to hone the ability to teach professionally is none other than pre-service teaching activities that carried out in schools. Being a professional teacher in the

millennium, students who prepare to become teachers should prepare many things. Some of them are those students must be able to master the subject matter, not only in mastering the subject matter but students must also be able to convey the subject matter well and correctly. In addition, what should be prepared or what students should master is in managing the class, so that by managing the class, the learning process will run smoothly. In addition, to gain knowledge about the skills to become good teachers and qualified teachers, English Department students must learn and also practice. There are a number of compulsory subjects that English Department students must follow, such as classroom management, science education, micro teaching, pre-service teaching and some subjects related to teacher or teaching and learning.

One of the subject is classroom management. Classroom management is an aspect of education that is often used main attention by future teachers, new teachers, and even experienced teachers, because they want their students to learn optimally. In the sense that the teacher is able to convey lesson material and can be accepted by students well. The creation of a comfortable class is a study of classroom management. Because classroom management is a series of teacher behavior in its efforts to create and maintain classroom conditions that allow students to learn well. In classroom management, English Department students learn about how to be a teacher with a good plan, good implementation, and good evaluation. By taking classroom management class, English Department students will know a lot about how to be a good teacher in the future. Because in this class students are given theories about the several principles of classroom management which must be applied by student-teacher to create an active and pleasant classroom atmosphere, how to be a good teacher in managing the class, and also offer opportunities for students to make a lesson plan to create conducive classes in teaching and learning activities. In the implementation of pre-service teaching, classroom management is a skill that must be mastered by a student-

teacher to be able to condition a classroom atmosphere that is conducive when the teaching and learning process takes place, so as to create a comfortable classroom atmosphere for students.

At the same semester, English Department students attend micro teaching class. By taking Microteaching class, English Department students will practice a lot how to be a good teacher. According to Afifah (2017: 11), microteaching is a learning that trains prospective teachers to have basic and special skills in learning with a small scope or limited. It means that the students will get opportunity to practice as in real situations in class. In the microteaching class, English Department students practiced all of the learning material, started from lesson plan until practice all of eight ability. They are ability to (1) giving good question, (2) reinforcement, (3) variation skill, (4) explaining skill, (5) open and (6) close the learning, (7) classroom management, and (8) guiding group discussion.

After following classroom management and microteaching class at the same semester, English Department students follow pre-service teaching at the next semester or seventh semester. In pre-service teaching, what students have learned in classroom management and microteaching class must be applied properly and correctly, and of course it's not easy to apply it by the students to teaching class with a real students and real situation. From the classroom management class they can prepare themselves in managing their class in accordance with class management principles to be able to create conducive class during practice teaching. Then, from microteaching class they can prepare themselves too in managing the learning process start from giving good question until guiding group discussion.

Although in classroom management class they have been taught what are the principles of classroom management and how to apply it when in the teaching-learning process. Every English English Department

students certainly has a problem in controlling the classroom during pre-service teaching, and also has a different perception about it.. Based on the background above, the researcher are interested to conduct the research about **“Student-Teachers’ Perception on Their Difficulties in Applying the Principles of Classroom Management During Pre-Service Teaching of the eighth semester studentds of English Department of IAIN Batusangkar in 2018/2019 Academic Year”**

B. Identification of the Problem

There are several things that affect pre-service teaching activities, including pedagogy competence, personality competence, professional competence and social competence. If a student-teacher can apply these four competencies, then the implementation of pre-service teaching will run smoothly. Because, if a student-teacher can be a role model for the students, can teach the students according to the background of the knowledge, and can establish good relationships with the whole school community, it will have a good impact on the implementation of pre-service teaching .

In pedagogical competence, one of the things that must be mastered by student-teachers is the ability to control classroom conditions. Based on the background of the problem above, every student-teachers certainly has difficulty in controlling the class and has a different perception of it.

As we know, internal factors forming perception are things in each individual that influence it in forming a perception. Every person is created differently, so the perception formed of a thing will also vary according to physical, psychological, interests and also experience. Therefore, each student-teachers has a variety of perceptions about the difficulty in applying the principles of classroom management during pre-service teaching.

C. Limitation and Formulating of the Problem

Limitation of a problem is used to avoid being subject matter irregularities and widening so that the research is more directed and facilitates discussion so that the research objectives will be achieved. In this research the researcher limit the problem and just focus on Student-Teachers' Perception on Their Difficulties in Applying the Principles of Classroom Management during Pre-Service Teaching.

Dealing with the explanation above, the researcher formulates the general problem as follows: **“What are Student-Teachers' Perception on Their Difficulties in Applying the Principles of Classroom Management during Pre-Service Teaching?”**

To be specific, this research is expected to answer the following question:

1. What is student-teachers' perception on their difficulties in applying the principles of sight, sound and comfort?
2. What is student-teachers' perception on their difficulties in applying the principles of seating arrangement?
3. What is student-teachers' perception on their difficulties in applying the principles of the use of whiteboard?
4. What is student-teachers' perception on their difficulties in applying the principles of equipment?
5. What is student-teachers' perception on their difficulties in applying the principles of warm and enthusiasm?
6. What is student-teachers' perception on their difficulties in applying the principles of create a challenge?
7. What is student-teachers' perception on their difficulties in applying the principles of the used of varied?
8. What is student-teachers' perception on their difficulties in applying the principles of flexible?
9. What is student-teachers' perception on their difficulties in applying the principles of positive reinforcement?

10. What is student-teachers' perception on their difficulties in applying the principles of good attitude?

D. Definition of the Key Terms

To avoid misunderstanding, the researcher defines some terms as follows:

1. Pre-service teaching is a program which is as a place for the eighth semester students of English Department registered in 2018/2019 to apply various knowledge, attitudes and skills in the context of forming professional teachers.
2. Classroom management principle are guidelines that have basic principles of thinking or acting for the eighth semester students of English Department registered in 2018/2019 in an effort to create and maintain optimal learning conditions during pre-service teaching.
3. Student-teachers' difficulties is a difficult situation or condition of the eighth semester students of English Department registered in 2018/2019 in applying the principles of classroom management during pre-service teaching.
4. Student-teachers' perception is the student-teachers or the eighth semester students of English Department registered in 2018/2019 view about the difficulties in applying the principles of classroom management during pre-service teaching.

E. Purpose of the Research

The purpose of the research is the answer or target to be achieved by the researcher in a study. Therefore, the purpose of this research in general is to describe student-teachers perception on their difficulties in applying the principles of classroom management during pre-service teaching. In spesific purpose is:

1. To describe student-teachers' perception on their difficulties in applying the principles of sight, sound and comfort.

2. To describe student-teachers' perception on their difficulties in applying the principles of seating arrangement.
3. To describe student-teachers' perception on their difficulties in applying the principles of the use of whiteboard.
4. To describe student-teachers' perception on their difficulties in applying the principles of equipment.
5. To describe student-teachers' perception on their difficulties in applying the principles of warm and enthusiasm.
6. To describe student-teachers' perception on their difficulties in applying the principles of create a challenge.
7. To describe student-teachers' perception on their difficulties in applying the principles of the used of varied.
8. To describe student-teachers' perception on their difficulties in applying the principles of flexible.
9. To describe student-teachers' perception on their difficulties in applying the principles of positive reinforcement.
10. To describe student-teachers' perception on their difficulties in applying the principles of good attitude.

F. Significance of the Research

The result of this research hopefully gives contribution to:

1. English department students

This research is expected to provide information and help students to gain more knowledge about the principles of classroom management that will be applied in pre-service teaching.

2. Lecturer of Classroom Management

This research is expected to give information for the lectures to know more how the perception of student-teacher to applied classroom management principles during pre-service teaching. Hence, the lecturer can also give suggestion to improve the application of classroom management principles in pre-service teaching.

3. The researcher

The researcher will get benefit in this result. It may enlarge the researcher's knowledge about Students' perception about their difficulties in applying classroom management principles during pre-service teaching and also as requirement to get bachelor degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Pre-Service Teaching

a. Definition of Pre-Service Teaching

Pre-Service teaching or teaching practice is regarded as the first opportunity for preparing pre-service teachers for real teaching contexts where they have the opportunity to employ knowledge, information, and theories acquired through their study (Kennedy in Ebrahim et.al, 2017: 251). According Ariff et.al (2017: 750), teacher training programs are more likely to emphasize the importance of acquiring knowledge and theory at the expense of equipping students with practical skills, particularly relevant experience with the teaching profession, which can be compared with the situation prevailing in a real classroom.

Next, Smith & Levvari in Ebrahim et.al (2017: 251) state teaching practice is the focus of all skills and behaviors of pre-service teachers, where several studies demonstrated its major role in bridging the gap between theory and practice, provides a framework for the acquisition and development of pre-service teachers' educational and personal competences.

Furthermore, Merc in Ebrahim et.al (2017: 251) suggests that during teaching practice it is important to understand the extent to which teachers are able to put the theory they have learned during college study into practice in real teaching environments.

From the theories above, the reasercher can concluded that pre-service teaching is as a place to gain knowledge, as well as a place where we apply the theories we have learned in real teaching environment.

b. Purpose of Pre-service Teaching

According to Zainal (2010: 94) there are two purposes of pre-service teaching. They are general purpose and specific purpose. The specific purpose is in order the student teachers can give and develop their knowledge that suitable with their profession. There are three general purpose of pre-service teaching, they are:

- 1) Guiding the student-teachers in order the student teachers can have value, knowledge and skill that needed by teacher and also catch the meaning from the situation that they faced.
- 2) Guiding the student-teachers to develop the knowledge that suitable with their level at school and non-school.
- 3) Guiding student-teachers to perform themselves in all of teacher activity, so it can make good mental that suitable the teachers profession in order the student teachers have skill in giving a lesson to the student.

From the theory above, the researcher can conclude that the aim of pre-service teaching is as a place for student-teachers to develop the knowledge they have on campus, and student-teachers can also develop their teaching skills.

c. Activity in Pre-Service Teaching

According to Sofiyana (2013: 13-22), there are some activities in pre-service teaching:

- 1) Pre-service teaching preparation

Pre-service teaching is an activity that must be taken by IAIN Batusangkar undergraduate students in the education program because the main orientation is education. In this activity, it will be assessed how students apply all the knowledge and skills acquired during college to school life. Important factors that are very supportive in implementing pre-service teaching include mental readiness, material mastery, classroom management, material presentation, ability to interact with students, teachers, employees, parents/guardian of students, and the surrounding community. If student-teacher only master one or a part of the above factors, then the pre-service teaching will experience difficulties.

The academic requirements that must be fulfilled are already passed the Micro Teaching course and must take the pre-service teaching debriefing held by the institute before student-teacher are deployed to the location. Student-teacher must carry out pre-pre-service teaching observations before the implementation of the pre-service teaching begins with the aim to find out how the conditions of the school and the learning

process that took place in the school actually. Thus, during the implementation of the pre-service teaching, student-teacher did not experience difficulties in adapting to the classroom and the learning process in the class. Activities carried out in connection with pre-service teaching both before and after the implementation of pre-service teaching, through the following stages:

a) Classroom management lesson

Students will know a lot about how to be a good teacher in the future. Because in this class students are given theories about the several principles of classroom management which must be applied by student-teacher to create an active and pleasant classroom atmosphere, how to be a good teacher in managing the class, and also offer opportunities for students to make a lesson plan to create conducive classes in teaching and learning activities.

b) Micro Teaching lesson

To provide provisions in implementing pre-service teaching, students are first given teaching exercises from the micro teaching course. Micro teaching is one of the requirements that must be met by students to take pre-service teaching.

c) Class observation activities

Observation Class learning (pre-pre-service teaching observation) is an observation activity carried out by students, before the implementation of pre-service teaching. Observation of learning in the classroom is an observation activity on various characteristics in the teaching and learning process in the classroom. This observation have a purpose, namely:

- Knowing the learning process that takes place in the classroom, namely opening lessons, methods, teaching principles, media, evaluation and steps to close the lesson.
- As an initial stage of socialization with students who will be taught.
- As a prediction in determining the steps and strategies that will be taken in implementing classroom learning.
- Implementation of teaching practices in the classroom

Observation activities are carried out to help the pre-service teaching program to be implemented, while the things monitored in the observation activities include:

- a) Learning Media
 - 1) Curriculum (KTSP or K13)
 - 2) Syllabus
 - 3) Lesson Plan (RPP)
- b) Learning process
 - 1) Open the lesson

In opening the lesson, student-teacher carry out several activities such as starting the lesson by praying, opening greetings, asking how students are and preparing to receive lessons, reading outlines of material and competencies that students must achieve, and check student attendance. In addition, student-teacher review the lessons that were delivered last week. After that, students try to bring up perceptions to motivate students so that students become more interested in the material that will be delivered during the learning process.

- 2) Presentation of material

Material presentation conducted by student-teacher in accordance with what is written in the lesson plan. To make it easier to convey the subject matter in the learning process, before the students-teacher told the pupil to read the material to be delivered at home so that when the students-tacher delivered the material, the pupils were ready to accept the material because previously the pupils had learned first.

- 3) Learning methods

Student-teacher can use several methods such as discussion, question and answer, interactive lectures, demonstrations, jigsaw and educational games.

- 4) Use of language

The language used in the teaching and learning process is Indonesian and the use of language must be

communicative so that students are enthusiastic and active in following the learning process.

5) Use of time

Teacher-student use time effectively, which is 40 minutes for one lesson for junior high school and 45 minutes for one lesson for senior high school. Student-teacher can also use the time when the lesson is about 5-7 minutes, to invite students to joke, refreshing the mind so that when following the learning process students are not tense. So, the material to be conveyed can be understood by students.

6) Motion

In teaching and learning activities, student-teacher should not only be stunned and stand in one place, but student-teacher are required to go around whose purpose is to control students, whether students pay attention to or not the lesson or material presented.

7) How to motivate students

To motivate students in learning, student-teacher can choose interesting learning methods for students and can also hold games related to learning material.

8) Techniques to ask

Student-teacher can provide a classical question. When there are pupils who can answer the question, student-teacher can give praise to the pupils or it can also be an additional point. In this way student-teacher usually tend to actively answer without having to be told by the student-teacher. In addition, to further create a conducive atmosphere, after asking classical questions and telling pupils to think for a moment, student-teacher can also appoint several pupils who are busy themselves or not paying attention during the lesson.

9) Classroom mastery techniques

To master the class, student-teacher must pay attention to pupils who are in the class and if there are those who do

not pay attention to the student-teacher while deliver the lesson, then the student-teacher can give questions to the pupils who are next to the pupils who do not pay attention, so automatically the pupils and others are more pay attention to the subject matter delivered.

10) Use of Media

Media that can be used in teaching process such as pictures, laptops, speaker and other supporting facilities.

11) Use of evaluation systems

Evaluation activities to determine the achievement of indicators in each teaching are conducted by giving questions about the material that has been delivered. While evaluation activities for student competencies are carried out with replications, and for learning student-teacher can conduct evaluations by means of students' performance in accordance with the indicators they want to achieve.

12) Closing the lesson

- Evaluation
- Conclusion
- Prayer

From the theory above, the researcher can conclude that the activities in pre-service teaching are student-teacher should be able to open the lesson, delivering the lesson, classroom management, and so on until closing the lesson.

d. Rationales of Pre-Service Teaching

According to Anderson (2001: 3), the following rationales have been provided for including service-learning in pre-service teacher education:

- 1) Preparation to use pre-service teaching as a pedagogy, preservice teachers can learn to successfully use service-learning as a pedagogy with their future K-12 students. This preparation will facilitate many more children and youth engaging in pre-service teaching to benefit their communities and themselves.

- 2) Achievement of teacher education standards, participation in pre-service teaching experiences can help teacher candidates meet a variety of state and national standards.
- 3) Develop habits of critical inquiry and reflection, teacher educators can use preservice teachers' in pre-service teaching experiences to explore ethical dilemmas inherent in teaching and social reconstruction.
- 4) Gain familiarity and skill with educational reform initiatives pre-service teaching helps prospective teachers grasp the importance of performance-based assessment, the use of themes for teaching integrated units, problem-solving, cooperation, and critical thinking skills. pre-service teaching also assists in developing a democratic classroom in which the teacher serves as a coach or facilitator and engages students in shared decision making.
- 5) Personal and social development Involving teacher candidates in real world settings where they deal with challenging situations while working for the common good can be an effective means of promoting personal growth. Self-esteem, moral and ego development, and social responsibility can be enhanced through participation in service-learning.
- 6) Social justice and appreciation of human diversity Pre service teachers can engage in service for the common good by addressing social, political, economic, and cultural injustices through direct service and advocacy projects. In this process they can also gain increased respect for human differences and commonalities, and learn how to prepare their students to do the same.
- 7) Democratic citizenship Service-learning can effectively address the goals of citizenship education and preparation for active participation in a democracy. Beginning teachers need to be living examples of active, democratic citizens in order to most effectively prepare their students for informed, active participation in our democratic society.

In conclusion, pre-service teaching is very importance for our skill in teacing and also can improve our responsibility and our communication with the people in the school.

e. Basic Skills in Pre-service Teaching

Usman (2005 : 74) states that there are some basic skills in pre service teaching. They are : First is Questioning skills, giving a good question to the students in learning activity will give a positive response. Like improve their participation in learning activity or to get their attention to the material that learn. According to Usman (2005 : 75) there are four kind of question, and probing question.

Second is reinforcement skill, reinforcement is all of response from the teacher to the students. It can be verbal or nonverbal response. The purpose of reinforcement is to give a feedback to the student's action. Giving a good reinforcement can get students focus in teacher explanations.

Third is variation skill, variation is teaching activity is needed. Like variation in using teacher voice, focusing, teacher silent, eye contact and body movement, face expression, variation in using media, and etc. If the teacher can use a good variation it will help them to the explanation to the students. And students not fell bore in learning process.

Fourth is Explaining Skills, explaining skill is giving explaining about the material to the students orally. The purpose of explaining skills of to guide the students about the fact, definition, or principles, in explaining skill the teacher have big responsibility. Teacher must be explain the material perfectly and transfer their knowledge to the students.

Fifth is net induction and closure, in set induction and closure the teacher prepare the students mental and attention activity. In opening the lesson the teacher must get attention from the students to start the lesson. And in closing the teacher must get attention from the students to start the lesson. And in closing the teacher can close the lesson in many ways, like : give summarize, giving homework and giving follow up to the students.

Sixth is Group discussion skill. The purpose of group discussion is sharing the information or problem solving. In this process all of students can give their idea to the floor.

Seventh is a classroom management skill. In classroom management teacher must create a good situation to the students. A good classroom management can give a good contribution to learning activity. Students will

feel comfortable to learn and they can get the teacher explanation about the material.

Eight is individual teaching skill. This skill focuses on personality of the teacher. Like teacher interaction with the students, teacher plan in doing learning activity and teacher ways to listen about student's problem.

Besed on the theories above, it can be concluded that there are some basic skills in pre service teaching program that should has by teacher. They are: questioning skills, achieving closure, reinforcement skills, variation skills, controlling participation, explaining skills, set induction and closure, discussion skills, classroom management skills, and individual teaching skills.

f. Advantages of Pre-Service Teaching

According to Bhargava (2009:103), positive side of pre-service teaching is give a sense of accomplished to students. They learn to take responsibility, confidence, and improve their skills. And they will have good skill in communication with other when they are in the school.

Zainal (2010:97) states that pre-service teaching have the advantage for students namely as guidance and consideration in teaching process, it means that in pre-service teaching they will have time to prepare mental in the real situations. Beside that, pre-service teaching really gives many useful thing for them.

In conclusion, pre-service teaching also give advantages to the students. Pre-service teaching give them experience in the real school, guide them to get more better in teaching process, and also give time to build good person by having good responsibility, good communication with everyone in the school.

2. Classroom Management

a. Definition of Classroom Management

According to Pretorius and Lemmer (1998: 55) in Coetzee and others (2008: 24) define classroom management as the process of working with and through individuals, groups and other resources, whether they be learners, educators, administrative staff, parents or other stakeholders, to accomplish general educational goals and specific learning outcomes. Shamina and Mumthas (2018: 42) state that classroom management refers to actions taken

to create and maintain a learning environment conducive to attainment of the goal of instruction by arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engaging in academic activities.

Hence in Korpershoek and others (2014: 11), classroom management is an ongoing interaction between teachers and their students. And then, Van Deventer and Kruger (2003: 18) in Coetzee and others (2008: 24) define classroom management as planned, organized activities and procedures which allow for effective teaching and learning to take place. Different with Sulaiman (2017: 276), classroom management is the key in creating a conducive classroom situation to support effective learning processes, motivate learners, and improve the quality of learning in the classroom.

Wright in Korkut (2017: 1), classroom management is the central element of every teacher's daily professional experience. According to Balli, Quintero Corzo & Ramírez Contreras in Macias and Shancez (2015: 83), classroom management has been regarded as a serious challenge for many pre-service and even in-service teachers. Classroom management refers to the set of strategies used by the teacher to increase students' cooperation and engagement and to decrease students' disruptive behaviors, thus keeping an appropriate learning environment state by Postholm in Lopes et al (2017: 470-471).

Next, Evertson & Weinstein; Oliver & Reschly in Habibi (2017: 174), classroom management is defined as the actions teachers take those results in an environment that is supportive and provides for both academic and social emotional learning. Brophy in Korpershoek et al (2014: 11) presents a similar definition, classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities).

Based on the theories above classroom management is the actions, planning, organized activities or the strategies used by the teacher to create and maintain a learning environment conducive to successful instruction to decrease students' disruptive behaviors, thus keeping an appropriate learning environment state.

b. Aim of Classroom Management

According to Saunir (1990: 94) explain that the classroom management is useful for developing and increasing the ability of teacher in teaching and learning process, while students can be increased their learning outcomes.

Amir (1992: 2), classroom management has two aims, they are as follow:

- a) To the student
 - 1) To motivate the students to develop the responsible toward themselves and to aware the control of themselves.
 - 2) To help the students to understand their behavior suitable with rule of school, and see or feel the teacher reprimand as warning.
 - 3) Appear the feeling the compulsory themselves in assignment and behavior suitable with class activities.
- b) To the teacher
 - 1) To develop to understand and the skills in learning process and step of the learning with precisely and well.
 - 2) To process the aware toward needs student and developing the competency in learning process.
 - 3) To give response toward the students behavior effectively.

Mulyadi (2009: 5) states that there are some purposes of classroom management. They are:

- a) Creating the situation and condition in the classroom as the learning environment for the students to develop their skill as maximal as possible.
- b) Omitting any kind of obstacles which can avoid the realization of the learning process.
- c) Providing and adjusting the facility of media which can support the students toward the social environment, emotional, and intellectual in the classroom.
- d) Developing and guiding the students based on their social background, economy, culture, and the individual character.

Based on explained the expert above, it can be conclude that the aims of classroom management is for a teacher who can create a comfortable classroom atmosphere as a place for students to take part in teaching and learning activities. And also to get remedial strategy in comprehensively to be used in related to the problem of behavior on which emerge in class and useful for developing and increasing the ability of the teacher in teaching and learning process, while students can be increased their learning outcomes.

c. Principle of Classroom Management

According to Brown (2001: 192-194), there are some principles of classroom management. They are:

a) Sight, sound, and comfort

As trial as may fist appear, in the face of decision to implement classroom management principles in array of clever techniques, students are indeed profoundly affected what they see, hear, and feel when entering classroom. It means that when learning activity the student-teacher can manage over the class with this principle.

There are three points that should be done by the teacher in applying these principles. The fist, the teacher should care with the cleanness of class. The second, the teacher makes sure that the classroom is free external noise. The third , the teacher should care with the neatness of the classroom. As the result if the teacher can manage the classroom to be clean, neat, and free from noises the students can feel comfort in teaching learning process.

b) Seating arrangements

In many classrooms, students sit in orderly rows. Sometimes, their chairs have little wooden pallets on one the arms to provide surface to write on or a small groups working in different parts of the room. In the other hand, the teacher walking into a classroom and finding the movable desks all lined up in columns (not rows) that are perpendicular to the front wall the room. Normally, students will soon fall into a comfortable pattern of self-selection in where they sit. Clearly, the different approaches to

make condition of the classroom to be good. In this case, the teacher can consider pattern of semi-circle and u-shape in setting arrangement.

Addition, Harmer (1999:17) said that there are many different ways of setting class in learning process. They are:

- 1) Orderly rows: orderly rows imply teacher working with the whole class.
- 2) Circles and horseshoes: In smaller classes, many teacher and students prefer circles and horseshoes, the teacher will probably be at the open end of the arrangement since that may well be where the board is situated is less dominating.
- 3) Separate tables: when students sit in small groups at individual tables, it gives the easiness for the teacher to control the students in the class.

Based on explanation above, there are many different ways to seat arrangement in teaching learning process. For instance, orderly rows, circles, horseshoes, and separate table.

c) Chalkboard use

The chalkboard is one of your greatest allies. It gives students added visual input along with auditory. It allows the teacher to illustrate with words and pictures and graphs and charts. At the same time, the teacher can try to be neat and orderly in the chalkboard use, erasing as often as appropriate, a messy confusing chalkboard drives students crazy. In this case, the researcher focuses on whiteboard. In this case, the researcher focuses on whiteboard because in micro teaching class students-teacher did not use the chalkboard. For example, when the students-teachers write material of the lesson of something important in the whiteboard and then she or he continues to write again without reased. It can make the students confused or misunderstanding about taching material.

d) Equipment

Many courses assume that equipment is either built into the classroom or readily available on portable charts (projector, speaker, laptop, whiteboard). If the teachers want to use equipment, she or he must to make sure that the things already to use before atart the lesson and

everyone can see it. The teacher would be surprised how many lesson plans go awry because some very minor practicality surrounding the use of equipment.

According to Sulaiman (2017: 280), to develop a conducive classroom situation to achieve quality and interactive learning, a teacher can use the following classroom management principles:

- a) The principle of warmth and enthusiasm, in this point, the teacher warm and familiar with the learner, always showing enthusiasm on his or her work or on activities, will further support the success in implementing classroom management.
- b) Create challenges that enable a teacher to be always passionate and keep learning in hand many things.
- c) The use of varied methods, approaches, techniques, styles, media and teaching tools that can enhance the passion of learning.
- d) The use of more flexible and pleasant ways and actions.
- e) Delivering positive things to learners and avoiding as far as possible doing the mistake that can provoke negative attitudes of students toward the teacher.
- f) Prioritizing the attitude in front of the students who then can encourage him to be a person who is always obedient to the teacher. It is not caused by fear, but because of pride and administration (2017: 280 – 281).

In line with this, Djamarah in Rosdiana (2017: 116-117) argues that there are six principles of classroom management: warm feeling and enthusiasm, in this case, the teacher must have a warm feeling and enthusiasm to teach their student. Next, challenge, the teacher should be creative to make a several challenge to make students think critically. Then, variation, the teacher should make a variation in learning process, so that the student did not bored when they are study in the classroom. Next, attractiveness, when learning process, the teacher must be flexible so it does not focus on just one point. Emphasis at matter which positive, like give the student positive reinforcement, and the last one is instrument of self – discipline, as a teacher,

the teacher is a figure that will be emulated by the students, therefore as a teacher it is necessary to model discipline to the students in the classroom.

Table 1

Table of the principles of classroom management

No.	H. Douglas Brown (2001)	Syaiful Bahri Djamarah in Rosdiana (2017)	Jeremy Hermer (1999)	Sulaiman (2017)	Conclusion
1.	Sight, sound and comfort	-	-	-	Sight, sound and comfort
2.	Seating arrangement	-	Orderly rows, circles and horseshoes, separate tables	-	Seating arrangement
3.	Chalkboard use	-	-	-	The use of a whiteboard
4.	Equipment	-	-	-	Equipment
5.	-	Warm feeling and enthusiasm	-	Warmth and enthusiasm	Warm and enthusiasm
6.	-	Challenge	-	Create challenge	Create a challenge
7.	-	Variation	-	The use of varied	The use of varied
8.	-	Flexibile	-	More flexibile	Flexibile
9.	-	Emphasis on positive things	-	Delivering positive things	Positive reinforcement
10.	-	Self-dicipline	-	Prioritizing the attitude	Good attitude

Based on explained the expert above, it can be concluded that, there are several principles of classroom management like sight, sound and comfort, seating arrangements, the use of a whiteboard, equipment, warm and enthusiasm, create a challenges, the use of varied, flexible, positive reinforcement and good attitude that can be apply by student teacher to manage their class during pre-service teaching.

d. Component of Skill in Classroom Management

According to Usman (1990: 98 – 100) state, there are many components of skill in classroom management. He explain as follow:

a) The skills related to create and care with the best condition in learning (preventive).

1) Showing the attitude of anticipating.

Impression for anticipating can be shown with:

- Gaze accurately
- Motion of resemble
- To hand over the expression
- To give the reaction toward interference and care about the student

2) Sharing the attention

The classroom management effective happened if the teachers are able to divide the attention to the several activities in the same time directly. In this case showed the way of teacher to handle one or more activities in the same time. Dividing the attention can be done in two ways that is visual and verbal.

3) Focus on the group attention

The involvement of the student in learning process is able to defend unless from time to the time, the teacher is able to the focus in grouping attention toward the assignment of do it. Those circumstances are competent to do with alert the student and procedure the student responsible.

4) Giving the instruction clearly

This component related to the instruction teacher is delivering with clearly and briefly to the student in the school, group or individual.

5) Warning

The verbal warning teachers effective should be fulfill the requirement as follower are:

- Firm and clear aimed to the students disturbing and their behavior to stop
- Avoiding the warning of crud and painful
- Avoid the babble teacher especially for a long time

- Teacher and students are able to make the rule of procedure as division than the operational activity in the class for discuss together, so that the teacher warning only gives warm and warning.
- b) The skill of related with returning the best condition in learning (repressive).

Based on this skill, we will be used the strategies as follow:

1) Behavior modification

The teacher will be analyzed that behavior of student to under the problem and effort it with gives the application reinforcing systematically.

2) The teacher are able to use the preventive of group problem

3) To find and solve the behavior problem appear

From the explanation above, it can be concluded that the component of skill in classroom management consist of two components, they are preventive and repressive.

e. Indicator of good classroom management

One of indicators of good classroom management is layouts for setting up a classroom. Siberman (1996: 10-15) gives suggestion about the layouts for setting up a classroom as follows:

a) U shape

This is in all-purpose setup. The students have a reading/writing surface and are in face-to face contact with each other. It also easy to pair students, especially when they are two seat per table. The arrangement is deal for distributing learning handout quickly to students because we can enter the U and walk to different points with set a of materials.

b) Team-Style

Grouping curcial or oblong tables around the classroom enables we to promotr team interaction. We can place setas fully around the tables for the most intimate setting.

c) Conference Table

It is best if the table is relatively round or square. This arrangement minimize more important of the teacher and maximize the important of

the class. A rectangular table can create a feeling of formality if the teacher is at the end of table.

d) Circle

Simply seating students in a circle desk or table promotes the most direct face-to face interaction. A circle is deal for full-group discussion. Assuming there is enough perimeter space, we can ask student to arrange their chair quickly into many subgroup arrangements.

e) Group on group

This arrangement allows we to conduct fishbowl discussion to set up role-plays, debates, or observation of group activity. The most typical design consist of two concentric circles of chairs. Or we can place a meeting table in the middle, surrounded by an outer ring in chairs.

f) Workstation

This arrangement is appropriate for an achieve, laboratory type, of environment in which each student in seated a situation perform a procedure or task right after it is demonstrated. A terrific way encourage learning partnership is to place two students at the same situation.

g) Breakout groupings

If our classroom is large enough of if nearby space is available, place of tables and chairs to which subgroups can go for team based learning activities. Keep the breakout setting as far from each other as possible so that teams do not disturb one another. But avoid placing breakot spaces so far from the classroom that connection to it is diffucult to maintain.

h) Chevron arrangement

A traditional classroom setup does not promote active learning. When there are several students (30 or more) and only oblong tables are available, it is sometimes necessary to arrange of students classroom style. A repeated V or chevron arrangement creates less distance between people, better frontal visibility, and more ability to see other students than straight rows. In this arrangement, it is best to place aisles off-center.

i) Traditional classroom

If there is to get around a series of straight rows or tables and chairs, try grouping chairs in pair to allow for the use of learning partners. Try to create an even number of rows and enough space between them so that pair of students in the odd-numbered rows can turn their chairs around and create a quarter with the part seated directly behind them in the next row.

j) Auditorium

Although an auditorium provides a very limiting environment for active learning, there is still hope. If the seats are movable, place them in an arc create greater closeness and student visibility.

Furthermore, Rusyam and Wijaya (1994: 113) states that are three target area becoming classroom management namely:

- a) Complete of the curriculum planning start from the target formula, teaching materials and evaluation
- b) Processing and organization learning to teach and sources of learning compatible in order to have a meaning
- c) Environmental settlement which has fundamental breath of discussing become the effort teacher in arranging become to stimulate and full of motivation to peep out process learning to teach efficiently and effectively.

Based on the theories above, the indicator of classroom management is physical environment, classroom climate, rules and procedures, voice and body language, and teacher's roles and styles.

f. Factor that influence Classroom Management

According to Nawawi (1989: 116), some factors that influence classroom management are as follows:

a) Curriculum

Curriculum used in the school is very influence toward classroom management activity in realizing learning process to use in personal forming of student. In the other word, class activity is very influence by utilizing to be curriculum to school. A class will be able to fulfill

requirement of society if it utilized curriculum to school in roughed out as according to society dynamics.

b) Class medium building/ school

Planning in a developing building of school with reference to wide every room, situation and its frieze of which must be adapted by utilizing of curriculum. However, because curriculum always can change building or room have a character of permanently. Hence it needed creatively in arranging utilization of available building or room pursuant to utilize curriculum. Settlement or room does not simply for using class in meaning, but also with reference to local for arranging the effort including teacher room and schoolroom, tuition room and counseling, library room, laboratory, auditorium and others.

c) Teacher

In this case the teacher has interest representing basic ability of educative technique and administrative that are:

- 1) Domination of materials
- 2) Managing of program learning
- 3) Managing class or classroom management
- 4) Usage of media or source
- 5) Ability to manage and use learning interaction to develop of physical and healthy physical to children
- 6) Owing ability conduct assessment of student's learning outcomes objectively and utilizing it for the sake of process education of child
- 7) Comprehending tuition service program and function counseling in school

d) Pupil

Pupil represents in the classroom potency which must be exploited by teacher in realizing learning and teaching process effective. Pupil is children which is growing and expanding, either through psychology and also physical in order to reaching the target of education of his/him through the formal education institute for example in school. Sense of responsibility and sense of belonging attitude among pupil will grow and expand better if it conducted by action of classroom management that is by conducting as follows:

- 1) Pupil is given the opportunity to follow in planning of classroom activity
 - 2) Pupil is given the opportunity in dividing of duties for the sake of its class
 - 3) If teacher is obstructive, divide and deliver trust in the form of responsibility arrange of class discipline and household among pupil
 - 4) Pushing every pupil always ready to arrange its class pass everyday routine activity
 - 5) Developing readiness work along in each activity for the sake of school and class
 - 6) Compling together with pupil, class discipline
 - 7) Deliberation together with pupil when meanings to invite a gues to class in order to executing class program, so they know who to come and pertinent to what end come
 - 8) Asking for pupil seggestion to equip class with needed equipment
 - 9) From together with pupil and official member of class to work during on school year
 - 10) Push the pupil is continually to follow thinking of classroom activity and dare to proposing it be achieved together in or outside class
- e) Class dynamics

Dynamics class, basically means that condition of class which in motivation to be active directionally which is develop through pupil initiative and creativity as a group. For that, teacher have to try distributing various suggestion, option, idea, skill, energy and potency had activities become good for pupil.

Class dynamics is influenced by teacher in applying of education administration and leadership of education and also in utilizing of classroom management approach.

From the theories above, it can be concluded that the factors that influence classroom management are curriculum used in the school, planning in a developing building of school, and it frieze of which must be adapted, teacher has interest representing basic ability of educative technique and administrative, pupil presents in the classroom potency which must be

exploited by teacher in realizing learning and teaching process effective, and class dynamics.

B. Review of Relevant Studies

The researcher has found some research that is relevant with the problem discussed in this study. Budi Hartarto (2011), he conducted the research entitled “Problems of Classroom Management Faced by English Department Student Teacher While Doing Pre-Service Teaching Program (A Study of the Eight Semester of English Department at STAIN Batusangkar 2010/2011 Academic Year)”. He found that there were two problem of classroom management that the student teacher faced in pre service teaching, namely: individuals problems and group problem. The similarity between this research and the relevant studies is the researcher discuss about classroom management and pre-service teaching and also with the relevant studies. The different between this research and the relevant studies is, in this research focuses on the perception of the student-teacher about their difficulties on applying classroom management principle during pre-service teaching, whereas the previous research focuses on problem of classroom management faced by student teacher while doing pre-service teaching program.

Then, Ade Yunita Sari (2014) has conducted the research entitled “Problem Faced by English Student Teacher In Doing Pre-Service Teaching (A Study of English Student Teacher of English Department Student of STAIN Batusangkar 2013/2014 Academic Year)”. She found that there are two problem which appropriate with theory, they were pedagogic competence and social competence, and the other problem which not found in the theory were short time to practice, job division mismatch, confidence, discipline and school rules, the distance from the school to the campus, and financial problem. The similarity between this research and the relevant studies is the researcher discuss about pre-service teaching and also with the relevant studies. The different between this research and the relevant studies is in this research focuses on the perception of the student-teacher about their difficulties on applying classroom management principle during pre-service teaching, whereas the previous research focuses on problem faced by English student teacher in doing pre-service teaching.

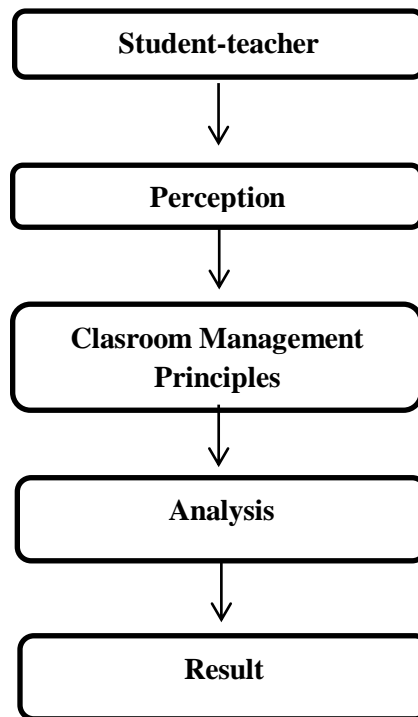
Next, Syafaatul Hidayati (2018) has conducted the research entitled “Permasalahan yang dihadapi Mahasiswa Pendidikan Ekonomi Universitas Pamulang

selama mengikuti Praktik Pengalaman Lapangan (PPL) tahun 2018”. She found that there are eight problem which appropriate with theory, they were personal problem, teaching preparation, classroom participation, classroom management, while teaching, evaluation, emotions when teaching and adjustment. The similarity between this research and the relevant studies is the researcher discuss about pre-service teaching and also with the relevant studies. The different between this research and the relevant studies is in this research focuses on the preception of the student-teacher about their difficulties on applying classroom management principle during pre-service teaching, whereas the previous research focuses on problem faced by student teacher in doing pre-service teching.

Then, Viki Khoirunnisa (2016) has conducted the research entitled “Analisis Kesulitan Mahasiswa PPL UNNES dalam Melaksanakan *Ouyou Renshuu* saat Praktik Mengajar”. She found that there are two problem which appropriate with theory, they were difficulty in creating *bamen* and difficult to manage the classroom. The similarity between this research and the relevant studies is the researcher discuss about pre-service teaching and also with the relevant studies. The different between this research and the relevant studies is in this research focuses on the preception of the student-teacher about their difficulties on applying classroom management principle during pre-service teaching, whereas the previous research focuses on problem faced by student in doing *Ouyou Renshuu* during pre-service teching.

C. Conceptual Framework

Conceptual framework is the link between theories or concepts that support research that is used as a guideline in compiling systematic research. The conceptual framework serves as a research guideline to explain the theories used in this study. The conceptual framework of this thesis is:



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research used descriptive quantitative research with cross-sectional design. According to Gay (2000: 11), descriptive research involves collecting data in order to answer the question concerning with the status of the subject of the study. The description is in the form of words and language, in a specific context naturally and by utilizing a variety of natural methods. Dealing with the theory, this research described students' perception on their difficulties in applying classroom management principles during pre-service teaching of the eighth semester students of English Department of IAIN Batusangkar in 2018/2019 Academic Year.

B. Population and Sample

1. Population

According to Gay (2000: 122), population is the group of the interest to the researcher, the group to which she or he would like the result of the study to be generalized. In this research, the population was the eighth semester students of English Department of IAIN Batusangkar who already take practice teaching subject in 2018/2019 academic year. Total population of this research were 36 students. The researcher choosed them because they haved followed practice teaching subject at the eighth semester. For more detail about the population see apendix 13.

2. Sample

Sample is the process selecting number of individual for a study such a way that they represent the larger group from which they are selected (Gay, 2000: 121). In this research, the researcher took all of the students as sample, because the population less than

100. According to Fraenkel and Wallen (2009: 106), in the descriptive research a minimum sample is 100. It means, the researcher uses total sampling technique to take the sample. According to Sugiyono (2010: 85), total sampling is a sampling technique if all members of the population are used as sample. That, the sample of this research is 36 students.

C. Research Instrument

In this research, the researcher used close-ended questionnaire as research instrument. Because it will facilitate the researcher in processing the data, and does not require a long time in filling out the questionnaire. According to Gay (2012: 186) closed-ended questionnaire require respondents to choose among the response options provided. The purpose of questionnaire is to get information which is relevant to the research purpose. The items of questionnaire was developed based on the theories of the principles of classroom management that related to the student-teachers' perception on their difficulties in applying the principles of classroom management during pre-service teaching.

By using close-ended questionnaire, it helped the respondent to answer quickly and ease researcher to conduct data analysis for entire questionnaire that being collected. The questionnaire constructed by the researcher in Indonesian language. The questionnaire used to see the student-teachers' perception on their difficulties in applying classroom management principles during pre-service teaching. The data was taken by using questionnaire that was distributes to the students on September 21, 2019. The questionnaire was constructed from ten principles of classroom management. After the students responded on the questionnaire, the data were transferred to quantitative data.

The total item of questionnaire was 32 items that was developed by using a five Likert Scale in order to assess the subjects of the study about their levels of agreement or disagreement in a quantifiable manner. The

researcher asked the respondents to choose the most appropriate description. For the positive item, the scores were arranged as follows: strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (D) = 2, and strongly disagree (SD) = 1. Whereas, for the negative item, the scores were arranged as follows: strongly agree (SA) = 1, agree (A) = 2, undecided (U) = 3, disagree (D) = 4, and strongly disagree (SD) = 5.

To construct the questionnaire, the researcher used some steps as support by Arikunto (2005: 135), first, the researcher identifying variable of the problem. Second, elaborating variable into sub variable. Third, finding out the indicators of each sub variable. Fourth, finding out the sub indicators of indicators. Fifth, ranking description from each sub indicators into questionnaire items. The last, completing questionnaire with instruction and pre face.

In this research, the researcher used Likert scale for measuring the questionnaire. Gay and Airasian (2000: 156) state that Likert Scale is aimed to ask individual to respond to a series of statements. The scale divided into five categorized. They are Strongly Agree (SA) or *Sangat Setuju (SS)*, Agree (A) or *Setuju (S)*, Undecided (U) or *Ragu-Ragu (RR)*, Disagree (D) or *Tidak Setuju (TS)*, and Strongly Disagree (SD) or *Sangat Tidak Setuju (STS)*. The questionnaire contain positive and negative statements have five alternative answer. The scores can be see in the following table:

Table 2

Score for Categories of Statement

Categories	Statement	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

The example of the questionnaire can be seen in the following table,

Table 3
Example of Questionnaire Statement

NO.	PERNYATAAN	JAWABAN				
		SS	S	RR	TS	STS
1.	Menurut saya mengontrol kebersihan di dalam kelas bukanlah hal yang sulit untuk dilakukan.	√				

To get the correct data of the questionnaire, the most important principles are validity and reliability.

a. Validity

Validity is the most important characteristic of a test in order to get the appropriate of data collection. According to Gay (2000: 191), validity is the most important quality of a test and it is the degree to which a test measures what it is supposed to measure. The researcher conducted several ways to ensure the validity of the contents of the instrument. According to Hendryady (2017: 171) content validity ensures that measurements include a sufficient set of items and represent concepts. The more items reflecting the whole concept being measured, the greater the content validity. Based on this, the initial step that researchers do is the researcher makes a comparison table of experts' opinions regarding the principles of class management, then the researcher draws a conclusion. After drawing conclusions from the table, the researcher makes a table specification of instrument which will be translated into research instrument.

According to Sugiyono (2010: 129), technically the content validity testing can be helped by using table specification. After the research instrument was completed, the researcher asked three validators to validate the instrument by attaching an application letter willing to be a validator, validation sheet, table of specification of the instrument, and research instruments. The reason for the researcher in choosing these three validators is that, one of these validators has an

educational background on evaluation, so it is suitable to become a validator. The second is one of these validators is a lecturer who teaches language testing courses, where in this subject the lecturer teaches how to arrange and make a good test and the last is that one of these validators has a literary education background, so in this case the validator is more focused on the language aspects of the instruments that the researchers have made. After the researcher validates the instrument to the validators on Friday, September 13, 2019. Then, the researcher collected the instrument from validator on Tuesday, September 17, 2019. There are several suggestions given by the three validators, among them are avoiding conjunctions at the beginning of sentences, avoiding the use of "and" and "or" sentences, avoiding using negative sentences, avoiding multiple interpretations, and questionnaire statements should not be too long but brief, concise and clear (for more detail see appendix 4). Then, the researcher revise the questionnaire in accordance with the suggestions of the validator. For more detail see appendix 6.

According to Matondang (2009: 90) the content validity of a test does not have a certain amount calculated statistically but it is understood that the test is valid based on a review of the table specification. Therefore, content validity is actually based on logical analysis, it does not constitute a validity coefficient calculated statistically. However, to be more convincing about the content validity of this instrument, researchers used the Aiken's V formula in Hendryady (2017: 173) to calculate the content-validity coefficient based on the results of evaluating three validators for an item in terms of the extent of the item. Represents the measured construct. The following is the Aiken formula that researchers use:

$$V = \sum s / [n (C - 1)]$$

$$S = R - 10$$

Where: l_o = Lowest scoring rate
 C = Highest score
 R = The number given by the validator
 n = Number of validator

The validity of this research instrument in general after used *Aiken's* formula is 0.67 (high), whereas the validity of the instrument based on each validator is 0.57 (moderate) from the first validator, 0.89 (very high) from the second validator and 0.57 (moderate) from the third validator. This instrument can already be considered to have adequate content validity. For more detail calculation, see appendix 7.

b. Reliability

Beside the validity, a questionnaire also should have reliability. According to Gay (2000: 169), reliability is the degree to which a test consistently measures whatever is measuring. To see the reliability of questionnaire, according to Fraenkel and Wallen (2009: 156), the researcher used the *Spearman Brown* formula as follows:

$$r_i = \frac{2rb}{1+rb}$$

Where : r_i = instrument reliability

rb = correlation index between two instrument halves

The reliability of the questionnaire is 0.84, it means that the reliability of the questionnaire is very high. For more detail calculation, see appendix 8.

D. Technique of Data Collection

To collect the data of this research, the researcher used close-ended questionnaires and distribute to the student who take practice teaching in eighth semester.

E. Research Procedures

In this research there were some steps done by the researcher as follows:

- a. Preparation
 - 1) Finding the research problem that the researcher interested in
 - 2) Collecting the sources and references related with the research problem
 - 3) Writing thesis proposal
 - 4) Consulting and revising the thesis proposal to the advisor
 - 5) Preparing questionnaire
 - 6) Consulting the questionnaire with the advisor
 - 7) Having the seminar proposal
 - 8) Consulting and revising thesis proposal after seminar to the advisor
- b. Operation
 - 1) Getting license to do the research
 - 2) Validate the questionnaire to the validator
 - 3) Revising the questionnaire
 - 4) Giving the questionnaire to sample of the research
 - 5) Collecting the questionnaire from the sample of the research
- c. Post operation
 - 1) Coding the questionnaire
 - 2) Tabulating the data
 - 3) Analyzing the data
 - 4) Interpreting the result
 - 5) Drawing conclusion and suggestion

F. Technique of Data Analysis

In this data, the researcher used the descriptive analysis. According to Arikunto (2006: 236) to analysis the data following steps they are:

1. Collected the data
2. Coding the data from questionnaire
3. Tabulated the data into table
4. Clarified the data from questionnaire and compare with the data
5. Percentage the data by using term below:

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Index of Percentage

F = Frequency

N = Number/total of students

6. Described and interpreted the data by using term below:

—————> Very High
Mean + 1.5 SD

—————> High
Mean + 0.5 SD

—————> Moderate

Mean – 0.5 SD
—————> Low

Mean – 1.5 SD
—————> Very Low

Where : SD = Deviation Standard

After calculating the percentage of each student-teachers' perception on their difficulties in applying the principles of classroom management during pre-service teaching, the researcher draws the conclusion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

This chapter about the description, data analysis and discussion about the student-teachers' perception on their difficulties in applying the principles of classroom management during pre-service teaching of English Department at IAIN Batusangkar Registered in 2018/2019 Academic Year.

The following is a score of students' perceptions of the difficulty in applying classroom management principles during pre-service teaching. the score can be seen in the table below.

Table 4
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of Classroom Management during Pre-Service Teaching

No.	Respondent	Score	No.	Respondent	Score
1.	R.1	108	19.	R.19	123
2.	R.2	107	20.	R.20	110
3.	R.3	112	21.	R.21	124
4.	R.4	108	22.	R.22	110
5.	R.5	114	23.	R.23	112
6.	R.6	120	24.	R.24	114
7.	R.7	118	25.	R.25	123
8.	R.8	116	26.	R.26	94
9.	R.9	118	27.	R.27	116
10.	R.10	122	28.	R.28	122
11.	R.11	99	29.	R.29	109
12.	R.12	114	30.	R.30	126
13.	R.13	95	31.	R.31	100
14.	R.14	123	32.	R.32	106
15.	R.15	104	33.	R.33	124
16.	R.16	96	34.	R.34	122
17.	R.17	145	35.	R.35	120
18.	R.18	116	36.	R.36	122
Score total					4120
Mean					114.44

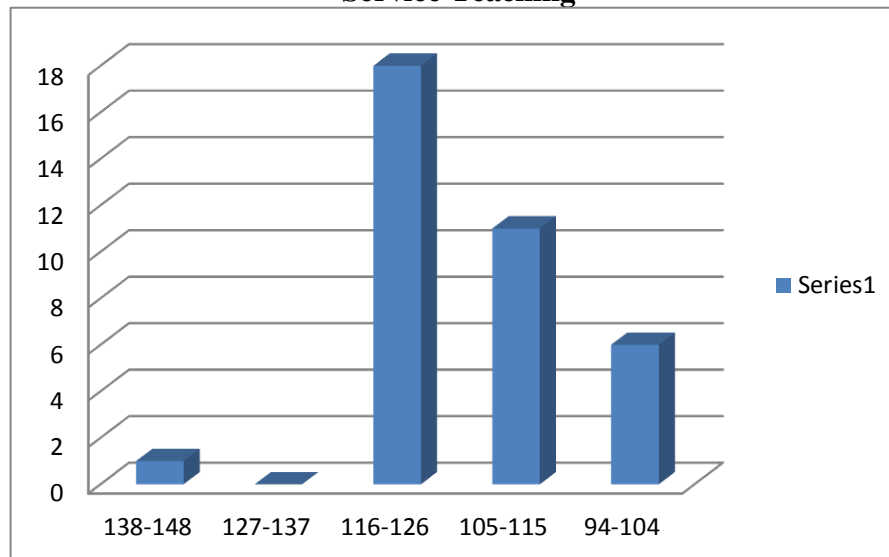
Then, based on the table above, it can be concluded that the highest score is 145 for number of respondent's 17 and the lowest score is 95 for number of respondent 26. Then, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principles of classroom management during pre-service teaching was showed by the frequency table as follows:

Table 5
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of Classroom Management during Pre-Service Teaching

Score	Frequency
94	1
95	1
96	1
99	1
100	1
104	1
106	1
107	1
108	2
109	1
110	2
112	1
114	3
116	3
118	2
120	3
122	4
123	3
124	2
126	1
145	1
Total	36

Based on the frequency table above, we can conclude that there is one student-teacher who got the lowest score of 94, and also one student-teacher who got the highest score of 145. The frequency in the table is the number of student-teachers who got score from the result of questionnaire. Moreover, the histogram can be seen as follow:

Histogram 1
Frequency of Student-Teachers' Score in their Perception on their Difficulties in Applying the Principles of Classroom Management during Pre-Service Teaching



Then, the categorizing of student-teachers' perception on their difficulties in applying the principles of classroom management during pre-service teaching can be seen as follows:

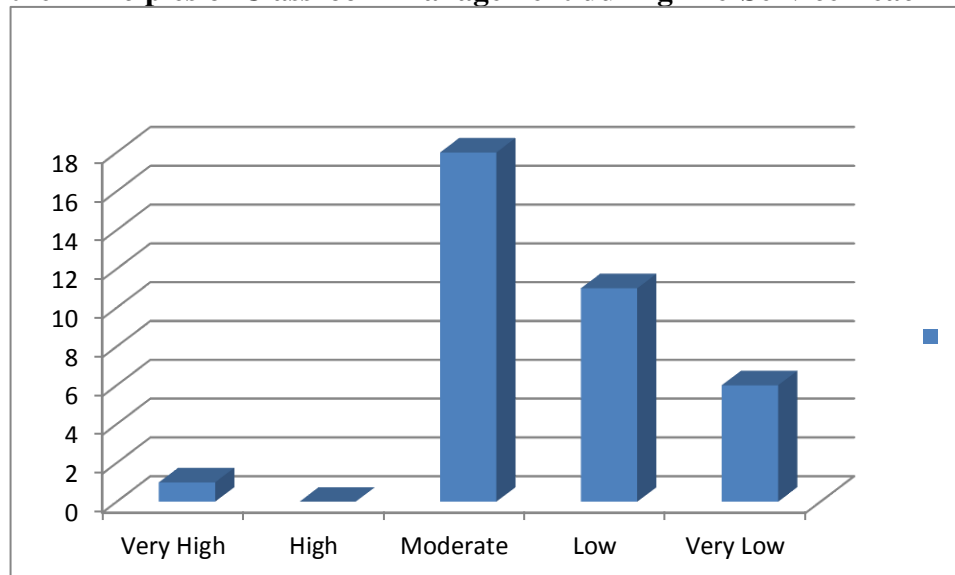
Table 6
Category of Student-Teachers' Perception on their Difficulties in Applying the Principles of Classroom Management During Pre-Service Teaching

Class interval	F	%	Interpretation
138 – 148	1	2.8%	Very High
127 – 137	-	-	High
116 – 126	18	50%	Moderate
105 – 115	11	30.5%	Low
94 – 100	6	16.7%	Very Low

Based on the table above, it can be seen that the perception of the student-teachers is moderate (50%) in average 114.44.

Moreover, the histogram can be seen as follows:

Histogram 2
Percentage of Student-Teachers' Perception on their Difficulties in Applying the Principles of Classroom Management during Pre-Service Teaching



Moreover, the researcher got the intensity of student-teachers' perception on their difficulties in applying the principles of classroom management that divided into ten principles are: sight, sound and comfort, seating arrangement, the use of a whiteboard, equipment, warm and enthusiasm, create a challenge, the use of varied, flexible, positive reinforcement, and the last one is good attitude. The result can be seen in data analysis bellow.

B. Data Analysis

There are 10 principles of classroom management dealing with student-teachers' perception on their difficulties in applying the principles of classroom management, they are sight, sound and comfort, seating arrangement, the use of a whiteboard, equipment, warm and enthusiasm, create a challenge, the use of varied, flexible, positive reinforcement, and the last one is good attitude. They are 6 items for sight, sound and comfort, 2 items for seating arrangement, 2 items for the use of a whiteboard, 2 items for equipment, 4 items for warm and enthusiasm, 2 items for create a challenge, 8 items for the use of varied, 2 items for flexible, 2 items for

positive reinforcement, and 2 items for good attitude. The data can be seen as follows:

1. Student-Teachers' Perception on their Difficulties in Applying the Principle of Sight, Sound and Comfort.

The score of student-teachers' perception on their difficulties in applying the principle of sight, sound and comfort can be seen in the table below:

Table 7
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of Sight, Sound and Comfort

No	Respondent	Score	No	Respondent	Score
1	R.1	22	19	R.19	21
2	R.2	23	20	R.20	20
3	R.3	18	21	R.21	24
4	R.4	24	22	R.22	20
5	R.5	26	23	R.23	22
6	R.6	22	24	R.24	22
7	R.7	22	25	R.25	26
8	R.8	22	26	R.26	20
9	R.9	26	27	R.27	24
10	R.10	24	28	R.28	24
11	R.11	24	29	R.29	22
12	R.12	25	30	R.30	21
13	R.13	16	31	R.31	22
14	R.14	25	32	R.32	23
15	R.15	16	33	R.33	26
16	R.16	20	34	R.34	24
17	R.17	25	35	R.35	24
18	R.18	22	36	R.36	24
Score total					811
Mean					22.53

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of sight, sound and comfort was showed by frequency table and its table as follow:

Table 8
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of Sight, Sound and Comfort

Score	Frequency
16	2
18	1
20	4
21	2
22	9
23	2
24	9
25	3
26	4
Total	36

Based on the frequency table above, we can conclude that there are two student-teachers who got the lowest score of 16, and there are four student-teachers who got the highest score of 26. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of sight, sound and comfort in pre-service teaching:

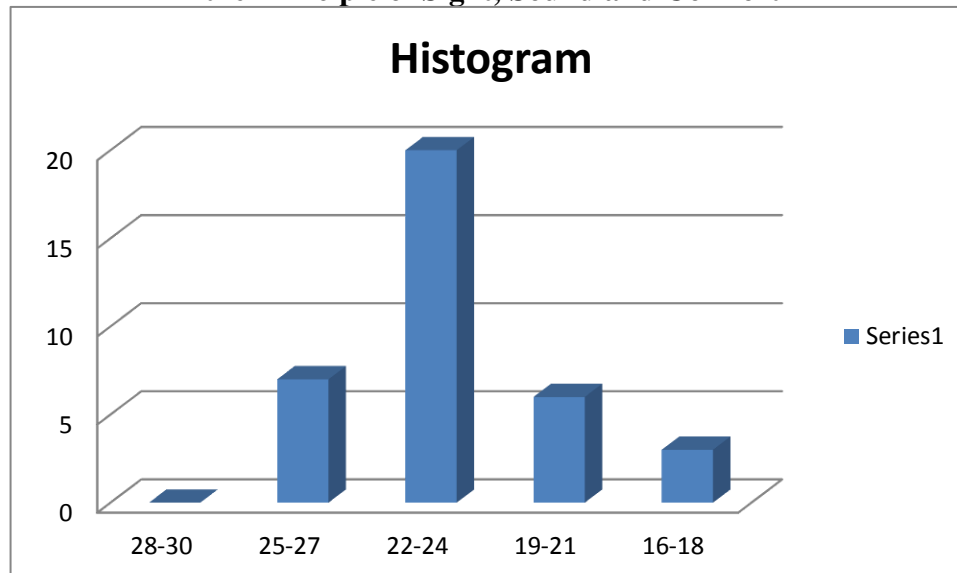
Table 9
Category of Student-Teachers' Perception on their Difficulties in Applying the Principle of Sight, Sound and Comfort

Class interval	F	%	Categoris
28 – 30	-	-	Very High
25 – 27	7	19.4%	High
22 – 24	20	55.6%	Moderate
19 – 21	6	16.7%	Low
16 – 18	3	8.3%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of sight, sound and comfort is moderate (55.6%) in average 22.53.

Moreover, the histogram can be seen as follows:

Histogram 3
Percentages of Student-Teachers' Perception on their Difficulties in Applying the Principle of Sight, Sound and Comfort



2. Student-Teachers' Perception on their Difficulties in Applying the Principle of Seating Arrangements.

The score of student-teachers' perception on their difficulties in applying the principle of seating arrangements can be seen in the table below:

Table 10
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of Seating Arrangements

No	Respondent	Score	No	Respondent	Score
1	R.1	6	19	R.19	8
2	R.2	8	20	R.20	8
3	R.3	8	21	R.21	6
4	R.4	6	22	R.22	6
5	R.5	8	23	R.23	8
6	R.6	8	24	R.24	8
7	R.7	8	25	R.25	8
8	R.8	8	26	R.26	6
9	R.9	8	27	R.27	8
10	R.10	8	28	R.28	8
11	R.11	6	29	R.29	8

No	Respondent	Score	No	Respondent	Score
12	R.12	6	30	R.30	8
13	R.13	6	31	R.31	8
14	R.14	8	32	R.32	8
15	R.15	8	33	R.33	8
16	R.16	6	34	R.34	8
17	R.17	8	35	R.35	10
18	R.18	6	36	R.36	10
Score total					272
Mean					7.56

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of seating arrangements was showed by frequency table and its table as follow:

Table 11
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of Seating Arrangements

Score	Frequency
6	10
8	24
10	2
Total	36

Based on the frequency table above, we can conclude that there are ten student-teachers who got the lowest score of 6, and there are two student-teachers who got the highest score of 10. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of seating arrangements in pre-service teaching:

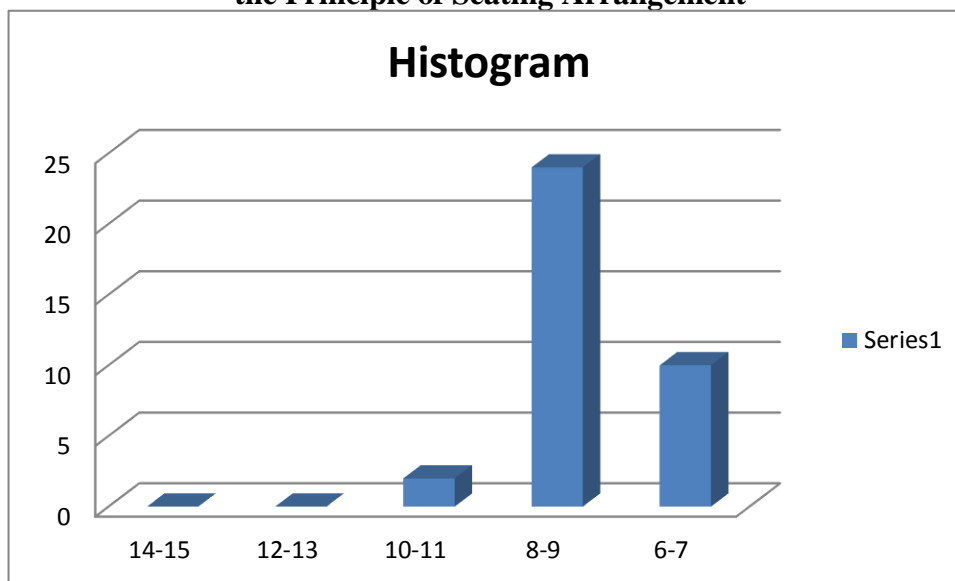
Table 12
Category of Student-Teachers' Perception on their Difficulties in Applying the Principle of Seating Arrangements

Class interval	F	%	Categoris
14 – 15	-	-	Very High
12 – 13	-	-	High
10 – 11	2	5.6%	Moderate
8 – 9	24	66.7%	Low
6 – 7	10	27.8%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of seating arrangements is low (66.7%) in average 7.56.

Moreover, the histogram can be seen as follows:

Histogram 4
Percentages of Student-Teachers' Perception on their Difficulties in Applying the Principle of Seating Arrangement



3. Student-teachers' perception on their difficulties in applying the principle of the use of whiteboard.

The score of student-teachers' perception on their difficulties in applying the principle of the use of whiteboard can be seen in the table below:

Table 13
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of the Use of Whiteboard

No	Respondent	Score	No	Respondent	Score
1	R.1	6	19	R.19	6
2	R.2	6	20	R.20	10
3	R.3	6	21	R.21	6
4	R.4	8	22	R.22	6
5	R.5	6	23	R.23	6
6	R.6	6	24	R.24	8
7	R.7	6	25	R.25	8

No	Respondent	Score	No	Respondent	Score
8	R.8	8	26	R.26	6
9	R.9	6	27	R.27	8
10	R.10	6	28	R.28	8
11	R.11	4	29	R.29	6
12	R.12	4	30	R.30	6
13	R.13	8	31	R.31	5
14	R.14	9	32	R.32	6
15	R.15	8	33	R.33	6
16	R.16	4	34	R.34	6
17	R.17	10	35	R.35	4
18	R.18	8	36	R.36	8
Score total					238
Mean					6.61

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of the use of whiteboard was showed by frequency table and its table as follow:

Table 14
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of the Use of Whiteboard

Score	Frequency
4	4
5	1
6	18
8	10
9	1
10	2
Total	36

Based on the frequency table above, we can conclude that there are four student-teachers who got the lowest score of 4, and there are two student-teachers who got the highest score of 10. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of the use of whiteboard in pre-service teaching:

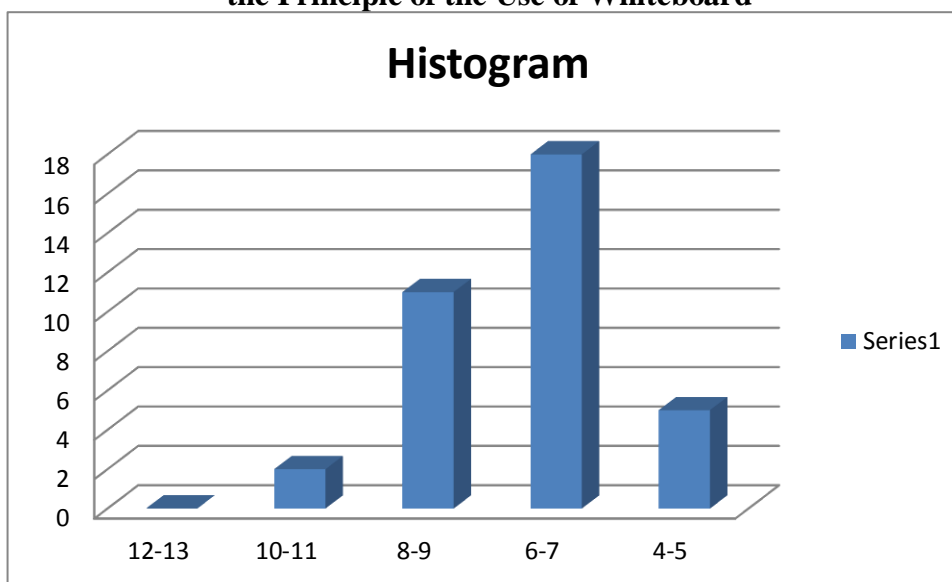
Table 15
Category of Student-Teachers' Perception On Their Difficulties In Applying The Principle Of The Use Of Whiteboard

Class interval	F	%	Categoris
12 – 13	-	-	Very High
10 – 11	2	5.6	High
8 – 9	11	30.6%	Moderate
6 – 7	18	50%	Low
4 – 5	5	13.9%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of the use of whiteboard is low (50%) in average 6.61.

Moreover, the histogram can be seen as follows:

Histogram 5
Percentages of Student-Teachers' Perception on their Difficulties in Applying the Principle of the Use of Whiteboard



4. Student-teachers' perception on their difficulties in applying the principle of equipment.

The score of student-teachers' perception on their difficulties in applying the principle of equipment can be seen in the table below:

Table 16
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of Equipment

No	Respondent	Score	No	Respondent	Score
1	R.1	6	19	R.19	8
2	R.2	6	20	R.20	6
3	R.3	6	21	R.21	8
4	R.4	6	22	R.22	6
5	R.5	6	23	R.23	6
6	R.6	8	24	R.24	6
7	R.7	6	25	R.25	6
8	R.8	6	26	R.26	8
9	R.9	6	27	R.27	6
10	R.10	6	28	R.28	8
11	R.11	6	29	R.29	6
12	R.12	6	30	R.30	9
13	R.13	6	31	R.31	7
14	R.14	7	32	R.32	6
15	R.15	6	33	R.33	8
16	R.16	6	34	R.34	8
17	R.17	10	35	R.35	8
18	R.18	6	36	R.36	8
Score total					243
Mean					6.75

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of equipment was showed by frequency table and its table as follow:

Table 17
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of Equipment

Score	Frequency
6	23
7	2
8	9
9	1
10	1
Total	36

Based on the frequency table above, we can conclude that there are twenty three student-teachers who got the lowest score of 6, and there is one student-teachers who got the highest score of 10. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of equipment in pre-service teaching:

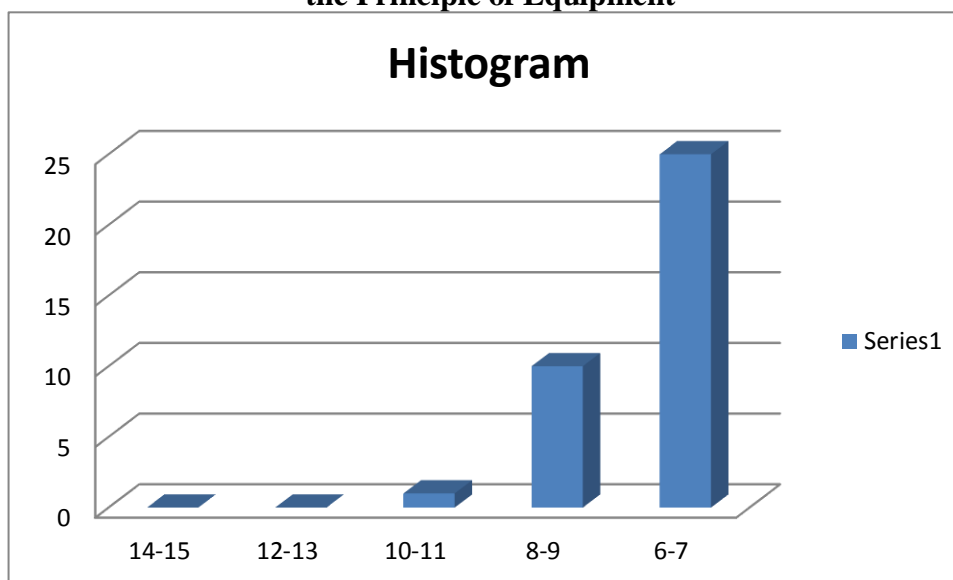
Table 18
Category of Student-Teachers' Perception on their Difficulties in Applying the Principle of Equipment

Class interval	F	%	Categoris
14 – 15	-	-	Very High
12 – 13	-	-	High
10 – 11	1	2.8%	Moderate
8 – 9	10	27.8%	Low
6 – 7	25	69.4%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of equipment is very low (69.4%) in average 6.75.

Moreover, the histogram can be seen as follows:

Histogram 6
Percentages of Student-Teachers' Perception on their Difficulties in Applying the Principle of Equipment



5. Student-teachers' perception on their difficulties in applying the principle of warm and enthusiasm.

The score of student-teachers' perception on their difficulties in applying the principle of warm and enthusiasm can be seen in the table below:

Table 19
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of Warm and Enthusiasm

No	Respondent	Score	No	Respondent	Score
1	R.1	12	19	R.19	16
2	R.2	8	20	R.20	12
3	R.3	14	21	R.21	16
4	R.4	10	22	R.22	12
5	R.5	14	23	R.23	12
6	R.6	12	24	R.24	14
7	R.7	14	25	R.25	14
8	R.8	12	26	R.26	10

No	Respondent	Score	No	Respondent	Score
9	R.9	14	27	R.27	16
10	R.10	16	28	R.28	16
11	R.11	8	29	R.29	10
12	R.12	12	30	R.30	17
13	R.13	6	31	R.31	12
14	R.14	12	32	R.32	9
15	R.15	12	33	R.33	14
16	R.16	8	34	R.34	14
17	R.17	18	35	R.35	14
18	R.18	12	36	R.36	14
Score total					456
Mean					12.67

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of warm and enthusiasm was showed by frequency table and its table as follow:

Table 20
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of Warm and Enthusiasm

Score	Frequency
6	1
8	3
9	1
10	3
12	11
14	10
16	5
17	1
18	1
Total	36

Based on the frequency table above, we can conclude that there is one student-teacher who got the lowest score of 6, and there

are also one student-teacher who got the highest score of 18. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of warm and enthusiasm in pre-service teaching:

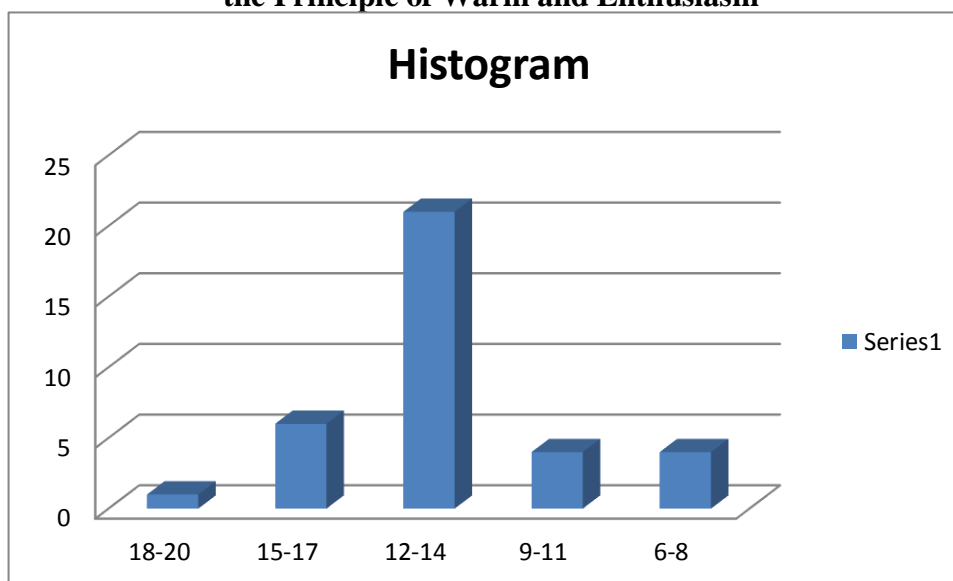
Table 21
Category of Student-Teachers' Perception on their Difficulties in Applying the Principle of Warm and Enthusiasm

Class interval	F	%	Categoris
18 – 20	1	2.8%	Very High
15 – 17	6	16.7%	High
12 – 14	21	58.3%	Moderate
9 – 11	4	11.1%	Low
6 – 8	4	11.1%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of warm and enthusiasm is moderate (58.3%) in average 12.67.

Moreover, the histogram can be seen as follows:

Histogram 7
Percentages of Student-Teachers' Perception on their Difficulties in Applying the Principle of Warm and Enthusiasm



6. Student-teachers' perception on their difficulties in applying the principle of create a challenge.

The score of student-teachers' perception on their difficulties in applying the principle of create a challenge can be seen in the table below:

Table 22
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of Create A Challenge

No	Respondent	Score	No	Respondent	Score
1	R.1	8	19	R.19	8
2	R.2	8	20	R.20	8
3	R.3	10	21	R.21	10
4	R.4	8	22	R.22	8
5	R.5	8	23	R.23	10
6	R.6	8	24	R.24	8
7	R.7	8	25	R.25	7
8	R.8	8	26	R.26	8
9	R.9	8	27	R.27	8
10	R.10	8	28	R.28	10
11	R.11	8	29	R.29	8
12	R.12	8	30	R.30	8
13	R.13	6	31	R.31	6
14	R.14	8	32	R.32	5
15	R.15	8	33	R.33	10
16	R.16	10	34	R.34	8
17	R.17	9	35	R.35	8
18	R.18	8	36	R.36	10
Score total					295
Mean					8.19

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of create a challenge was showed by frequency table and its table as follow:

Table 23
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of Create A Challenge

Score	Frequency
5	1
6	2
7	1
8	24
9	1
10	7
Total	36

Based on the frequency table above, we can conclude that there is one student-teacher who got the lowest score of 5, and there are seven student-teachers who got the highest score of 10. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of create a challenge in pre-service teaching:

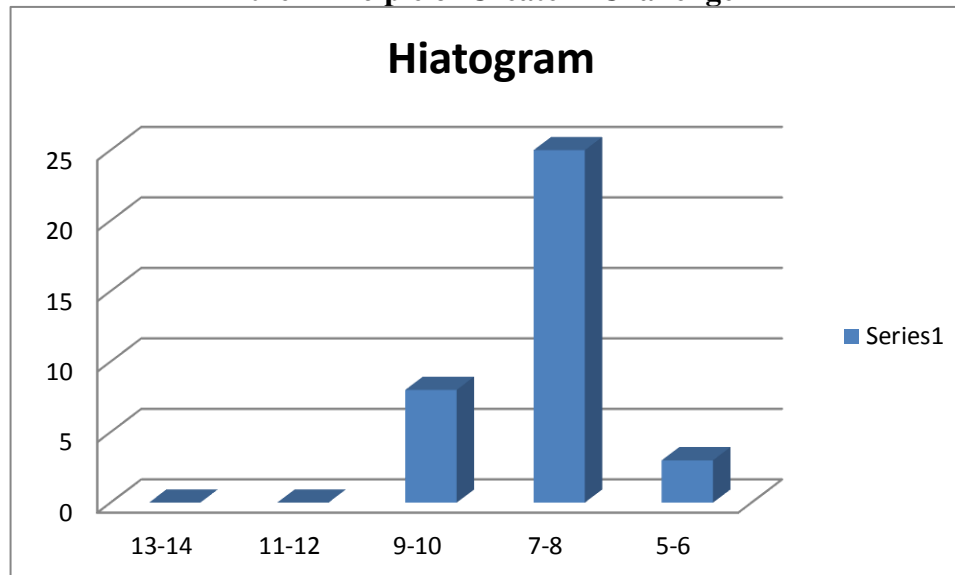
Table 24
Category of Student-Teachers' Perception on their Difficulties in Applying the Principle of Create A Challenge

Class interval	F	%	Categoris
13 – 14	-	-	Very High
11 – 12	-	-	High
9 – 10	8	22.22%	Moderate
7 – 8	25	69.4%	Low
5 – 6	3	8.33%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of create a challenge is low (69.4%) in average 8.19.

Moreover, the histogram can be seen as follows:

Histogram 8
Percentages of Student-Teachers' Perception on their Difficulties in Applying the Principle of Create A Challenge



7. Student-teachers' perception on their difficulties in applying the principle of the used of varied.

The score of student-teachers' perception on their difficulties in applying the principle of the used of varied can be seen in the table below:

Table 25
Score of Student-Teachers' Perception in Applying the Principles of The Used of Varied

No	Respondent	Score	No	Respondent	Score
1	R.1	32	19	R.19	34
2	R.2	32	20	R.20	32
3	R.3	32	21	R.21	32
4	R.4	30	22	R.22	32
5	R.5	28	23	R.23	40
6	R.6	32	24	R.24	30
7	R.7	30	25	R.25	32
8	R.8	32	26	R.26	20
9	R.9	28	27	R.27	28
10	R.10	32	28	R.28	28
11	R.11	30	29	R.29	32
12	R.12	32	30	R.30	33

No	Respondent	Score	No	Respondent	Score
13	R.13	32	31	R.31	26
14	R.14	32	32	R.32	26
15	R.15	32	33	R.33	32
16	R.16	30	34	R.34	36
17	R.17	37	35	R.35	32
18	R.18	32	36	R.36	32
Score total					1122
Mean					31.17

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of the used of varied was showed by frequency table and its table as follow:

Table 26
Frequency Table of Student-Teachers' Perception on Their Difficulties in Applying the Principle of the Used of Varied

Score	Frequency
20	1
26	2
28	4
30	5
32	19
33	1
34	1
36	1
37	1
40	1
Total	36

Based on the frequency table above, we can conclude that there is one student-teacher who got the lowest score of 20, and also there is one student-teacher who got the highest score of 40. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of the used of varied in pre-service teaching:

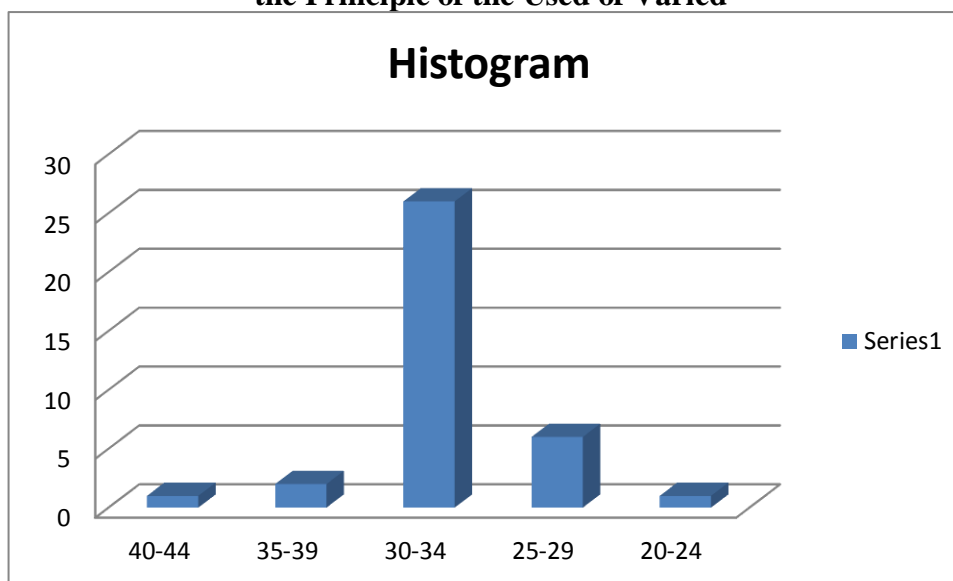
Table 27
Student-Teachers' Perception on their Difficulties in Applying
the Principle of the Used of Varied

Class interval	F	%	Categoris
40 – 44	1	2.8%	Very High
35 – 39	2	5.6%	High
30 – 34	26	72.22%	Moderate
25 – 28	6	16.67%	Low
20 – 24	1	2.8%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of the used of varied is moderate (72.22%) in average 31.16.

Moreover, the histogram can be seen as follows:

Histogram 9
Percentages of Student-Teachers' Perception on their Difficulties in Applying
the Principle of the Used of Varied



8. Student-teachers' perception on their difficulties in applying the principle of flexible.

The score of student-teachers' perception on their difficulties in applying the principle of flexible can be seen in the table below:

Table 28
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of Flexible

No	Respondent	Score	No	Respondent	Score
1	R.1	6	19	R.19	8
2	R.2	6	20	R.20	6
3	R.3	6	21	R.21	6
4	R.4	4	22	R.22	6
5	R.5	6	23	R.23	6
6	R.6	8	24	R.24	8
7	R.7	8	25	R.25	10
8	R.8	8	26	R.26	4
9	R.9	8	27	R.27	8
10	R.10	8	28	R.28	8
11	R.11	6	29	R.29	4
12	R.12	8	30	R.30	8
13	R.13	6	31	R.31	4
14	R.14	8	32	R.32	8
15	R.15	6	33	R.33	8
16	R.16	4	34	R.34	8
17	R.17	8	35	R.35	8
18	R.18	8	36	R.36	8
Score total					248
Mean					6.89

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of flexible was showed by frequency table and its table as follow:

Table 29
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of Flexible

	Frequency
Valid 4	5
6	11
8	19
10	1
Total	36

Based on the frequency table above, we can conclude that there are five student-teachers who got the lowest score of 4, and there is one student-teacher who got the highest score of 10. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of flexible in pre-service teaching:

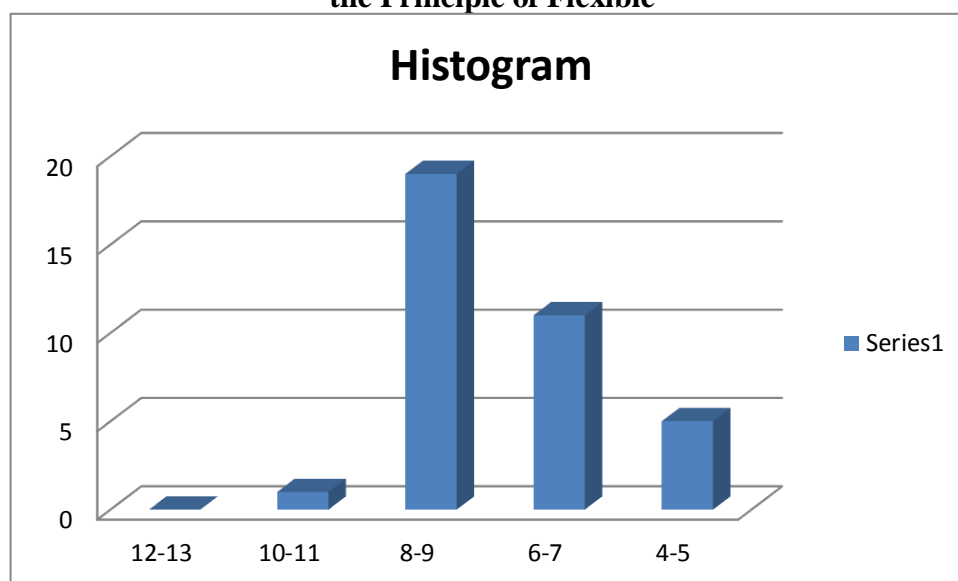
Table 30
Category of Student-Teachers' Perception on their Difficulties in Applying the Principle of Flexible

Class interval	F	%	Categoris
12 – 13	-	-	Very High
10 – 11	1	2.8%	High
8 – 9	19	52.7%	Moderate
6 – 7	11	30.6%	Low
4 – 5	55	13.9%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of flexible is moderate (52.7%) in average 6.89.

Moreover, the histogram can be seen as follows:

Histogram 10
Percentages of Student-Teachers' Perception on their Difficulties in Applying the Principle of Flexible



9. Student-teachers' perception on their difficulties in applying the principle of positive reinforcement.

The score of student-teachers' perception on their difficulties in applying the principle of positive reinforcement can be seen in the table below:

Table 31
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of Positive Reinforcement

No	Respondent	Score	No	Respondent	Score
1	R.1	4	19	R.19	8
2	R.2	6	20	R.20	6
3	R.3	6	21	R.21	8
4	R.4	6	22	R.22	8
5	R.5	6	23	R.23	6
6	R.6	8	24	R.24	4
7	R.7	8	25	R.25	4
8	R.8	6	26	R.26	6
9	R.9	8	27	R.27	8
10	R.10	8	28	R.28	8
11	R.11	4	29	R.29	6
12	R.12	4	30	R.30	8
13	R.13	4	31	R.31	4
14	R.14	6	32	R.32	8
15	R.15	4	33	R.33	6
16	R.16	4	34	R.34	4
17	R.17	10	35	R.35	4
18	R.18	8	36	R.36	6
Score total					222
Mean					6.17

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of positive reinforcement was showed by frequency table and its table as follow:

Table 32
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of Positive Reinforcement

Score	Frequency
4	11
6	12
8	12
10	1
Total	36

Based on the frequency table above, we can conclude that there are eleven student-teachers who got the lowest score of 4, and there is one student-teacher who got the highest score of 10. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of positive reinforcement in pre-service teaching:

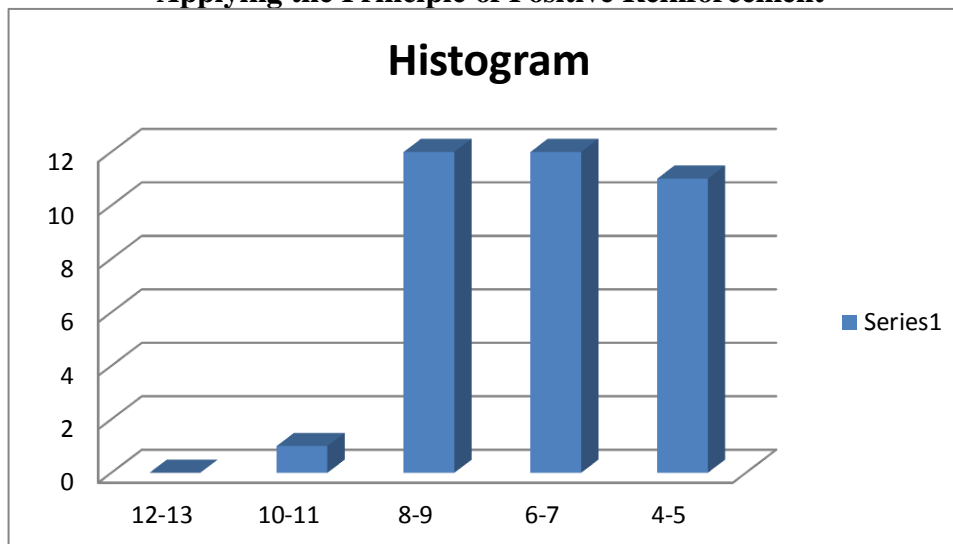
Table 33
Category of Student-Teachers' Perception on their Difficulties in Applying the Principle of Positive Reinforcement

Class interval	F	%	Categoris
12 – 13	-	-	Very High
10 – 11	1	2.8%	High
8 – 9	12	33.3%	Moderate
6 – 7	12	33.3%	Low
4 – 5	11	30.6%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of positive reinforcement is moderate (33.3%) and low (33.3%) in average 6.17.

Moreover, the histogram can be seen as follows:

Histogram 11
The Percentages of Student-Teachers' Perception on their Difficulties in Applying the Principle of Positive Reinforcement



10. Student-teachers' perception on their difficulties in applying the principle of good attitude.

The score of student-teachers' perception on their difficulties in applying the principle of good attitude can be seen in the table below:

Table 34
Score of Student-Teachers' Perception on their Difficulties in Applying the Principles of Good Attitude

No	Respondent	Score	No	Respondent	Score
1	R.1	6	19	R.19	4
2	R.2	4	20	R.20	6
3	R.3	6	21	R.21	4
4	R.4	6	22	R.22	6
5	R.5	6	23	R.23	6
6	R.6	8	24	R.24	8
7	R.7	8	25	R.25	8
8	R.8	6	26	R.26	4
9	R.9	6	27	R.27	4
10	R.10	6	28	R.28	4
11	R.11	3	29	R.29	5

No	Respondent	Score	No	Respondent	Score
12	R.12	9	30	R.30	8
13	R.13	5	31	R.31	5
14	R.14	8	32	R.32	8
15	R.15	4	33	R.33	6
16	R.16	4	34	R.34	6
17	R.17	10	35	R.35	6
18	R.18	6	36	R.36	6
Score total					215
Mean					5.97

Based on the table above, the researcher calculated the frequencies table of student-teachers' perception on their difficulties in applying the principle of good attitude was showed by frequency table and its table as follow:

Table 35
Frequency Table of Student-Teachers' Perception on their Difficulties in Applying the Principle of Good Attitude

Score	Frequency
3	1
4	8
5	3
6	15
8	7
9	1
10	1
Total	36

Based on the frequency table above, we can conclude that there is one student-teacher who got the lowest score of 3, and also there is one student-teacher who got the highest score of 10. Then, the categorizing of student-teachers' perception on their difficulties in applying the principle of good attitude in pre-service teaching:

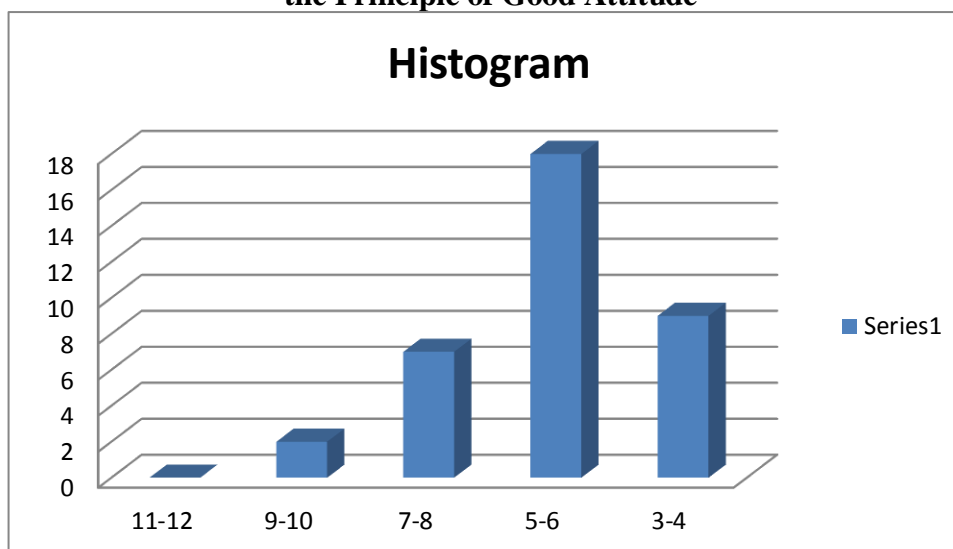
Table 36
Category of Student-Teachers' Perception on their Difficulties
in Applying the Principle of Good Attitude

Class interval	F	%	Categoris
11 – 12	-	-	Very High
9 – 10	2	5.6%	High
7 – 7	7	19.4%	Moderate
5 – 6	18	50%	Low
3 – 4	9	25%	Very Low

From the table above, it can be seen that the perception of student-teachers on their difficulties in applying the principle of good attitude is low (50%) in average 5.97.

Moreover, the histogram can be seen as follows:

Histogram 12
Percentages of Student-Teachers' Perception on their Difficulties in Applying
the Principle of Good Attitude



C. Discussion

Based on the data analysis about student-teachers' perception on their difficultis in applying the principles of classroom management during pre-service teaching above, it had showed that there are some assumption could be taken about student-teachers' perception on their difficultis in applying the principles of classroom management during pre-service

teaching. In having perception there are ten principles of classroom management, namely; sight, sound and comfort, seating arrangement, the use of a whiteboard, equipment, warm and enthusiasm, create a challenge, the use of varied, flexible, positive reinforcement, and the last one is good attitude. After analyzing, the researcher found some similarities perception exist.

After analyzing the ten principles of classroom management, the researcher found the variation of students perception on their difficulties in applying the principles of classroom management during pre-service teaching, they are; in general student-teachers' perception on their difficulties in applying the principles of classroom management during pre-service teaching was moderate, student-teachers' perception on their difficulties in applying the principles of sight, sound and comfort was moderate, student-teachers' perception on their difficulties in applying the principles of seating arrangements was low, student-teachers' perception on their difficulties in applying the principles of the used of whiteboard was low, student-teachers' perception on their difficulties in applying the principles of equipment was very low, student-teachers' perception on their difficulties in applying the principles of warm and enthusiasm was moderate, student-teachers' perception on their difficulties in applying the principles of create a challenge was low, student-teachers' perception on their difficulties in applying the principles of the used of varied was moderate, student-teachers' perception on their difficulties in applying the principles of flexible was moderate, student-teachers' perception on their difficulties in applying the principles of positive reinforcement was moderate and low, and the last one is student-teachers' perception on their difficulties in applying the principles of good attitude was low.

It can be seen that, in the principle of sight, sound and comfort students have difficulties in applying it, because from the results of this study the student-teachers' perception of the difficulty in applying the principles of classroom management is moderate. Likewise with the used

of varied, students also experience considerable difficulties in applying it, because the result of this study are that some students have a moderate perception of their difficulties in applying the principles of classroom management during pre-service teaching. Beside that, on the principle of flexible and positive reinforcement some students also experience some difficulties which we can see from the result of this study that student-teachers' perceptions of difficulties are moderate.

Different from the seating arrangement principle, the use of white board, create a challenge, positive reinforcement and good attitude, students have no difficulty in applying this principles, because it can be seen from the result of this study that student-teachers' perceptions of the difficulty in applying the principles of classroom management during pre-service teaching is low. Another case with the principle of equipment, which in this principle a student-teacher must be able to ensure that all tools can be used in the learning process. Therefore, some student-teacher have the perception that there are no difficulties in applying this principle, because in the result of the study it was found that student-teachers' perception of the difficulty in applying the principle of equipment is very low.

Based on the results of research that researcher has done, that students' perceptions about the difficulty in applying the principles of classroom management during pre-service teaching is moderate with an average of 114.44. It can be said that there are personal problems by students in managing the classroom, according to the results of relevant research conducted by Budi Hartarto (2011) that there are two problems found by students in managing the classroom include individual problems and group problems. The classified as individual problems are seeking attention from the student, seeking power, revenge, and incompetence. In the results of this research, student-teahcers' perceptions on their difficulties in applying the principles of classroom management during pre-service teaching is moderate. It means some of these students still

experience some difficulties in applying the principles of classroom management to control the atmosphere in the classroom.

As well as the results of research conducted by Ade Yunita Sari (2015), he found that there were two problems faced by students during PPL, among which were problems in pedagogical and social competencies. In this research, the researcher found that the perception of the student-teachers in applying the principles of classroom management during pre-service teaching is moderate. So, there are some student-teachers have difficult in applying the principles of classroom management. Based on this result, it can be said that these problems can be categorized as pedagogical competency problem. Because Based on the result of the relevant study from Ade Yunita Sari (2014), one of the problem that include in pedagogy competency problem is managing the classroom.

Syafaatul Hidayati (2018) found a number of problems experienced by students during their field experience practices, namely personal problems, teaching preparation, classroom participation, classroom management, while teaching, evaluating, emotions when teaching and adjusting. Based on the results of research from relevant studies one of the problems faced by students is in controlling the class, agree with Vivi Khoirunnisa (2018) who found the difficulties of students in conducting PPL is in controlling the class. Can be seen from the results of research that researchers do that some students still have difficulty in managing classes that can be known from the results of students' perceptions about the difficulty in applying the principles of classroom management during pre-service teaching is moderate. Because, if the application of the principles of classroom management by students, student activities in controlling the class will be easier and teaching and learning activities will be more conducive.

In short, in this research there were 1 student-teacher (2.8%) that have very high perception on their difficulties in applying the principles of

classroom management during pre-service teaching. Next, there were 18 student-teachers (50%) that have moderate perception on their difficulties in applying the principles of classroom management during pre-service teaching. Moreover, there were 11 (30.5%) student-teachers that have low perception on their difficulties in applying the principles of classroom management during pre-service teaching. Then, there were 6 student-teachers (16.7%) that have very low perception on their difficulties in applying the principles of classroom management during pre-service teaching. So, student-teachers' perception on their difficulties in applying the principles of classroom management during pre-service teaching is moderate.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research analysis above, the researcher concluded that the student-teachers' perception on their difficulties in applying the principles of classroom management during pre-service teaching is moderate in average 114.44.

This research also answered the specific research question as follows:

- 1) The perception of the student-teachers on their difficulties in applying the principles of sight, sound and comfort during pre-service teaching is moderate (55.56%) in average 22.52.
- 2) The perception of the student-teachers on their difficulties in applying the principles of seating arrangement during pre-service teaching is low (66.6%) in average 7.56.
- 3) The perception of the student-teachers on their difficulties in applying the principles of the use of whiteboard during pre-service teaching is low (50%) in average 6.61.
- 4) The perception of the student-teachers on their difficulties in applying the principles of equipment during pre-service teaching is very low (69.4%) in average 6.75.
- 5) The perception of the student-teachers on their difficulties in applying the principles of warm and humanist during pre-service teaching is moderate (58.33%) in average 12.67.
- 6) The perception of the student-teachers on their difficulties in applying the principles of create a challenge during pre-service teaching is low (69.4%) in average 8.19.
- 7) The perception of the student-teachers on their difficulties in applying the principles of the used of varied during pre-service teaching is moderate (72.22%) in average 31.16.

- 8) The perception of the student-teachers on their difficulties in applying the principles of flexible during pre-service teaching is moderate (52.7%) in average 6.89.
- 9) The perception of the student-teachers on their difficulties in applying the principles of positive reinforcement during pre-service teaching is moderate (33.3%) and low (33.3%) in average 6.17.
- 10) The perception of the student-teachers on their difficulties in applying the principles of good attitude during pre-service teaching is low (50%) in average 5.97.

B. Suggestion

Based on the result of this research, the researcher gives some suggestion:

1. Students

To the student they should increase their ability in managing the classroom by applying the principles of classroom management. So that, they have an easy way to manage the classroom.

2. Other researchers

Based on the result of the research, the researcher suggests to the other researcher to consider this research to do the other research about classroom management and pre-service teaching.

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