

**THE COMPARISON BETWEEN NOVICE AND EXPERIENCED
TEACHERS TOWARD TEACHER'S COMPETENCE**
(A Descriptive Study at SMP Negeri 1 Sungguminasa)



A Thesis

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree
of Education in English department*

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**ENGLISH EDUCATION DEPARTMENT FACULTY OF
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UNIVERSITY OF MAKASSAR
2018**



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Teacher towards Teachers' Competence

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MOTTOS

“If the struggle does not have obstacles, everyone has become a hero”

DEDICATIONS

In the name of Allah, I dedicated my thesis for:

My beloved parents, My hero, Andi Muh Basri and Subaedah

My Beloved sisters.

All of my friends

You are my greatest rewards

Thanks for always praying me, supporting me every day and standing by my side.

ABSTRACT

Andi Ihwana, 2018. The Comparison Between Novice and Experienced Teachers Toward the Teacher's Competence (A Descriptive Research at SMP Negeri 1 Sungguminasa). This research aimed to know about the differences between novice and experienced teacher toward the teacher's competence at SMP Negeri 1 Sungguminasa. The supervised by Hasnawati Latief and Farisha Andi Baso

The method of this research was descriptive qualitative method. The population of this study was conducted with 2 novice and 2 experienced English teacher and 80 students of those teachers at SMP Negeri 1 Sungguminasa in 2018/2019 academic year. In this research, the researcher used total random sampling technique.

Data were collected through two questionnaires. The questionnaire administered to teachers measured teachers' classroom management. The questionnaire completed by students provided data about their perceptions of teachers' actual classroom management practices. Teacher questionnaire consisted of 26 Likert scale items. Student questionnaire consisted of 36 Likert scale items. To analyze the data, rating scale and total answering were calculated. The results reveal that teachers have high instructional management for classroom management. When the two groups were compared, novice and experienced teacher were found to differ in for the three dimensions of classroom management. The percentage of the questionnaire teacher, in instructional competence for novice teacher was 8.5 and for experienced teachers were 9.2. Behavior Management for novice teachers was 7 and for experienced teacher 7.8 and people management for novice teachers 7.2 and for experienced teacher 9.1. Student did not distinguish between novice and experienced teachers' classroom management, viewing both positively. This research to a number of issues important to teacher educators responsible for preparing candidates for initial certification as well as to school district personnel responsible for mentoring novice teachers and strengthening professional development for in-service teachers.

Keywords: Classroom management, novice teacher, experienced teacher.

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CHAPTER 1

INTRODUCTION

A. Background

Identifying teachers' professional competences had always been relevant to researchers and teacher educators. Different approaches have been used to do this. The definitions of the competencies necessary for effective teaching date from almost a hundred years ago, when researchers started to compile lists of teaching skills on the basis of teacher inquiries into what makes up good teaching. Since the 1960s, more specific approaches to defining attributes of good teaching appeared. However, there is still no common understanding in comprehensively defining what professional competence means in teaching (Okkas, 2016). Teaching competency is a combination of traditional ideas that were propounded by the great educators in the past on one hand and at the new ideas like systematic approach to education on the other hand. Teacher competence affects the quality of teaching and determines the success of students' learning. Competence as "a description of the essential skills, knowledge and behaviors" required for the effective performance of a real world task or activity". The definition covers three key words: skills, knowledge, and behaviors" that determine the effectiveness of performing an action (Sain, Sunil Kumar., et al. 2014).

Teachers who have been worked for less than three years are viewed as a novice, while those working for five or more years are experienced. Differences between novice and experienced teachers have been observed, especially in two

areas related to classroom management. These are the way teachers provide order in the classroom and their attitudes towards students experiencing problems in learning. Many researchers have concluded that teacher education programs need to be improved and training programs need to be held for novice teachers (Yilmas, 2004). Classroom management has been shown to be the most common concern of both novice and experienced teachers. A meta-analysis of the past 50 years of classroom research identified classroom management as the most important factor affecting student learning even above student aptitude. Also, classroom management is possibly the most difficult aspect of teaching for many teachers, and indeed experiencing problems in this area caused many people to leave teaching altogether. However, contrary to popular belief, classroom management is not a gift bestowed upon some teachers. Though it is true that some teachers adapt to classroom management techniques easily, classroom management is a skill that can be gained through training and many years of experience in the field (Unal & Unal, 2009).

In many cases, problems for novice teachers have the most difficulty with “organizing strategies,” which “include planning, lesson design, time use, advance work, and classroom management”. Different with more experienced teachers were, the less difficulty they had in dealing with classroom management problems. However, that it is not only the novice, but also the experienced teachers who face problems in classroom management. Her study with English language teachers “working at the preparatory schools of public and private universities” in Turkey showed that “disciplinary problems” were the primary

source of influence on teachers" experiencing stress. Grouping the participant teachers into three groups as novice (3-36 months teaching experience), junior instructors (37-84 months), and senior colleagues (85 months and over), she found that junior instructors were more stressed than the other two groups of teachers (Yilmas, 2004). In addition, 25% of novice teachers reported that they had a high level of need for professional development to improve their classroom management skills, compared to 12% of more experienced teachers. 75 % of novice teachers indicate that their preparation program matched the realities of their first school-based assignment, 25% indicate it was not a good match (Melnick & Meister, 2008).

Twenty-seven of the studies dealt with pre service teachers; thirteen, with first-year or novice teachers. All forty studies were naturalistic and qualitative in methodology. This group of studies confirmed that pre service teachers enter teacher education programs with personal beliefs about images of good teachers, images of themselves as teachers, and memories of themselves as students. These personal beliefs and images of pre service teachers remain unchanged by their teacher certification programs and follow them into classroom practice, student teaching, and in service teaching. Thus, novice teachers approach the classroom with pre-conceived personal beliefs about teaching and students. This lack of change in attitudes and beliefs translates to a classroom reality that does not meet their expectations. The teacher teachers with more than 10 years of experience had more positive attitudes toward teaching than did less experienced teachers. Novice teachers' attitudes during transition in terms of a cognitive dissonance

model which their educational values move towards those of their schools in order to reduce dissonance (Melnick & Meister, 2008).

Dealing with those problems, the novice and experienced teacher should more creative in teaching. One of the ways can be useful for teacher by helping them to understand the concern of novice and experienced teacher alike. Such understanding should lead to change from teacher preparation programs, better preparation of pre-services teacher, better assistance during their beginning years of teaching, and the improved professional development for teacher at all experience levels. The writer was interested to investigate about teacher competence in term classroom management. It was conducting a descriptive study of eleventh grade students in SMP Negeri 1 Sungguminasa entitled “**The Comparison Between Novice and Experienced Teachers Toward the Teacher’s Competence**” to avoid spending time and help teacher more experienced in preparing their academic to be a good classroom management.

B. Problem of the Research

Education is needed experiences hardship. Because the face of education is changing and teacher must be ready to embrace the change. By understanding the attitude, classroom management and perception of both of teacher can support all teachers regardless of the age and stage they enter the profession. This study answered the following research questions: What differences exist on the novice and experienced teachers toward classroom management in SMP Negeri 1 Sungguminasa?

C. Objective of the Research

This study objective to find out the difference between novice and experienced teacher's toward classroom management in SMP Negeri 1 Sungguminasa.

D. Significance of the Research

The significant of the study are classification into two – theoretically and practically. Theoretically, the result of this study could be as a document of research that proved whether this study works or not and also as a reference for other teacher so it could improve their teaching way in the classroom. Practically, for the teachers the result of this study could give contribution for teacher to avoid spending time on disruptive events and focus on student learning process.

E. Scope of the Research

The scope of the research was limited to comparing both of these teacher competencies in SMP Negeri 1 Sungguminasa by utilizing the three boards of classroom management. The researcher uses a questionnaire to identify the differences between novice and experienced teacher in term classroom management focus on three dimensions include instructional management, people management, and behavior management. So, the comparing both of teacher in classroom management lasts for 1 month to know the differences in novice and experienced teacher competence especially in three dimensions of classroom management .

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Yilmaz, Elif (2004) did a research on “The Relationship between Novice and Experienced Teachers’ Self Efficacy for Classroom Management and Students’ Perceptions of Their Teachers’ Classroom Management” at University of Marmara, Ankara. This study explored answers for the differences between novice and experienced teachers’ self-efficacy for classroom management, students’ perceptions of their teachers’ classroom management, and the relationship between the two. Firstly, the results of the statistical tests done on the data showed a significant difference between novice and experienced teachers’ efficacy for classroom management. Secondly, the results revealed students’ positive perceptions about their teachers’ classroom management behaviors. Finally, no significant relationship was found between teachers’ efficacy levels and students’ perceptions.

Malik & Mansoor, et al (2013) show that a study about “ The Student Opinions about Instructional Competence” International Islamic University, Islamabad on these findings, the researcher found that out the students’ opinions on the competence and classroom environment of novice teachers and experienced teachers. They were 6 variables on this journal. The teachers support for the students, Classroom discipline, The students’ participation in the lessons, The students’ satisfaction with the lessons, The students’ perception of the classroom assessment environment. The attitude of the student to the subject

being taught. There are have a questionnaire for student to consist the statement by student from strongly agree, agree, neutral, disagree and strongly disagree.

Unal & Unal (2009) did a research on “Comparing Beginning and Experienced Teachers” Perceptions of Classroom Management Belief and Practices in Elementary School” at University of Rice, Turkey that the both beginning and experienced teachers are more likely to prefer to be in control in their classrooms while interacting with students when making decisions. In addition, though the number of years of experience has no effect on teachers’ instructional and behavioral management, a significant difference was found when it comes to people management, suggesting that experienced teachers prefer to be more controlling.

The similarities between those previous research findings above, almost the researcher finds the differences between novice and experienced teacher in classrooms. Perhaps in this research is going focus to give understanding novice and experienced teacher to support educators, as they strive to enhance student learning in a safe, caring classroom environment. Previous research did not have a way to combine it, just research about the similarities and difference of novice and experienced teacher. While this research is going to concern on descriptive research.

B. Some Pertinent Ideas

1. The Concept Stage of Teacher in Teaching

a. Novice Teacher

Teachers who had not yet completed three years of teaching after receiving initial teacher certification. According to Jensen, B., et al. (2012) about novice teacher with two years or less of teaching experience has been categorized as novice teachers. They provide the most comprehensive analysis of the issues facing teachers at the early stage of their careers. The first years of experience of novice teachers may face some unfamiliar conditions which might cause tension, insecurity and lack of confidence. The first year and the subsequent years of teaching are important for every teacher. The first year of teaching can be considered as an important determinant in a teachers' career. Teachers' first years of experience in the profession seem quite essential for the acquisition of the skills that enable teachers to teach effectively. The first year of teaching can also be regarded as a challenging and testing time as teachers may face numerous problems (Cakmak, 2013).

Researchers have reported the following findings about novice teachers who begin teaching in any given year:

- 1) 9.3% quit without finishing their first year
- 2) 15% leave at the end of their first year
- 3) 20% leave within the first two years
- 4) 33% leave within their first three years

- 5) Approximately 50 % leave within the first five years (Oliver, 2005).

The first three to five years may not only determine if a teacher stays in teaching but may also affect the kind of teacher he or she will become. The first year, in particular, is the most crucial period for a teacher's development and a novice teacher's first-year teaching experience becomes "imprinted" in a manner that affects his or her later expectations and teaching. Numerous researchers have found that the single most important factor influencing teachers' retention is the quality of the teachers' first full-time teaching experience. In order to "survive" successfully their first year of teaching, novice teachers often need help. Recently, as a principle means of helping novice teachers, many state boards of education and/or school districts have instituted novice teacher induction programs (Oliver, 2005).

In many respects, it would be most interesting to focus on teachers in their first year of teaching, particularly if the policy focus was on the preparedness of teachers after their initial education. Novice teachers spent a smaller proportion of their time on actual teaching than their more experienced peers: On average, less than three-quarters of novice teachers' classroom time was spent on actual teaching and learning (Hammond, 2000). The main reason for this is the greater age of class time that novice teachers spent on keeping order in the classroom.

On average, 18% of novice teachers' class time was spent trying to keep order in classrooms compared to 13% for more experienced teachers.

Unfortunately, some novice teachers are clearly struggling to provide effective instruction in their classrooms. On average, one-quarter of novice teachers spent one quarter of class time keeping order amongst their students. In addition, 10% of novice teachers spent at least 40% of their class time keeping order in the classroom. Obviously, this results in significant reductions in effective teaching and learning for students (Jensen, B., et al, 2012)

1) Characteristics of Novice Teacher (Lacireno & Bacola, et al, (2012)

a) On Preparation and certification characteristics

(1) Almost all novice teachers had a bachelor's degree (99.2 % regionally and 98.9 % and nationally). Most novice teachers had a degree from a department, school, or college of education (59.1 % regionally and 64.7 % nationally).

(2) Most novice teachers had a regular type of teaching certificate as opposed to an alternate or emergency certification (63.1 % regionally and 69.9 % nationally).

b) On Characteristics of Students and Classes Taught

(1) For novice teachers who teach the same group of students for most of the day, the average class size was 19.0 regionally and 20.9 nationally. For those who teach several classes of different students in one day, the average number of separate classes taught was 5.7 regionally and 5.6 nationally.

(2) Novice teachers in the region reported that 19.5 % of their students had an individualized education program (because they have disabilities or are special education students), compared with 15.7 % nationally. Both regionally and nationally, teachers report that 9.5 % of their students were limited English proficient.

b. Experienced Teacher

The identification of experienced teachers is more complex. Teachers and administrators might define experienced teachers as those who have taught for many years, are able to motivate students and hold their attention, know how to manage their classroom effectively, and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance student learning. In the literature, however, the definition of experienced teachers seems to hinge principally on the number of years taught; time-related criteria can range from 2 years to 9 years or more. Most commonly, studies identify experienced teachers as those who have approximately 5 years or more of classroom experience. Number of years teaching, however, does not guarantee expertise as a teacher. Some experienced teachers may be considered expert, while others remain “experienced non-experts” (Rodriguez, 2010).

1) The Characteristics of Experienced Teacher

a) Perception

Experienced teachers appear to see their classrooms in a different way to novices. Like the football keeper who focus on an attacker's posture to anticipate where they will kick, experienced teachers are tuned in to the most critical, revealing and often subtle movements of their classrooms.

b) Simulation

Experienced teachers are able to simulate the consequences of various actions and events over a range of familiar situations. This allows them to anticipate what might happen well in advance, and so to make the most effective professional judgment. This explains why their lessons often appear to just happen in fairly uneventful ways they are constantly several steps ahead of their pupils, and others in the room.

c) Execution

Although they tend to do less than their colleagues, and sometimes take longer to arrive at a decision, experienced teachers consistently select the most effective actions across a wide range of situations. They are also more flexible and opportunistic in their choice of actions, and carry them out with fluency and precision.

d) Conservation

Experienced teachers do much of their work on „automatic pilot“. This allows them to devote a large proportion of their mental capacity to monitoring the complex, energetic environment of the classroom. It also allows them to focus their attention and energy on only the most important teaching processes, and tackle unexpected problems as they arise. As a result, Experienced teachers are highly sensitive to, and can keep track of (and better remember) what happens during a lesson, even whilst they are engaging with individuals.

Table 2.1

The Differences between Novice and Experienced Teacher

No.	Novice Teacher	Experienced Teacher
1.	Not completed 3 years of teaching (Jensen, B, et all. 2012)	Have been teaching for many years (Unal & Unal, 2009)
2.	Less Experience (Oliver, 2005)	More Experiences
3.	Spent class time at least 18% (Jensen, B, et all. 2012)	Spent class time at least 13% (Jensen, B., et al, 2012)
4.	Cannot hold the attention of student (Berry & Johnson, 2005).	Hold attention of student (Rodriguez, 2010)
5.	Cannot simulate the consequence of various actions (Rodriguez, 2010)	Be able to simulate the consequence of various actions (Rodriguez, 2010)

Table above shows that the difference novice and experienced teacher based on the theory. According to Jensen (2012) novice teacher are not completed for 3 years of teaching and experienced teacher according to Unal & Unal (2009) have been

teaching for many years or teaching for 5 years. Novice teacher always spent class 18% and experienced teacher spent class at less 13% according to Jensen (2012). Based on Berry & Johnson (2012) novice teacher cannot hold attention of student in the classroom. Different with experienced teacher they have interaction by student and teacher. So, experienced teacher can hold attention of student (Rodriquez. 2010). In another hand, novice teacher cannot simulate the consequence of various actions for experienced teacher be able to simulate the consequence of various actions.

2. The Concept of Teacher Competence

The term competency refers to a combination of attributes underlying some feature of successful professional performance. The competency Framework is based on four dimensions of teaching. Each dimension describes the basic characteristics of teachers' work that are essential to the achievement of professional effectiveness. According to Wing Institute teacher competence are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day. Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching. That also said that there are four competencies teacher are make a biggest difference are:

a. Classroom Management

Good classroom management, having different dimensions, such as dealing with student misbehavior and establishing rules, is a goal of teachers because it is regarded as a requirement for effective teaching and learning (Yilmaz, 2004). Good classroom management has several characteristics, including student commitment to class work in a safe environment, students' knowledge about their teachers' expectations in the learning process, and little time spent on distracting. Creating classrooms where students are not afraid of participating in discussions or asking questions is important. In such classrooms, if teachers are careful about explaining exercises or activities to be done and returning student papers with comprehensible corrections quickly, students are more committed to learning. Students need to know the school and classroom rules and the consequences of breaking those rules.

Classroom management represents an important skill and knowledge set for achieving student learning gains, but poses a considerable challenge for beginning teachers. Understanding how teachers' cognition and conceptualizations differ between experts and novices is useful for enhancing beginning teachers' expertise development (Wolf et al., 2014). For example, if students know what to do when they complete working on an activity or how to ask for their teachers' help when in need, classrooms can be managed better. It is also important that teachers treat students in accordance with the established rules and make the necessary moves to

stop inappropriate behaviors immediately. If following these guidelines does not prevent students' misbehavior, teachers have to deal with the problem through different classroom management practices.

The rules of classrooms management, virtually everything that involves interactions among people requires rules. In reality, we know that rules have to undergo occasional modifications in the everyday life of a classroom. Nonetheless, rules establish the boundaries for behavior, and consistency in their implementation is essential to effective classroom management. Effective teachers have a minimum number of classroom rules, which tend to focus on expectations of how to act toward one another, maintain a safe environment, and participate in learning. These teachers offer clear explanations of the rules, model the rules, rehearse the expectations with students, and offer students opportunities to be successful in meeting the. There is no magic number of rules that govern a classroom; rather, it is the clear establishment of fair, reasonable, enforceable, and consistently applied rules that makes a difference in classrooms.

Effective educators have a sense of classroom tempo and student harmony such that they are aware of when an intervention may be needed to prevent a problem. Often, teachers use nonverbal cues, proximity, and redirection to prevent misbehavior. These techniques typically allow the momentum of the instruction to continue and refocus the student; however, there are times when a stronger intervention is necessary (Malnor & Meadow, 2013). When a rule is broken, an effective teacher is prepared to

address the problem. Effective teachers tend to react in several ways, including the following: positive reinforcement that points to the desired behavior, consequences that punish the negative behavior, a combination of reinforcement and consequences, or indirectly responding to the behavior such that the student is reminded of why a rule is important. What an effective teacher does not do is react to an entire class for a rule infraction by a single student (Stronge, 2004).

1) Dimension of Classroom Management

As defined by Martin and colleagues in Unal & Unal (2009) the term classroom management includes three broad dimensions: instructional management, people management, and behavior management

a) Instructional management

Includes aspects of classroom life such as establishing daily procedures, allocating materials, and monitoring students' independent work. Well-planned lessons that provide for a smooth flow of instruction delivered at a sustained pace help to prevent off-task behaviors. The manner in which tasks are managed contributes to the general classroom atmosphere and classroom management style. Studying teachers' thinking in instructional planning activities has turned out to be a complicated task. One reason is the complexity of the planning process itself; it is multi-layered and context-dependent. That teachers often do not or cannot follow the lesson outline they

have planned further complicates the issue. What happens in classrooms is often unpredictable and, therefore, difficult to plan for. Therefore, experienced teachers often do not produce written lesson plans (Koni & Krull, 2018).

b) People Management

People management refers to the efforts teachers make to establish teacher student relationships, what teachers believe about students as persons, and what teachers do to develop the teacher student relationship. A large body of literature indicates that academic achievement and productive behavior are influenced by the quality of the teacher student relationship. Weinstein in Unal & Unal (2009) explained, teachers are good when they take the time to learn who their students are and what they are like, when they laugh with their students, and when they are both a friend and a responsible adult.

c) Behavior Management

Behavior management is any pre-planned intervention aimed at preventing misbehavior. It is a means of preventing misbehavior rather than a reaction to misbehavior. Specifically, this facet includes setting rules, establishing a reward structure, and providing opportunities for student input. Study documented that one of the primary differences between effective and ineffective classroom managers was the manner in which they formulated and implemented classroom rules. Classroom order is like conversation, it can only be

achieved if both parties agree to participate. Establishing an effective reward structure and encouraging student input can be useful tools in the prevention of misbehavior and the maintenance of order in the classroom environment.

2) Classroom management of Novice Teacher

For novice teachers, the most difficult thing to master is classroom management. Good classroom management is more than just being strict or authoritarian, and it is more than simply being organized. If I want to have my classroom run smoothly as a well-oiled learning machine, I have to set up a structured learning environment in which certain behaviors are promoted and others are discouraged (Johnson. 2016).

Johnson (2016) was developed 5 component of effective classrooms management for novice teacher there are follows:

a) Develop effective working relationships with your student

The most important component of classroom management is relationships. The relationships with my students start at the door when he shake the their hand and greet them with a smile (regardless of what misbehaviors might have happened the day before). Those relationships are strengthened, for example, when he use a student's name and actively praise him or her. Those relationships are solidified when he spend individual time with each student to get to know them and then use that knowledge to create personal learning opportunities.

b) Train your students on how learning takes place in your classroom

Your students need to know that you do not expect them to instantly learn, that everyone has an individual process for learning, and that if they follow your guidance, they will be successful in learning. This is more than just talking about your homework policy, late work, and absences. It is revealing to your students how you are going to create with them a highly effective, low-maintenance, learning team. For example, he discuss with my students that the true power of a strategy such as *Cornell Notes* is not dividing the paper in two parts. The benefit of that strategy comes from writing the questions on the left side of the paper while reviewing their notes, and then taking the time to summarize what they learned. You have a learning philosophy that guides your teaching style; teach it to your students. Clearly map out for your students what you do to help them learn so that when you do it, they know what you are doing and why and they will be more willing to help.

c) Protect and leverage your time

An effective classroom manager must be prepared with materials and know how to transition students from one activity to another without wasting time. The number one thing we could do to increase our students' academic performance is to increase the time spent on learning (Gallagher, 2014). Time is chipped away by taking

attendance, announcements, summons to the office, restroom breaks, pep rally schedules, class meetings, special presentations, awards ceremonies, celebrations, and a myriad of other things. Some disruptions and time stealers we cannot avoid, but being successful at managing the classroom also includes managing the time, protecting it, and leveraging it to your best advantage. Effectively demonstrates how to use routines to minimize lost time in activities like handing out papers; he also demonstrates routines to help students train their minds to adopt useful habits and skills, like being able to quickly answer and ask questions.

d) Anticipate your students' behaviors in well-written lesson plans

Channeling student behaviors, interests, and attention into productive learning paths requires intuitive lesson planning. First, focus on how students will be able to demonstrate that they understand and have achieved the learning objective, emphasizes Grant Wiggins, coauthor with Jason Mc. Tighe of *Understanding by Design*. Then build learning activities that lead students to that point. The focus of our lesson planning efforts should be getting students to ask and answer their own questions. Coming up with those types of questions on the spur of the moment can be difficult, but with a little advanced thought, you can incorporate those types of questions into your lesson

plans. Ultimately, the best discipline management plan is a good lesson plan.

e) Establish behavioral standards

These standards should promote learning, as well as consequences that diminish or eliminate behaviors that impede learning. They shouldn't be so detailed as to list every behavior and the corresponding consequence for failure to comply, but they should hit the main points regarding showing respect, communicating correctly, and coming prepared to learn. The standards should also interact smoothly with the other four components, especially teaching your students how learning takes place in your classroom. He was learned to frame each lesson as it is taught. This means that for each learning activity.

3) Classroom Management for Experienced Teacher

Experienced teachers stated that they made the course design themselves in the first years of their profession and they expressed that , classroom management starts months before you or your students step into the classroom. Experienced teachers end each year troubleshooting their classroom management strategies from the previous school year. While not a comprehensive guide. according to Kirkpatrick and Makofsky (2018) there are seven tips that can make classroom management a little less challenging and help you fulfill your goal of keeping all students safe, engaged, learning and on task.

a) Establish Relationships

As a teacher, your relationship with a student starts the moment you meet them. No matter how difficult a student may be, you need to embrace the challenge of getting to know him or her. Every child deserves love. Life has enough hard knocks in store for a child who struggles socially, and you may be one of the few people that child believes cares about him or her. This could make a difference in his or her life choices, or at least in his or her decision not to disrupt your class. Many teachers naturally form relationships with children. They enjoy their presence, listen to them and respond appropriately, look with interest at what children show them from a rock star's picture in a notebook to a squishy worm and ask questions about it. They learn their students' names and greet them at the door. When a dispute arises, they listen and try to be fair. They don't play favorites. Teaching is a very active job, especially in higher grade levels, in which teachers have less than two minutes per child per class period to establish a relationship.

b) Creative a Positive Learning Climate

One of the most important things you can do to proactively manage your class is to establish a climate that encourages learning. Teachers need to be aware of students' intellectual, emotional, physical and social needs and establish rules

and procedures to meet them. Students should be recognized as individuals, each of whom has something to offer.

Arrange student seating strategically, grouping students by skill level or arranging them in a manner that's conducive to group work or sharing in pairs. Also, plan for patterns of movement within the classroom and have your students practice until it's second nature; moving students in a structured, timed way can enliven your classroom, while maintaining control and adding focus. Nothing is as impressive and cohesive as a class moving into prearranged groups for an activity in 30 seconds. This also allows for more variety in your lessons; for instance, you could teach a 15-minute lesson to students at their desks, then move the class to a different setting and teach a different, but related 20-minute lesson. Establishing student expectations is also an important part of establishing a positive learning climate. Make sure that every student is welcomed in a group and expected to participate. Also, practice good time management and plan to teach from the first day of school.

c) Encourage Helpful Hands

Letting students take part in the classroom helps them feel invested and it can be a help to you as well! Some experienced teachers use task cards on which students' names rotate weekly. Strategies such as this provide fair ways to distribute classroom jobs. It can also be helpful to post a sign that tells how to do a job. For

instance, if you assign students to straighten and clean a bookshelf, you might place a list of steps to follow on the bookshelf. You might also allow students to help in more casual ways, such as assigning group runners for supplies or allowing students to pass out papers or straighten the room. These tasks can serve as helpful self-esteem builders for a child who often feels left out; however, you should note how many times a student helps to avoid favoritism.

d) Teach Needed Skills

You should teach students the skills needed for success in your classroom. Often, teachers think about teaching content, without realizing how important it is to teach other skills, such as social skills, thinking skills, study skills, test-taking skills, problem-solving skills, memory skills and self-regulation. Many school issues disappear after a few lessons in anger management or another needed skill. Students can benefit greatly if you find small segments of time to teach and model a skill; however, you may need to be creative, since not all students need instruction in the same skill. However, if students are struggling to get along with peers, be organized or be on time

e) Set Up Structure and Procedures

Structure and procedures are vital parts of classroom management. Every part of the day needs to be thought through and brought into alignment with what works best for your teaching style, your students' personalities, the age group and any special challenges

that could cause a distraction. Start planning as soon as you see the classroom. Envision each class; ask yourself what you will do and how it can be done easily (Shore, 2016). When your students arrive, get them on board by teaching classroom procedures, along with your content, during the first week of class. For example, explain how to enter, how get the needed supplies and start the warm-up exercise during the first few minutes of class, how to turn in and pass out work, how to work in a group, how to move between activities and how to exit the classroom. Also, be sure to cover your expectations, including how to behave in class and the consequences of misbehavior.

b. Teacher Attitude

According to Holland (2016).

“Attitude is very important when you are a teacher. It affects your students in many ways and can shape their learning experience. Marsh makes a good point when she talks about how intuitive students can be. “I have learned that teachers can’t really fool students, so it’s best not to try,” says Marsh. “Students can and do feel teacher’s moods and attitudes.”As a teacher, you will sometimes experience stress that carries with you all the way home. Rather than dwelling on this, find positive ways to eliminate your stress. Complaining about how bad your day was won’t make the next day better. So, see what went wrong and try to turn it around. Did it upset you when your students didn’t do the reading? Were you frustrated with your kindergarteners because they were extra rowdy that day? Instead of focusing on what went wrong, prepare yourself for the next day, emotionally, mentally and physically”.

Attitude is regarding the personality of the teachers. Effective teachers willingly share emotions and feelings (enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about

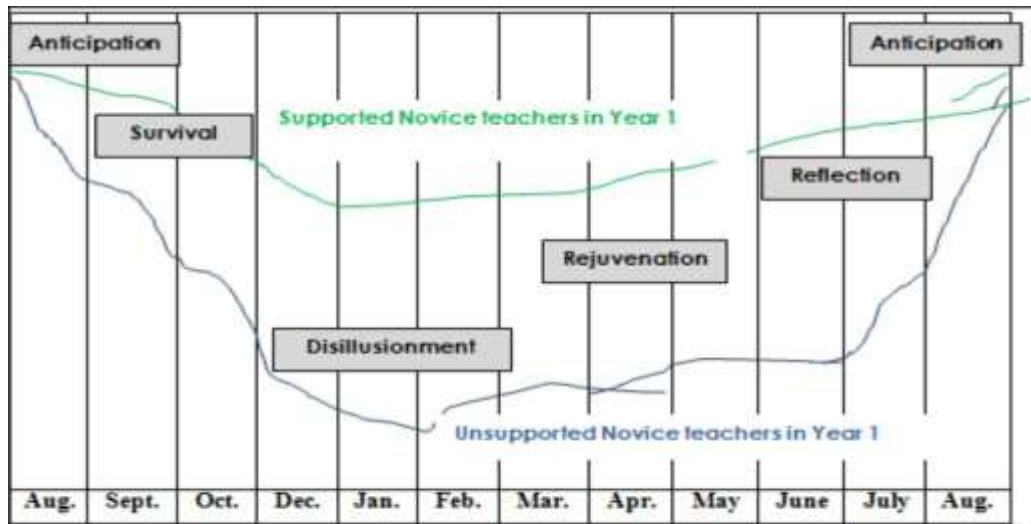
their students. Communication is also valued in classrooms and feelings are openly expressed by both the children and teachers. In other hands, attitude focuses on the ability of the teacher to establish a shared environment. An effective teacher must not be overly possessive or need complete control of the children and environment. It is important to allow students both responsibility and freedom within the classroom community. Both the teachers and students need to contribute to the learning environment for a relationship of closeness and acceptance to develop (Martin, 2018).

1) Phases of Novice Teachers' Attitudes Toward Teaching During First-Year

When novice teachers are not supported through mentoring, they confront the complex realities of the classroom and go through an emotional cycle. Research suggests that even when teachers stay in the teaching profession, their focus on their own survival may lead them to develop teaching strategies that are teacher-centered rather than learner-centered. When novice teachers are well-supported, their experience is much more positive. They will still struggle as they grow from their experiences; however, research shows they will become more effective teachers because they feel more successful and self-confident. Greater numbers of novice teachers will stay in the profession and most will stay enthusiastic and learner-centered in their teaching strategies (Moir, 2018). Review of studies pertaining to difficulties of beginning teachers.

Most teachers who fall do so during the first year of teaching (Milam, 2001).

Phase of Novice Teacher in First Year Teaching



Picture 2.1

Source: weac.org

Martin & Olen, et all explain there are 6 phase of of Novice Teachers' Attitudes Toward Teaching During First-Year as follows:

a) Anticipation Phase

The anticipation stage begins during the student teaching portion of pre service preparation. The closer student teachers get to completing their assignment, the more excited and anxious they become about their first teaching positions. They tend to romanticize the role of the teachers and the positions. Novice teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. This feeling of excitement carries novice teachers through the first few weeks of school.

b) Survival Phase

The first month of school is very overwhelming for novice teachers. They are learning a lot at a very rapid pace. Novice teachers are instantly bombarded with a variety of problems and situations they had not anticipated. Despite teacher preparation programs, novice teachers are caught off guard by the realities of teaching. During the survival phase, most novice teachers struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching (Penniman, 2017). There is little time to stop and reflect on their experiences. It is not uncommon for novice teachers to spend up to seventy hours a week on schoolwork. Particularly overwhelming is the constant need to develop curriculum. Experienced teachers routinely reuse excellent lessons and units from the past. Novice teachers, still uncertain of what will really work, must develop their lessons for the first time. Even depending on unfamiliar prepared curriculum such as textbooks, is enormously time consuming.

c) Disillusionment Phase

After six to eight weeks of nonstop work and stress, novice teachers enter the disillusionment phase. The intensity and length of the phase varies among novice teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want, and low morale contribute to this period of disenchantment. Novice teachers begin questioning both their commitment and their competence.

Many novice teachers get sick during this phase. Compounding an already difficult situation is the fact that novice teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, and their first formal evaluation by the site administrator. Each of these important milestones places an already vulnerable individual in a very stressful situation. During the disillusionment phase, classroom management is a major source of distress. Novice teachers want to focus more time on curriculum and less on classroom management and discipline. At this point, the accumulated stress of the first year teachers, coupled with months of excessive time allotted to teaching, often bring complaints from family and friends. This is a very difficult and challenging phase for new entrants into the profession. They express self-doubt, have lower self-esteem, and question their profession commitment. In fact, getting through this phase may be the toughest challenge novice teacher face.

d) Rejuvenation Phase

The rejuvenation phase is characterized by a slow rise in the novice teacher's attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for novice teachers. It allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that novice teachers have for organizing materials and planning curriculum. It is a time for them to sort through materials that

have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope. They seem ready to put past problems behind them. A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate novice teachers. Through their experiences in the first half of the year, novice teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter during the second half of the year. Many feel a great sense of relief that they have made it through the first half of the year. During this phase, novice teachers focus on curriculum development, long-term planning, and teaching strategies.

e) Reflection Phase

The reflection phase, beginning in May, is a particularly invigorating time for first-year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is almost in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings them to a new phase of anticipation. It is critical that we assist novice teachers and ease the transition from student teachers to full-time professionals. Recognizing the phases novice teachers go through gives us a framework

within which we can begin to design support programs to make the first year of teaching a more positive experience for our new colleagues.

c. Instructional Delivery

According Wing Institute, instructional competencies are essential practices that teachers must master for effectively instructing students to maximize knowledge and skill acquisition. Research reveals that not all instruction is equal in producing results. Unfortunately, many popular instructional practices are not supported by rigorous research and have contributed to 40 years of stagnant performance on achievement tests such as the National Assessment of Educational Progress (NAEP). For generations, the teacher lecture has been the preferred method of instruction, but studies show it is far less effective than more stimulating active learning practices. We now know that better learning happens in dynamic settings in which teachers offer explicit active instruction that emphasizes student participation and demonstrates the content taught. An explicit approach focuses on well-designed and sequenced lessons linked to “big ideas,” offers ample opportunities for students to respond and practice the lesson content, and includes mastered knowledge or skills in subsequent lessons to maintain learning.

The following are hallmarks of an explicit approach for teachers
Archer & Hughes in Wing Institute (2018):

- 1) Teacher selects the learning area to be taught.
- 2) Teacher sets criteria for success.

- 3) Teacher informs students of criteria ahead of the lesson.
- 4) Teacher demonstrates to the students successful use of the knowledge/skills through modeling.
- 5) Teacher evaluates student acquisition.
- 6) Teacher provides remedial opportunities for acquiring the knowledge/skills, if necessary.
- 7) Teacher provides closure at the end of the lesson.

Active learning instructional strategies include a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing. Active learning instructional strategies can be created and used to engage students in thinking critically or creatively, speaking with a partner, in a small group, or with the entire class, expressing ideas through writing, exploring personal attitudes and values, giving and receiving feedback, and reflecting upon the learning process. It should also be noted that active learning instructional strategies can be completed by students either in class or out of class, be done by students working either as individuals or in group, and be done either with or without the use of technology tools. When an instructor employs active learning strategies, he or she will typically spend greater proportion of time helping students develop their understanding and skills (promoting deep learning) and a lesser proportion of time transmitting (Eison, 2010).

d. Soft Skill (Personal Skill)

A teacher's success is predicated on effective mastery of two requisite skill categories: technical competencies (hard skills) and personal competencies (soft skills). Technical skills are the specific skills and factual knowledge intrinsic to a specific job. Technical competencies elemental to teaching include instruction, assessment, and classroom management. Personal competencies, on the other hand, are skills broadly applicable to almost all professions; they create the foundation that enables a person to effectively use technical skills. Although, novice teachers are less experienced and knowledgeable but they continuously school to add knowledge in teaching and learning to be an innovative teacher. Personal competencies basic to teaching include high expectations, love of learning, active listening, ability to adapt to novel situations, empathy, cultural sensitivity, positive regard for students, and good time management. Personal competency research shows large effect sizes, ranging from 0.72 to 0.87, for effective teacher-student relations that increase student academic performance and improve classroom climate.

Unfortunately, teacher preparation and on-the-job staff development neglect this important training. To remedy the situation, more research is required to better define the field of personal competencies, and expanded training, including coaching, must be adopted during pre-service and induction (Pomerance, et al, 2016). In another hand, almost experience

teacher are leadership. A growing number of school leaders are paying attention to data showing that experienced teachers hold the key to student achievement. But these insightful leaders face a tough challenge: how to identify, attract, and retain a cadre of expert teachers who can help redesign and lead even the most challenged schools (Berry & Johnson, 2005).

Table 2.2 is described about the different between novice and experienced teacher in teacher competence. This table showed the conclusion based on the theory above. There are four competences of teacher classroom management, teacher attitude, instructional delivery and personal (soft skill). Classroom management for novice teacher being adaptable to their teacher in the classroom different experienced teacher are able to manage the dynamic nature of classroom. In teacher attitudes novice teacher have phase in first years teaching. Instructional delivery novice teacher was demonstrates to the students successful use of the knowledge/skills through modeling. For experienced teacher in instructional delivery they provide closure at the end of the student. Novice teacher in personal skill was innovative teacher and for experienced teacher was have leadership to their student.

Table 2.2

The Difference Novice and Experienced Teacher in Teacher Competence

The Stage of Teacher in Teaching	Teacher Competence			
a. Novice Teacher	Classroom Management	Teacher Attitude	Instructional Delivery	Soft Skill (Personal Skill)
	More hesitant	Have phase in first year teaching	Demonstrates to the students successful use of the knowledge/skills through modeling.	Innovative
	Adaptable	Teacher took student environment		Continuous Learner
	Strong Mental			
	Can access large information			
b. Experienced Teacher	Able to manage the dynamic nature of classroom		Provides closure at the end of the lesson	Leadership
	Effectively			
	Able to prioritize task			

C. Conceptual Framework

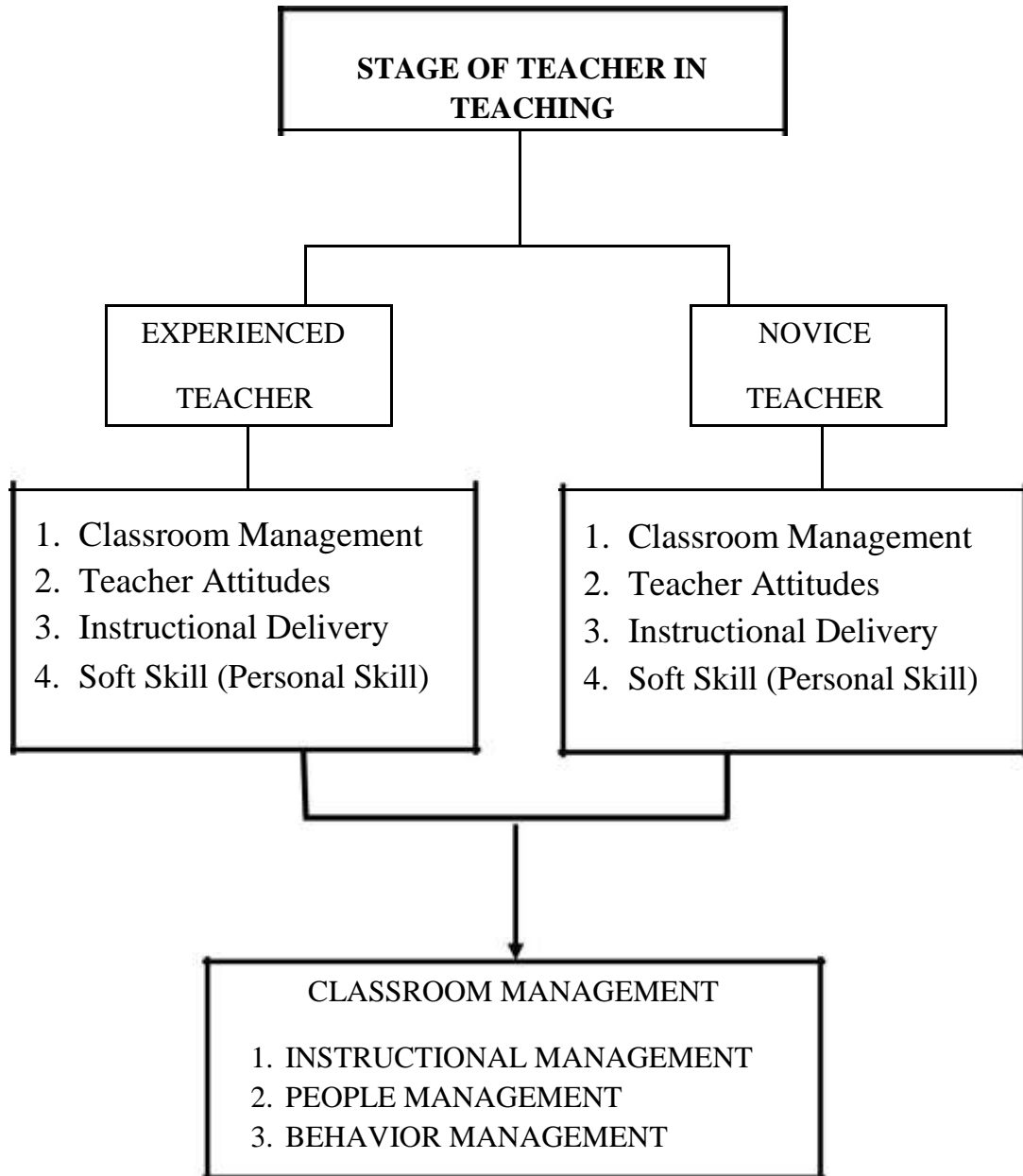


Figure 3.1

The conceptual framework above explains the comparison between novice and experienced teacher in classroom management. Classrooms management includes three dimensions are: instructional management, people management and behavior management. At the end, the researchers finally get the result about

the differences between novice and experienced teacher by using the three dimensions of classrooms management. The conceptual framework above explain the research which conduct by the researcher. The research is descriptive research which describe about the differences between novice and experienced teacher toward teacher competence. Novice teacher have teaching experienced for 3 years and experienced teacher have teaching experienced more 5 years.

In this research, the researcher want to know about the differences between novice and experienced teachers toward classroom management. There are three dimensions of classroom management these are: Instructional management, behavior management and people management.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study use a Comparative Research Design, According to Richardson (2018), the data are collected primarily by observation, and the goal is to determine similarities and differences that are related to the particular situation or environment of the two groups. These similarities and differences are identified through qualitative observation methods. Additionally, some researchers have favored designing comparative studies around a variety of case studies in which individuals are observed and behaviors are recorded. The results of each case are then compared across people groups.

B. Population and Sample

1. Population

Population of this research is SMP Negeri 1 Sungguminasa. It consists of two classes seven grade and eight grade. Each class consists of 35 students. For the teacher, there are 9 English teachers SMP Negeri 1 Sungguminasa. So, total populations in this research are 490 students and 9 teachers.

2. Sample

From the population, class 8-A, class 8-B, class 9-A, and class 9-C are selected as sample of the research. The sample is selected using random sampling technique. There are 35 students of class 8-A, 35 students of class 8-B, 30 students of class 7-A, but the researcher takes 20 students as a

sample of each class. 2 novice teacher and 2 experienced teachers are select in this research. There are not criteria of the students which the researcher chooses.

**Table 3.1
Participant of the Research**

No.	Participants	N	YTE
1.	Novice Teacher	2	<5
2.	Experienced Teacher	2	5+
3.	Student	80	

Note : N: Number of the participants, YTE: Years of teaching experience

C. Research Instrument

Two different questioners are using to collect data in this research. Because this research is completing in a short period time, questioners were useful to collect data from the participants relatively easily and quickly (Yilmaz, 2004). The first questionnaire give to teachers was used to measure their classroom management in three dimensions are instructional management, people management and behavior management. The second questionnaire was used to measure students' perceptions of their teachers' classroom management.

Table 3.2 Items Loading on the three dimensions in classroom management

No.	Dimension of Classroom Management	Items
1.	Instructional management	a,b,c,d,e,f,g,h,i
2.	People management	a,b,c,d,e,f,g
3.	Behavior management	a,b,c,d,e,f,g,h,i,j

A survey instrument was developed following the instrument development guidelines described by Gable and Wolf in Melnick & Meister (2008), for the creation of affective scales. The resulting scale is administered to public school classroom teachers in a pilot sample using a 5-point Likert scale provided the respondents with 5 possible answers ranging from „strongly disagree“ to „strongly agree“ (see Appendix A).

Table 3.4
Likert Scale of Teacher Questioner

Likert Scale				
1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

To assess students’ perceptions of teachers’ classroom management, Yilmaz, 2009 classroom management questionnaire was used (see Appendix B) because he did the research have in similar context to mine. The original questionnaires used a 5-point Likert type scale too from never to always. Student questionnaire have 36 items but I will reduce in 10 items. Because the 10 items only talk about classroom management the rest of items talk about the attitudes of students. The student questionnaire, write in English it will translate into Indonesian (see Appendix C).

D. Technique Data Collection

For the first participant, the researcher translating the questions into Indonesian with the purpose of avoiding misunderstood between the researcher and participant. Nevertheless, for the rest of the participants, the researcher use

English and didn't translate it into Indonesia because the writer thought that the participants already understood about the questions.

1. Questionnaire

- a) The researcher giving the explanation to the teacher about the purpose of the questionnaire and how to answer it.
- b) The researcher inform the objectives of the questionnaire after distributing them to the participants
- c) The sample participants of the research answer the questionnaire in the answer sheet and they have 30 minutes to answer the questionnaire.

E. Technique of Data Analysis

To analyze the data, the researcher employed the formulas as follows:

1. The Likert Scale and scoring

Table 3.5 Score Likert Scale

No.	Items	
	Positive Response	Score
1	Strong Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strong Disagree	1

(Gay, 1981: 298)

2. Determined the ideal score. Ideal score is score used to count the score to determine rating scale and total answering. The formula used was:

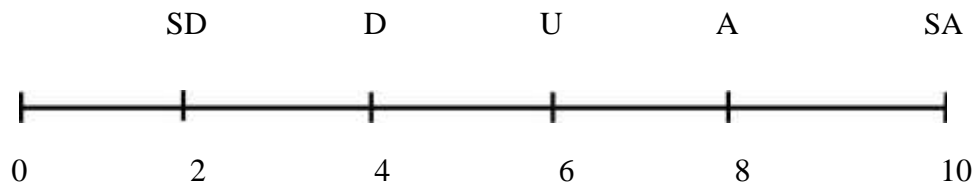
$$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$$

(Sugiyono, 2012:137)

Table 3.6 Criterion Score

Forms	Scale
5 x 2 = 10	Strongly agree
4 x 2 = 8	Agree
3 x 2 = 6	Undecided
2 x 2 = 4	Disagree
1 x 2 = 2	Strong disagree

3. The next step identified the rating scale and interval distance.



(Sugiyono, 2012:137)

Table 3.7 Rating Scale Interval of Agreement

Answer Score	Scale
9-10	Strongly agree
7-8	Agree
5-6	Undecided
3-4	Disagree
1-2	Strong disagree

4. After the researcher administrating the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.

BAB VI FINDINGS AND DISCUSSION

A. Findings

In this study, the researcher examined teacher's classroom, management based on years of teaching. This study to investigate in three dimensions of classroom management are: instructional management, behavior management and people management. The result of the research data show how well the teachers in classroom management. In this research the researcher took novice and experienced teachers and students at seventh grade and eighth grade of SMP Negeri 1 Sungguminasa as respondent. There are two questionnaire in this research, for the novice and experienced teacher to the items loading on the personal teaching about classroom management factors were analyzed for both of teacher. Student questionnaire to see the perception of student toward teacher classroom management.

1. The differences between novice and experienced teacher' in classroom management

a. Instructional Management

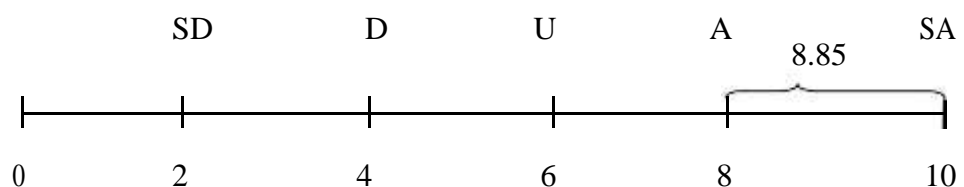
There were 9 questions in instructional management. The difference both of teacher in SMP Negeri 1 Sungguminasa can be clearly in the following table:

Table 4.1 Differences between novice and experienced teacher' in instructional management

No.	Step of Teacher in Teaching	Instructional Management									Mean Score
		1	2	3	4	5	6	7	8	9	
1	Novice Teachers	10	7	10	8	8	8	10	8	8	8.5
2	Experienced Teachers	10	9	9	8	9	10	9	10	9	9.2
Average											8.85

The table 4.1, show that the differences between novice and experienced teacher toward instructional management it can be assumed that the total mean score for experienced teacher is (9.2) are higher than novice teacher (8.5). To identify the agreement level of respondents can be seen below.

Figure 4.1 Agreement level of respondents about the differences between novice and experienced teacher' in instructional management



From the figure above, the agreement level of the differences between novice and experienced teacher' in instructional management was (8.85). It can be seen that the most respondent strongly agree with instructional management have different in teacher experienced.

b. People Management

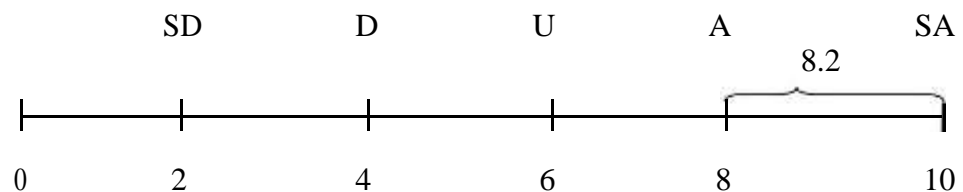
After the researcher conducted the research in people management from novice and experienced teacher, the result as below:

Table 4.2 Differences between novice and experienced teacher' in people management

No.	Step of Teacher in Teaching	People Management										Mean Score
		1	2	3	4	5	6	7	8	9	10	
1	Novice Teachers	10	9	9	9	6	4	4	4	6	8	7.2
2	Experienced Teachers	9	10	10	9	10	7	9	7	8	6	9.1
Average											8.2	

A comparative between teachers experienced of people management for both of experienced teacher as well as novice teachers. An experienced teacher displays an edge over than novice teacher, with an overall average (8.2). Experienced teacher is more particular about management people in classroom. To identify the agreement level of respondents can be seen below.

Figure 4.2 Agreement level of respondents about the differences between novice and experienced teacher' in people management



From the figure above, the agreement level of the differences between novice and experienced teacher" in people management management was (8.2). It can be seen that the most respondent strongly agree with people management have different in teacher experienced.

c. Behavior Management

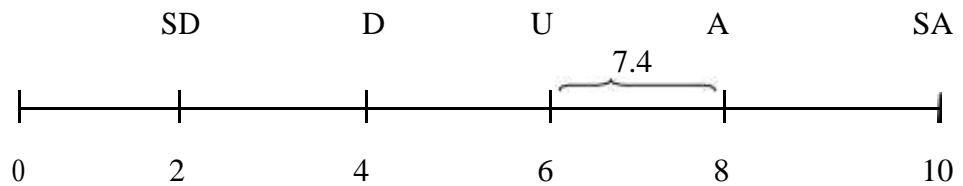
After conducted this research for novice and experienced teacher toward classroom management in behavior management, the research as below:

Table 4.3 Differences between novice and experienced teacher' in behavior management

No.	Step of Teacher in Teaching	Behavior Management							Mean Score
		1	2	3	4	5	6	7	
1	Novice Teachers	6	10	8	6	9	6	4	7
2	Experienced Teachers	8	6	8	9	9	7	8	7.8
Average									7.4

As is evinced from Table 6.2 both novice and experienced teachers in behaviors management. It can be assumed that the mean score of novice teacher was (7) and experienced teacher (7.8). Do not significantly differ of their behavior management. To identify the agreement level of respondents can be seen below.

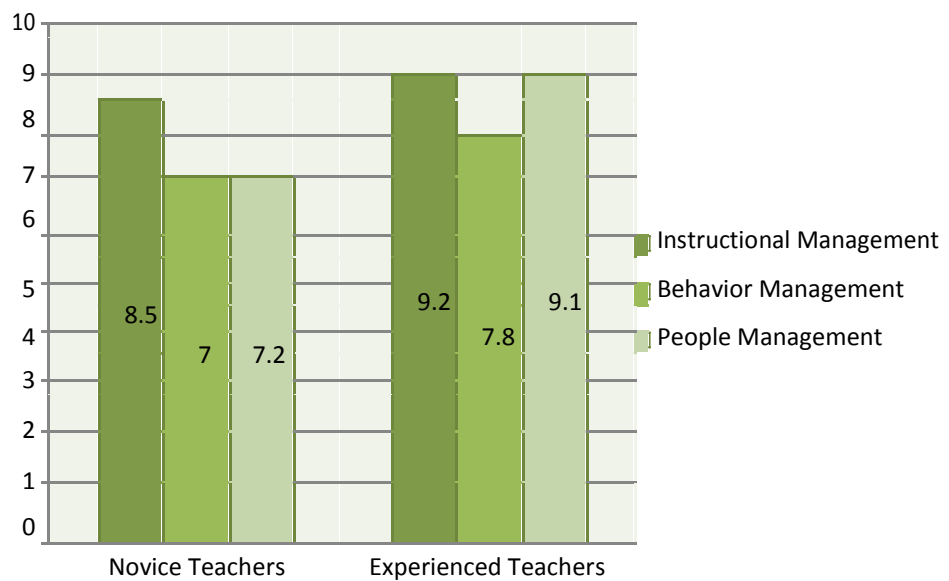
Figure 4.3 Agreement level of respondents about the differences between novice and experienced teacher's in behavior management



From the figure above, the agreement level of the differences between novice and experienced teacher's in instructional management was (7.4). It can be seen that the most respondent undecided with behavior management have different in teacher experienced.

To make it clear, the difference between novice and experienced teacher in classroom management can be seen in the picture below:

Picture 4.1 Column charts of the differences between novice and experienced toward 3 dimension of classroom management in SMP Negeri 1 Sungguminasa



Based on the column chart above, the interpretation score of novice teacher toward instructional management mean score was (8.5), behavior management was (7) and people management was (7.2) mean score. The differences for experienced got higher mean score than novice teachers. Experienced teacher in instructional management have mean score (9.2), behavior management was (7.8) and people management was (9.1). Almost novice and experienced teacher are low in behavior management (7 vs. 7.8). So, the researcher conclude there was significant different between novice and experienced teacher toward classroom management.

Scoring classification of students“ questionnaire for each item

a.Item 1

Table 1: The teacher tries to learn the names of the students in order to call them with their names.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	16	40	24	60
2.	Often	10	25	2	5
3.	Rarely	7	17.5	10	25
4.	Sometimes	5	12.5	3	7.5
5.	Never	2	5	1	2.5
	Total	40	100	40	100

The table above shows that experienced teacher 24 (60%) out of students choose “always”, 2 (5%) choose “often”, 10 (25%) choose “rarely”, 3 (7.5%) choose “sometimes” and 1 (2.5%) choose “never”. For novice teacher 16 (40%) out of students choose “always”, 10 (25%) choose “often”, 7 (17.5%) choose “rarely”, 5 (12.5%) choose

“sometimes” and 2 (5%) choose “never”. Its means that experienced teacher are always tries to learn the names of the students.

b. Item 2

Table 2: The teacher is aware of the difficulties the students may face while learning English and accepts them sympathetically.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	10	25	2	5
2.	Often	11	27.5	8	20
3.	Rarely	16	40	7	17.5
4.	Sometimes	2	5	8	20
5.	Never	1	2.5	15	37.5
	Total	40	100	40	100

In examining table 2, it is interesting to note that experienced teacher report higher levels of “always” on (Item 3). On this item, the novice teachers show the sympathy to their student (25% vs. 5%). Novice teachers feel better to listening student weakness, give an activity in class and novice teacher are always to help, so the novice teacher become more easy to adept with their student.

c. Item 3

Table 3: The teacher treats the students understandingly and patiently who have difficulty learning English.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	18	45	18	45
2.	Often	13	32.5	12	30
3.	Rarely	5	12.5	5	12.5
4.	Sometimes	2	5	4	10
5.	Never	2	5	1	2.5
	Total	40	100	40	100

The table described about the teacher treats the students understandingly and patiently who have difficulty learning English. From result above shows that there is no significant different between novice and experienced teacher the interval score for novice teacher is 18 (45%) out of the 40 novice teacher student choose "always" and its same with experienced teacher. 13 (32.5%) novice teacher student choose "often" and 12 (30%) experienced teacher choose "often". In "rarely" out of 80 students choose 5 (12.5%) same with novice and experienced teacher. 2 (5%) novice teacher student choose "sometimes" and 4 (10%) experienced teacher student choose "sometimes".

d. Item 4

Table 4: The teacher comes to the class prepared for the lesson

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	32	80	28	70
2.	Often	5	12.5	7	17.5
3.	Rarely	2	5	5	12.5
4.	Sometimes	0	0	0	0
5.	Never	1	2.5	0	0
	Total	40	100	40	100

The table above shows that score for novice teacher 32 (80%) out of the students choose "always", 5 (12.5%) choose "often", 2 (5%) choose "rarely", 1 (2.5%) choose "never". And score for experienced teacher are 28 (70%) out of students choose "always", 7 (17.5%) choose "often" and 5 (12.5%) choose "rarely". Its mean that novice teacher are always comes to the class prepared for the lesson than experienced teachers.

e. Item 5

Table 5: The teacher keeps his/her willingness to teach throughout the sessions.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	18	45	9	22.5
2.	Often	7	17.5	10	25
3.	Rarely	4	10	6	15
4.	Sometimes	3	7.5	3	7.5
5.	Never	8	20	12	30
	Total	40	100	40	100

The table above shows that the teacher keeps his/her willingness to teach throughout the sessions. The result indicates that novice teacher are "always" keeps his/her willingness to teach throughout the sessions than experienced teacher with the interval score between novice and experienced teacher are (45% vs. 22.5%).

f. Item 6

Table 6: The teacher has a smiling face throughout the sessions.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	19	47.5	20	50
2.	Often	10	25	14	35
3.	Rarely	7	17.5	5	12.5
4.	Sometimes	2	5	1	2.5
5.	Never	1	2.5	0	0
	Total	40	100	40	100

Item 6, reveals that the result of the frequency usage of novice and experienced teacher by student perceptions. It shows that there are 19 students (47.5%) choose "always" for novice teacher and 20 students choose "always" for experienced teachers. 10 students (25%) choose "often" for novice teacher and 14 students (35%) choose "often" for experienced teacher. 7 students (17.5%) choose "rarely" for novice teacher and 5 students (12.5%) choose "rarely" for experienced teacher. 2 students (5%) choose "sometimes" for novice teacher and 1 students (2.5%) choose sometimes for experienced teacher. 1 students (2.5%) choose "never" for novice teacher.

g.Item 9

Table 7: The teacher speaks English at a level the students do not have difficulty understanding.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	15	37.5	9	22.5
2.	Often	10	25	9	22.5
3.	Rarely	9	22.5	12	30
4.	Sometimes	3	7.5	1	2.5
5.	Never	3	7.5	9	22.5
	Total	40	100	40	100

Based on item 9, the most frequently high score is novice teacher with the interval score (15 vs. 9) for experienced teacher. Its means that novice teacher are "always" to speaks English at a level of the students than experienced teacher.

h. Item 10

Table 8: The teacher adjusts the transitions between exercises so that the students do not have difficulty following them.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	12	30	14	35
2.	Often	18	45	12	30
3.	Rarely	6	15	5	12.5
4.	Sometimes	4	10	5	12.5
5.	Never	0	0	4	10
	Total	40	100	40	100

The table above shows that the teacher adjusts the transitions between exercises so that the students do not have difficulty following them. The results indicates that 2 (10%) choose "always" for novice teacher and 14 (35%) choose "always" for experienced teacher. 18 (45%) choose "often" for novice teacher and 12 (30%) choose "often" for experienced teacher. 6 (15%) choose "rarely" for novice teacher and 5 (12.5%) choose "rarely" for experienced teacher. 4 (10%) choose "sometimes" for novice teacher and 5 (12.5%) choose "sometimes" for experienced teacher. 4 (10%) choose "never" for experienced teacher. It indicated that from 40 students choose experienced teacher adjusts the transitions between exercises so that the students do not have difficulty following them.

i. Item 11

Table 9: The teacher tries various teaching techniques in order to attract the students to the lesson.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	14	35	9	22.5
2.	Often	8	20	10	25
3.	Rarely	13	32.5	9	22.5
4.	Sometimes	3	7.5	3	7.5
5.	Never	2	5	9	22.5
	Total	40	100	40	100

Item 11, reveals that the result of the frequency usage of novice and experienced teacher by student perceptions. It shows that there are 14 students (35%) choose "always" for novice teacher and 9 students (22.5%) choose "always" for experienced teachers. 8 students (20%) choose "often" for novice teacher and 10 students (25%) choose "often" for experienced teacher. 13 students (32.5%) choose "rarely" for novice teacher and 9 students (22.5%) choose "rarely" for experienced teacher. 3 students (7.5%) choose "sometimes" for novice teacher and 3 students (7.5%) choose sometimes for experienced teacher. 2 students (5%) choose "never" for novice teacher and 9 students (22.5%) choose "never" for experienced teacher.

j. Item 12

Table 10: When preparing the students for pair or group work, s/he uses the time efficiently.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	8	20	7	17.5
2.	Often	6	15	1	2.5
3.	Rarely	10	25	10	25
4.	Sometimes	8	20	9	22.5
5.	Never	8	20	13	32.5
	Total	40	100	40	100

In examining table 10, it is interesting to note that novice teacher report higher levels of “always” on (Item 12). On this item, the novice teachers show that they were preparing the students for pair or group work, s/he uses the time efficiently (20% vs. 17.5%). Novice teachers feel better preparing the students for pair or group work, s/he uses the time efficiently, so the novice teacher become more easy to adept with their student.

k. Item 13

Table 11: When the students are distracted, the teacher makes changes in the lesson flow that can attract the students.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	12	30	18	45
2.	Often	15	37.5	6	15
3.	Rarely	6	15	12	30
4.	Sometimes	5	12.5	3	7.5
5.	Never	2	5	1	2.5
	Total	40	100	40	100

(Item 13). On this item, experienced teacher makes changes in the lesson flow to attract student (45% vs. 30%). Novice teacher cannot flow lesson when the student are distracted in the classrooms. Experienced teachers become more easy to find the fun lesson or make a game when student are distracted.

I. Item 14

Table 12: If there is any grammatical structure related to the subject being studied, the teacher writes it clearly on the board.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	21	52.5	20	50
2.	Often	12	30	11	27.5
3.	Rarely	4	10	5	12.5
4.	Sometimes	3	7.5	2	5
5.	Never	0	0	2	5
	Total	40	100	40	100

Based on item 14, the most frequently high score is novice teacher with the interval score (52.5 vs. 50) for experienced teacher. Its means that novice teacher are "always" grammatical structure related to the subject being studied, the teacher writes it clearly on the board

m. Item 15

Table 13: The teacher gives clear and understandable instructions for the exercises to be done.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	26	65	18	45
2.	Often	7	17.5	15	37.5
3.	Rarely	3	7.5	5	12.5
4.	Sometimes	4	10	1	2.5
5.	Never	0	10	1	5
	Total	40	100	40	100

It may appear somewhat surprising that novice teacher can give a clear instruction in classroom than experienced teacher on (Item 15) by scale (65% vs. 45%). This items show the significant differences between novice and experienced teacher. During the lesson experienced teacher comes to asking the student, what the lesson cannot understand by the student. When the teacher asking questions at the end the lesson and the proximate reinforcement necessary for enhancing the comprehension of the leaners.

n. Item 16

Table 14: During the lessons, the students can hear clearly what the teacher is saying.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	23	57.5	27	67.5
2.	Often	10	25	8	20
3.	Rarely	7	17.5	5	12.5
4.	Sometimes	0	0	0	0
5.	Never	0	0	0	0
	Total	40	100	40	100

Different on (Items 16) show, there is no significant different between of the teacher. Novice and experienced teacher almost teaching with good intonation and clearly. Almost student chose “always” on (Items 16). That may be owing to the fact that a novice and teacher encourage discussions and questions from the students. This conducive atmosphere of the novice and experienced teacher’s class, leads to the perceptions amongst the student that she teaches the subject well.

o. Item 17

Table 15: The teacher gives each student equal opportunity to participate in the class.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	9	22.5	13	32.5
2.	Often	15	37.5	11	27.5
3.	Rarely	12	30	8	20
4.	Sometimes	4	10	5	12.5
5.	Never	0	0	3	7.5
	Total	40	100	40	100

Item 17, reveals that the result of the frequency usage of novice and experienced teacher by student perceptions. It shows that there are 9 students (22.5%) choose "always" for novice teacher and 13 students (32.5%) choose "always" for experienced teachers. 15 students (37.5%) choose "often" for novice teacher and 11 students (27.5%) choose "often" for experienced teacher. 12 students (30%) choose "rarely" for novice teacher and 8 students (20%) choose "rarely" for experienced teacher. 4 students (10%) choose "sometimes" for novice teacher and 5 students

(12.5%) choose sometimes for experienced teacher 3 students (7.5%) choose "never" for experienced teacher.

p. Item 18

Table 16: The teacher deals with certain students more closely.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	1	2.5	14	35
2.	Often	3	7.5	15	37.5
3.	Rarely	13	32.5	7	17.5
4.	Sometimes	5	12.5	1	2.5
5.	Never	18	45	3	7.5
	Total	40	100	40	100

Item 18, reveals that the result of the frequency usage of novice and experienced teacher by student perceptions. It shows that there are 1 students (2.5%) choose "always" for novice teacher and 14 students (35%) choose "always" for experienced teachers. 3 students (7.5%) choose "often" for novice teacher and 15 students (37.5%) choose "often" for experienced teacher. 13 students (32.5%) choose "rarely" for novice teacher and 7 students (17.5%) choose "rarely" for experienced teacher. 5 students (12.5%) choose "sometimes" for novice teacher and 1 students (2.5%) choose sometimes. 18 (45%) choose never for novice teacher and 3 students (7.5%) choose "never" for experienced teacher.

q. Item 19

Table 17: The teacher helps us to overcome our timidity while we are trying to speak English.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	13	32.5	14	35
2.	Often	19	47.5	16	40
3.	Rarely	6	15	10	25
4.	Sometimes	2	5	0	0
5.	Never	0	0	0	0
	Total	40	100	40	100

The table above shows that score for novice teacher 13 (32.5%) out of the students choose "always", 19 (47.5%) choose "often", 6 (15%) choose "rarely", 2 (5%) choose "sometimes". And score for experienced teacher are 14 (35%) out of students choose "always", 16 (40%) choose "often" and 10 (25%) choose "rarely". Its mean that experienced teacher are always helps us to overcome our timidity while we are trying to speak English.

r. Item 20

Table 18: The teacher tries to have the students gain the confidence that they can learn English very well.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	5	37.5	12	30
2.	Often	16	40	14	35
3.	Rarely	5	12.5	0	0
4.	Sometimes	3	7.5	11	27.5
5.	Never	1	2.5	3	7.5
	Total	40	100	40	100

However, the deviation becomes conspicuous on (Items 20) where experienced teacher's technique of making the past papers a higher score (37.5%) as compared with novice teacher's outcome of a score (30%). Similarly, with a experienced teacher's student feel more confident of learn English well as opposed to the results obtained in the same category for novice teacher.

s. Item 21

Table 19: The teacher tries to encourage the students to take part in class activities.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	17	42.5	13	32.5
2.	Often	13	32.5	9	22.5
3.	Rarely	6	15	12	30
4.	Sometimes	4	10	6	15
5.	Never	0	0	0	0
	Total	40	100	40	100

The table above shows that score for novice teacher 17 (42.5%) out of the students choose "always", 13 (32.5%) choose "often", 6 (15%) choose "rarely", 4 (10%) choose "sometimes". And score for experienced teacher are 13 (32.5%) out of students choose "always", 9 (22.5%) choose "often" and 12 (30%) choose "rarely", 6 (15%) choose "sometimes". Its mean that novice teacher are always to tries to encourage the students to take part in class activities.

t. Item 22

Table 20: The teacher keeps monitoring the class while s/he is giving any explanation related to the lesson.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	3	7.5	9	22.5
2.	Often	7	17.5	7	17.5
3.	Rarely	10	25	8	20
4.	Sometimes	10	25	6	15
5.	Never	10	25	10	25
	Total	40	100	40	100

Different on (Items 22) show, there is have significant different between both of the teacher. Almost student chose “always” on (Items 16). That may be owing to the fact that experienced teacher keeps monitoring the class while s/he is giving any explanation related to the lesson.. This conducive atmosphere of the novice and experienced teacher’s class, leads to the perceptions amongst the student that she teaches the subject well.

u. Item 24

Table 21: The teacher tries to solve the discipline problems using his/her mimics and gestures instead of interrupting the lesson flow.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	17	42.5	16	40
2.	Often	11	27.5	12	30
3.	Rarely	6	15	10	25
4.	Sometimes	6	15	1	2.5
5.	Never	0	0	1	2.5
	Total	40	100	40	100

v. **Item 26**

Table 22: The teacher is in a strict mood in order to control the class.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	13	32.5	8	20
2.	Often	7	17.5	15	37.5
3.	Rarely	11	27.5	7	17.5
4.	Sometimes	4	10	5	12.5
5.	Never	4	10	5	12.5
	Total	40	100	40	100

The table above shows that the teacher is in a strict mood in order to control the class. The results indicates that 13 (32.5%) choose "always" for novice teacher and 8 (20%) choose "always" for experienced teacher. 7 (17.5%) choose "often" for novice teacher and 15 (37.5%) choose "often" for experienced teacher. 11 (27.5%) choose "rarely" for novice teacher and 7 (17.5%) choose "rarely" for experienced teacher. 4 (10%) choose "sometimes" for novice teacher and 5 (12.5%) choose "sometimes" for experienced teacher. 4 (10%) choose "never" for novice teacher. 5 (12.5%) choose "never" for experienced teacher It indicated that from 40 students choose novice teacher is in a strict mood in order to control the class.

w. **Item 28**

Table 23: During the lesson, the teacher monitors each student carefully in order to see how they are doing the task.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	35	62.5	17	42.5
2.	Often	4	10	10	25
3.	Rarely	7	17.5	9	22.5
4.	Sometimes	3	7.5	1	2.5
5.	Never	1	2.5	3	7.5
	Total	40	100	40	100

The table above shows that the teacher monitors each student carefully in order to see how they are doing the task. The results indicates that 35 (62.5%) choose "always" for novice teacher and 17 (20%) choose "always" for experienced teacher. 4 (10%) choose "often" for novice teacher and 10 (25%) choose "often" for experienced teacher. 7 (17.5%) choose "rarely" for novice teacher and 9 (22.5%) choose "rarely" for experienced teacher. 3 (7.5%) choose "sometimes" for novice teacher and 1 (2.5%) choose "sometimes" for experienced teacher. 1 (2.5%) choose "never" for novice teacher. 3 (7.5%) choose "never" for experienced teacher It indicated that from 40 students choose novice teacher is monitors each student carefully in order to see how they are doing the task.

x. Item 29

Table 24: The teacher gives satisfactory answers to the questions that the students ask.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	17	42.5	15	37.5
2.	Often	10	25	8	20
3.	Rarely	6	15	13	32.5
4.	Sometimes	4	10	2	5
5.	Never	3	7.5	2	5
	Total	40	100	40	100

The table above shows that experienced teacher 17 (42.5%) out of students choose “always”, 10 (25%) choose “often”, 6 (15%) choose “rarely”, 4 (10%) choose “sometimes” and 3 (7.5%) choose “never”. For novice teacher 15 (37.5%) out of students choose “always”, 8 (20%) choose “often”, 13 (32.5%) choose “rarely”, 2 (5%) choose “sometimes” and 2 (5%) choose “never”. Its means that novice teacher are always gives satisfactory answers to the questions that the students ask.

y. Item 30

Table 25: While the students are doing any classroom task, the teacher walks around the students and helps them.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	9	22.5	13	32.5
2.	Often	18	45	8	20
3.	Rarely	8	20	9	22.5
4.	Sometimes	5	12.5	5	12.5
5.	Never	0	0	5	12.5
	Total	40	100	40	100

Item 30, reveals that the result of the frequency usage of novice and experienced teacher by student perceptions. It shows that there are 9 students (22.5%) choose "always" for novice teacher and 13 students (32.5%) choose "always" for experienced teachers. 18 students (45%) choose "often" for novice teacher and 8 students (20%) choose "often" for experienced teacher. 8 students (20%) choose "rarely" for novice teacher and 9 students (22.5%) choose "rarely" for experienced teacher. 5 students (12.5%) choose "sometimes" for novice teacher and 5 students (12.5%) choose sometimes. 5 students (12.5%) choose "never" for experienced teacher.

y. Item 31

Table 26: The teacher gives satisfactory correctives related to the mistakes that the students have made.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	14	35	11	27.5
2.	Often	11	27.5	11	27.5
3.	Rarely	9	22.5	12	30
4.	Sometimes	6	15	3	7.5
5.	Never	0	0	3	7.5
	Total	40	100	40	100

The table above shows that novice 14 (35%) out of students choose "always", 11 (27.5%) choose "often", 9 (22.5%) choose "rarely", and 6 (15%) choose "sometimes". For experienced teacher 11 (27.5%) out of students choose "always", 11 (27.5%) choose "often", 12 (30%) choose "rarely", 3 (7.5%) choose "sometimes" and 3 (7.5%) choose "never". Its

means that novice teacher are always gives gives satisfactory correctives related to the mistakes that the students have made.

z. Item 32

Table 27: After a writing task, the teacher asks different students to read their work.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	10	25	5	12.5
2.	Often	6	15	11	27.5
3.	Rarely	7	17.5	12	30
4.	Sometimes	7	17.5	9	22.5
5.	Never	10	25	3	7.5
	Total	40	100	40	100

Item 32, reveals that the result of the frequency usage of novice and experienced teacher by student perceptions. It shows that there are 10 students (25%) choose "always" for novice teacher and 5 students (12.5%) choose "always" for experienced teachers. 6 students (15%) choose "often" for novice teacher and 11 students (27.5%) choose "often" for experienced teacher. 7 students (17.5%) choose "rarely" for novice teacher and 12 students (30%) choose "rarely" for experienced teacher. 7 students (17.5%) choose "sometimes" for novice teacher and 9 students (22.5%) choose sometimes. 10 (25%) choose never for novice teacher and 3 students (7.5%) choose "never" for experienced teacher.

aa. Item 33

Table 28: The teacher provides the students with the time they may need when s/he asks comparatively slow learners any questions.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	11	27.5	12	30
2.	Often	16	40	12	30
3.	Rarely	6	15	11	27.5
4.	Sometimes	4	10	0	0
5.	Never	3	7.5	5	12.5
	Total	40	100	40	100

Different on (Items 33) show, there is no significant different between both of the teacher. Novice and experienced teacher provides the students with the time they may need when s/he asks comparatively slow learners any questions.. Almost student chose “always” on (Items 33). That may be owing to the fact that a novice and teacher encourage discussions and questions from the students. This conducive atmosphere of the novice and experienced teacher’s class, leads to the perceptions amongst the student that she teaches the subject well.

bb. Item 34

Table 29: In order to reinforce, the teacher provides the students with the opportunity of practicing what they have studied.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	17	42.5	16	40
2.	Often	8	20	12	30
3.	Rarely	9	22.5	9	22.5
4.	Sometimes	5	12.5	3	7.5
5.	Never	1	2.5	0	0
	Total	40	100	40	100

The table above shows that score for novice teacher 17 (42.5%) out of the students choose "always", 8 (20%) choose "often", 9 (22.5%) choose "rarely", 5 (12.5%) choose "sometimes" and 1 (2.5%) choose "never". And score for experienced teacher are 16 (40%) out of students choose "always", 12 (30%) choose "often" and 9 (22.5%) choose "rarely", 3 (7.5%) choose "sometimes". Its mean that novice teacher are always to provides the students with the opportunity of practicing what they have studied.

cc. Item 35

Table 30: The teacher asks different students various questions related to the subject in order to check whether the subject has been understood.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	16	40	14	35
2.	Often	13	32.5	14	35
3.	Rarely	5	12.5	6	15
4.	Sometimes	5	12.5	4	10
5.	Never	1	2.5	2	5
	Total	40	100	40	100

The table above shows that score for novice teacher 16 (40%) out of the students choose "always", 13 (32.5%) choose "often", 5 (12.5%) choose "rarely", 5 (12.5%) choose "sometimes" and 1 (2.5%) choose "never". And score for experienced teacher are 14 (35%) out of students choose "always", 14 (35%) choose "often" and 6 (15%) choose "rarely", 4 (10%) choose "sometimes" and 2 (5%) choose "never". Its mean that novice teacher are always asks different students various questions related to the subject in order to check whether the subject has been understood.

a. Item 1

Table 31: The teacher speaks to the students disdainfully.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	0	0	0	0
2.	Often	0	0	0	0
3.	Rarely	0	0	1	2.5
4.	Sometimes	3	7.5	3	7.5
5.	Never	37	92.5	36	90
	Total	40	100	40	100

Different on (Items 1) show, there is no significant different between both of the teacher. Novice and experienced never speaks to the students disdainfully. Almost student chose “never” on (Items 1). That may be owing to the fact that a novice and experienced teacher and teacher never speaks disdainfully to their student in the class.

b. Item 6

Table 32: When the teacher is tired, s/he reflects this to the class.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	3	7.5	0	0
2.	Often	2	5	3	7.5
3.	Rarely	9	22.5	9	22.5
4.	Sometimes	3	7.5	4	10
5.	Never	23	57.5	24	60
	Total	40	100	40	100

The table above shows that novice teacher 3 (7.5%) out of students choose “always”, 2 (5%) choose “often”, 9 (22.5%) choose “rarely”, 3 (7.5%) choose “sometimes” and 23 (57.5%) choose “never”. For experienced teacher 3 (7.5%) out of students choose "often" 9 (22.5%) choose "rarely", 4 (10%) choose "sometimes", 24 (60%) choose “never”. Its means that experienced teacher are never tired, s/he reflects this to the class.

c. Item 25

Table 33: The teacher reprimands the students shouting at them.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	7	17.5	9	22.5
2.	Often	6	15	5	17.5
3.	Rarely	13	32.5	8	20
4.	Sometimes	5	12.5	5	12.5
5.	Never	9	22.5	13	32.5
	Total	40	100	40	100

The table above shows that novice teacher 7 (17.5%) out of students choose “always”, 2 (5%) choose “often”, 9 (22.5%) choose “rarely”, 3 (7.5%) choose “sometimes” and 23 (57.5%) choose “never”. For experienced teacher 3 (7.5%) out of students choose "often" 9 (22.5%) choose "rarely", 4 (10%) choose "sometimes", 24 (60%) choose “never”. Its means that experienced teacher are never tired, s/he reflects this to the class.

d. Item 27

Table 34: The teacher loses the control of the class while calling roll.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	7	17.5	7	17.5
2.	Often	4	10	5	12.5
3.	Rarely	4	10	4	10
4.	Sometimes	4	10	3	7.5
5.	Never	21	52.5	21	52.5
	Total	40	100	40	100

Different on (Items 27) show, there is no significant different between both of the teacher. Novice and experienced never loses the

control of the class while calling roll. Almost student chose “never” on (Items 27). That may be owing to the fact that a novice and experienced teacher and teacher never loses the control of the class while calling roll.

e. Item 36

Table 35: The teacher sets challenging assignments related to important topics.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	4	10	3	7.5
2.	Often	4	10	3	7.5
3.	Rarely	8	20	10	25
4.	Sometimes	7	17.5	6	15
5.	Never	17	42.5	18	45
	Total	40	100	40	100

The table above shows that the teacher is sets challenging assignments related to important topics. The results indicates that 4 (10%) choose "always" for novice teacher and 3 (7.5%) choose "always" for experienced teacher. 4 (10%) choose "often" for novice teacher and 3 (7.5%) choose "often" for experienced teacher. 8 (20%) choose "rarely" for novice teacher and 10 (25%) choose "rarely" for experienced teacher. 7 (17.5%) choose "sometimes" for novice teacher and 6 (15%) choose "sometimes" for experienced teacher. 17 (42.5%) choose "never" for novice teacher. 18 (45%) choose "never" for experienced teacher.

f. Item 18

Table 36: The teacher deals with certain students more closely.

No.	Perceptions	Novice Teacher		Experienced Teacher	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Always	16	40	8	20
2.	Often	11	27.5	5	12.5
3.	Rarely	6	15	11	27.5
4.	Sometimes	4	10	1	2.5
5.	Never	3	7.5	15	37.5
	Total	40	100	40	100

The table above shows that the teacher deals with certain students more closely. The results indicates that 16 (40%) choose "always" for novice teacher and 8 (20%) choose "always" for experienced teacher. 11 (27.5%) choose "often" for novice teacher and 5 (12.5%) choose "often" for experienced teacher. 6 (15%) choose "rarely" for novice teacher and 11 (27.5%) choose "rarely" for experienced teacher. 4 (10%) choose "sometimes" for novice teacher and 1 (2.5%) choose "sometimes" for experienced teacher. 3 (7.5%) choose "never" for novice teacher and 15 (37.5%) choose "never" for experienced teacher. It indicated that from 40 students choose novice teacher deals with certain students more closely.

B. Discussion

In this part, the discussion covering the interpretation of finding derived from the result of finding is based on the problem statement. There is what differences exist on the novice and experienced teachers toward classroom management in SMP Negeri 1 Sungguminasa?. Divided into 2 subtitle there are:

1. Novice Teacher toward Classroom Management

In term of content, novice teacher have lower mean score in questionnaire for teacher. In classroom management help teacher to control student in the classroom. By choosing the three dimensions of classroom management teacher have knowledge and instruction how to control the class. Beside of that, there are questionnaire for students to show the student perceptions about their teacher toward classroom management.

As explained in the previous finding section, it showed that in instructional management for novice teacher is lower than experienced teacher. It was support by teacher questionnaire and student perceptions. The result for novice teacher in instructional management was (8.5) mean score. While in behavior management novice teacher get score (7) mean score support by teacher questionnaire and student perceptions. For people management novice teacher get score was (7.2).

This research had line with Yilmaz (2004) that the relationship between novice and experienced teacher self-efficacy for classroom management and students' perceptions of their teachers' classroom management. The result showed that, when the two group of teacher was

compared, novice and experienced teacher were found to classroom management. The mean score of novice teacher was 4.10 and the higher for experienced teacher mean score was 4.58. in this research, after gave the questionnaire, there was different within novice and experienced teacher. Experienced teacher are good in classroom management because they possibly consider those situations challenging and think that they have managed to overcome those problems.

2. Experienced Teacher toward Classroom Management

The three dimensions are: instructional management, behavior management and people management. The mean score of instructional management for novice teacher is 8.5 and for the experienced teacher is 9.2. in behavior management novice teacher get total mean score 7 and experienced teacher 7.8. In people management novice teacher got 7.2 and experienced teacher 9.1.

The finding supported the previous theories about classroom management Yilmaz (2004:18) was conducted about the relationship between novice and experienced teacher self-efficacy for classroom management and students' perceptions of their teachers' classroom management at Marmara University Department of Foreign Languages Preparatory School in the spring semester of 2004. When the two group of teacher was compared, novice and experienced teacher were found to classroom management. The mean score of novice teacher was 4.10 and the higher for experienced teacher mean score was 4.58.

As has been presented on findings, results of the questionnaires show that respondents strongly agree with instructional management and people management. Different with behavior management show that teacher respondents undecided. It can be seen from the result of teacher and student questionnaire. Below were the detail answer of the research questions. Based on the analysis of teacher questionnaire in instructional management showed that the mean score of novice teacher is (8.85) and it can categorized higher. It means that the most respondents strongly agree with instructional management is different with both of teacher. Based on the analysis of teacher questionnaire in people management showed that the mean score of teacher in people management is (8.2). it means that the most teacher respondent is strongly agree with people management is different with novice and experienced teacher.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, research findings and discussion in the previous chapter, the research came to the following conclusions.

1. Novice teacher toward classroom management, the findings of the research study show differences between novice and experienced teacher, teacher with low and high instructional management, behavior management and people management. How much stress teachers experience, the reasons for classrooms management problems, and the kinds of methods they use to manage their classes are considered while commenting on the difference between the both of teacher. The results show that novice teacher get mean score in instructional management (8.5), its means that novice teacher monitoring the progress of student in the classroom well. While in behavior management novice teacher get mean score (7), it happened because their less to allow the student time to control their own behavior or moves quickly to redirect behavior. For people management novice teacher get mean score (7.2). Mean score was low between experienced teacher because their less to be patient and interact with students.
2. Experienced teacher toward classroom management, divided into three dimensions. It was provided by teacher and students perception mean score in instructional management was (9.2), while in behavior

management (7.8) and in people management. Mean score of experienced teacher was higher than novice teacher because experienced teacher can monitoring students and they can develop the rules with some student input. In another hand, experienced teacher appear to be patient, share responsibility and can interact with students.

B. Suggestion

Based on the research finding, the researcher addresses the following suggestion:

1. Teacher

It is hoped that the comparative analysis given in this study would provide a foundation for developing and improving teaching. the researcher would like to present some suggestions. The researcher hoped that this study can be used as additional reference by other teacher, in first year teaching. Besides, the classes of the teachers" classroom management practices. Thus, the result of this study can be useful to teacher educators and school administrators by helping them the comparative of novice and experienced teachers alike.

2. Student

Students may be considering the personality of the teacher because it may be hard for them to separate the teacher as an individual and her practices in the classroom.

3. Further research

Further research could also be done by exploring the effect of training on teachers' competence for classroom management. It could be a descriptive study with participants having low competence for classroom management. Training aiming to increase teachers' competence can be given to the teachers. The stage of teachers in the control and descriptive groups can be compared after the training. As a result, the possible changes in those two groups of teachers in terms of their competence for classroom management can be seen and the effectiveness of the training can be determined.

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APPENDIX A

TEACHING QUESTIONNAIRE

How many years have you been teaching English including this year?

Please indicate the degree to which you disagree or agree with each item by circling the appropriate numeral to the right of each statement. Please use the following scale :

- 1 = Strongly disagree 2 = Disagree 3 = Undecided
4 = Agree 5 = Strongly Agree

Classroom Management		Likert Scale				
		1	2	3	4	5
1. Instructional Management	a. Engaging student in the lesson to find their interest, need and ability					
	b. Make student aware when assignments are due and when they have been graded					
	c. Create room arrangement that allow for activities that require movement					
	d. Involve student in the process of developing, understanding and maintaining the routines and procedures					
	e. If the students masters a new concept quickly this might be because I knew the necessary steps in teaching concept					
	f. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson					
	g. Even a teacher with good teaching abilities may not reach many student					
	h. If one of my student could not do an assignment I would be able to accurately assess whether it was at the correct level of difficulty					
Classroom Management		1	2	3	4	5
	i. If a student in my class becomes disruptive and					

	noisy, I feel assured that I know some techniques to redirect him quickly					
2. People Management	a. Learn about the neighborhood which school located					
	b. Find out how many student are enrolled in class					
	c. Familiar with the ethnic/cultural/language/socio economic background of students					
	d. Give a simple breathing exercises exercise that can be used to tack stress and improve students concentration					
	e. If parents would do more with their children at home, I could do more with them in the classroom					
	f. If student stop working in class, I can usually find away to get them back on track					
	g. Warm or threaten to send child out of classroom if she/he does not behave					
3. Behavior Management	a. Help monitor students behavior and encourage students to do best					
	b. Communicate discipline program to students parents					
	c. Having a challenge on the board for student to complete as they arrive in class					
	d. Creating a consequences or punishment for the undesired student					
	e. Call parents to report bad behavior					
	f. Single out a student or a group of children misbehavior					
	g. Use nonverbal signals to redirect student who is disengaged					
	h. Send students home for aggressive or destructive misbehavior					
	i. Send home notes (frowny faces) to report student problem behavior to parent					
	j. Use emotion coaching					

APPENDIX B

CLASSROOM MANAGEMENT QUESTIONNAIRE

	Never	Rarely	Sometimes	Often	Always
1. The teacher speaks to the students disdainfully.	1	2	3	4	5
2. The teacher tries to learn the names of the students in order to call them with their names.	1	2	3	4	5
3. The teacher is aware of the difficulties the students may face while learning English and accepts them sympathetically.	1	2	3	4	5
4. The teacher treats the students understandingly and patiently who have difficulty learning English.	1	2	3	4	5
5. The teacher comes to the class prepared for the lesson.	1	2	3	4	5
6. When the teacher is tired, s/he reflects this to the class.	1	2	3	4	5
7. The teacher keeps his/her willingness to teach throughout the sessions.	1	2	3	4	5
8. The teacher has a smiling face throughout the sessions.	1	2	3	4	5
9. The teacher speaks English at a level the students do not have difficulty understanding.	1	2	3	4	5
10. The teacher adjusts the transitions between exercises so that the students do not have difficulty following them.	1	2	3	4	5
11. The teacher tries various teaching techniques in order to attract the students to the lesson.	1	2	3	4	5
12. When preparing the students for pair or group work, s/he uses the time efficiently.	1	2	3	4	5
13. When the students are distracted, the teacher makes changes in the lesson flow that can attract the students.	1	2	3	4	5
14. If there is any grammatical structure related to the subject being studied, the teacher writes it clearly on the board.	1	2	3	4	5

	Never	Rarely	Sometimes	Often	Always
15. The teacher gives clear and understandable instructions for the exercises to be done.	1	2	3	4	5
16. During the lessons, the students can hear clearly what the teacher is saying.	1	2	3	4	5
17. The teacher gives each student equal opportunity to participate in the class.	1	2	3	4	5
18. The teacher deals with certain students more closely.	1	2	3	4	5
19. The teacher helps us to overcome our timidity while we are trying to speak English.	1	2	3	4	5
20. The teacher tries to have the students gain the confidence that they can learn English very well.	1	2	3	4	5
21. The teacher tries to encourage the students to take part in class activities.	1	2	3	4	5
22. The teacher keeps monitoring the class while s/he is giving any explanation related to the lesson.	1	2	3	4	5
23. The teacher spends most of the time by his/her desk.	1	2	3	4	5
24. The teacher tries to solve the discipline problems using his/her mimics and gestures instead of interrupting the lesson flow.	1	2	3	4	5
25. The teacher reprimands the students shouting at them.	1	2	3	4	5
26. The teacher is in a strict mood in order to control the class.	1	2	3	4	5
27. The teacher loses the control of the class while calling roll.	1	2	3	4	5
28. During the lesson, the teacher monitors each student carefully in order to see how they are doing the task.	1	2	3	4	5
29. The teacher gives satisfactory answers to the questions that the students ask.	1	2	3	4	5
30. While the students are doing any classroom task, the teacher walks around the students and helps them.	1	2	3	4	5

31. The teacher gives satisfactory correctives related to the mistakes that the students have made.	1	2	3	4	5
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	Never	Rarely	Sometimes	Often	Always
32. After a writing task, the teacher asks different students to read their work.	1	2	3	4	5
33. The teacher provides the students with the time they may need when s/he asks comparatively slow learners any questions.	1	2	3	4	5
34. In order to reinforce, the teacher provides the students with the opportunity of practicing what they have studied.	1	2	3	4	5
35. The teacher asks different students various questions related to the subject in order to check whether the subject has been understood.	1	2	3	4	5
36. The teacher sets challenging assignments related to important topics.	1	2	3	4	5

APPENDIX C

CLASSROOM MANAGEMENT QUESTIONNAIRE
(Indonesian Language)

	Never	Rarely	Sometimes	Often	Always
1. Guru berbicara kepada siswa dengan Kasar	1	2	3	4	5
2. guru mencoba untuk mengetahui nama para siswa	1	2	3	4	5
3. Guru menyadari kesulitan yang dialami Siswa sehingga mereka merasa empati	1	2	3	4	5
4. guru memahami kesulitan siswa belajar Bahasa Inggris dan sabar dalam mengajar	1	2	3	4	5
5. Guru datang ke kelas dan mempersiapkan Pembelajaran	1	2	3	4	5
6. Ketika guru lelah, this to the class.	1	2	3	4	5
7. Guru siap untuk mengajar pada Semua sesi	1	2	3	4	5
8. Guru selalu ramah dan tersenyum Selama sesi pembelajaran berlangsung	1	2	3	4	5
9. Guru berbahasa Inggris sesuai dengan Kelas level siswa sehingga siswa tidak Kesulitan untuk memahami pembelajaran	1	2	3	4	5
10. Guru menyesuaikan transisi antara Latihan dan pembelajaran sehingga para Siswa tidak memiliki kesulitan dalam belajar	1	2	3	4	5
11. Guru mencoba berbagai teknik dalam Pembelajaran untuk menarik perhatian Siswa	1	2	3	4	5
12. Guru menyiapkan waktu yang efisien Dalam mempersiapkan kelompok maupun berpasangan	1	2	3	4	5
13. When the students are distracted, the teacher makes changes in the lesson flow that can attract the students.	1	2	3	4	5
14. If there is any grammatical structure related to the subject being studied, the teacher writes it clearly on the board.	1	2	3	4	5

	Never	Rarely	Sometimes	Often	Always
15. Guru memberikan instruksi yang Jelas dalam proses pembelajaran	1	2	3	4	5
16. Guru berbicara dengan intonasi dan Ucapan yang jelas dalam mengajar	1	2	3	4	5
17. The teacher gives each student equal opportunity to participate in the class.	1	2	3	4	5
18. The teacher deals with certain students more closely.	1	2	3	4	5
19. The teacher helps us to overcome our timidity while we are trying to speak English.	1	2	3	4	5
20. The teacher tries to have the students gain the confidence that they can learn English very well.	1	2	3	4	5
21. The teacher tries to encourage the students to take part in class activities.	1	2	3	4	5
22. The teacher keeps monitoring the class while s/he is giving any explanation related to the lesson.	1	2	3	4	5
23. The teacher spends most of the time by his/her desk.	1	2	3	4	5
24. The teacher tries to solve the discipline problems using his/her mimics and gestures instead of interrupting the lesson flow.	1	2	3	4	5
25. The teacher reprimands the students shouting at them.	1	2	3	4	5
26. The teacher is in a strict mood in order to control the class.	1	2	3	4	5
27. The teacher loses the control of the class while calling roll.	1	2	3	4	5
28. During the lesson, the teacher monitors each student carefully in order to see how they are doing the task.	1	2	3	4	5
29. The teacher gives satisfactory answers to the questions that the students ask.	1	2	3	4	5
30. While the students are doing any classroom task, the teacher walks around the students and helps them.	1	2	3	4	5

31. The teacher gives satisfactory correctives related to the mistakes that the students have made.	1	2	3	4	5
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	Never	Rarely	Sometimes	Often	Always
32. After a writing task, the teacher asks different students to read their work.	1	2	3	4	5
33. The teacher provides the students with the time they may need when s/he asks comparatively slow learners any questions.	1	2	3	4	5
34. In order to reinforce, the teacher provides the students with the opportunity of practicing what they have studied.	1	2	3	4	5
35. The teacher asks different students various questions related to the subject in order to check whether the subject has been understood.	1	2	3	4	5
36. The teacher sets challenging assignments related to important topics.	1	2	3	4	5

APPENDIX D

Table score of teacher response toward classroom management

Item	Stage of Teacher	SA	A	UnD	D	SDA	Total
Instructional Management							
1.	Novice Teacher	2	0	0	0	0	10
	Experienced Teacher	2	0	0	0	0	10
2.	Novice Teacher	0	1	1	0	0	7
	Experienced Teacher	1	1	0	0	0	9
3.	Novice Teacher	2	0	0	0	0	10
	Experienced Teacher	1	1	0	0	0	9
4.	Novice Teacher	0	2	0	0	0	8
	Experienced Teacher	1	0	1	0	0	8
5.	Novice Teacher	1	0	1	0	0	8
	Experienced Teacher	1	1	0	0	0	9
6.	Novice Teacher	0	2	0	0	0	8
	Experienced Teacher	2	0	0	0	0	10
7.	Novice Teacher	2	0	0	0	0	10
	Experienced Teacher	1	1	0	0	0	9
8.	Novice Teacher	0	2	0	0	0	8

	Experienced Teacher	2	0	0	0	0	10
9.	Novice Teacher	2	0	0	0	0	8
	Experienced Teacher	1	1	0	0	0	9
People Management							
1.	Novice Teacher	0	1	0	1	0	6
	Experienced Teacher	0	1	1	0	0	8
2.	Novice Teacher	2	0	0	0	0	10
	Experienced Teacher	0	1	0	1	0	6
3.	Novice Teacher	0	2	0	0	0	8
	Experienced Teacher	0	2	0	0	0	8
4.	Novice Teacher	0	1	0	1	0	6
	Experienced Teacher	1	1	0	0	0	9
5.	Novice Teacher	1	1	0	0	0	9
	Experienced Teacher	1	1	0	0	0	9
6.	Novice Teacher	0	0	2	0	0	6
	Experienced Teacher	0	1	1	0	0	7
7.	Novice Teacher	0	0	0	2	0	4
	Experienced Teacher	0	2	0	0	0	8
Behavior Management							
1.	Novice Teacher	2	0	0	0	0	10
	Experienced Teacher	1	1	0	0	0	9

2.	Novice Teacher	1	1	0	0	0	9
	Experienced Teacher	2	0	0	0	0	10
3.	Novice Teacher	1	1	0	0	0	9
	Experienced Teacher	1	1	0	0	0	10
4.	Novice Teacher	0	1	0	0	1	9
	Experienced Teacher	1	0	0	0	1	9
5.	Novice Teacher	1	0	0	1	0	6
	Experienced Teacher	2	0	0	0	0	10
6.	Novice Teacher	0	0	1	0	1	4
	Experienced Teacher	1	0	0	1	0	7
7.	Novice Teacher	0	2	0	0	0	4
	Experienced Teacher	1	1	0	0	0	9
8.	Novice Teacher	0	0	0	2	0	4
	Experienced Teacher	1	0	0	1	0	7
9.	Novice Teacher	1	0	0	0	1	6
	Experienced Teacher	1	0	0	1	0	8
10.	Novice Teacher	1	0	1	0	0	8
	Experienced Teacher	1	0	0	0	1	6

APPENDIX E

Table score Students' Perception of their Teachers toward Classroom Management

Item	Participant	Count					Total
		A	O	S	R	N	
1.	NT. STUDENTS	16	10	7	5	2	153
	NE. STUDENTS	24	2	10	3	1	165
2.	NT. STUDENTS	10	11	16	2	1	147
	NE. STUDENTS	2	8	7	8	15	94
3.	NT. STUDENTS	18	13	5	2	2	163
	NE. STUDENTS	18	12	5	4	1	162
4.	NT. STUDENTS	32	5	2	0	1	187
	NE. STUDENTS	28	7	5	0	0	183
5.	NT. STUDENTS	18	7	4	3	8	144
	NE. STUDENTS	9	10	6	3	12	121
6.	NT. STUDENTS	19	10	7	2	1	161
	NE. STUDENTS	20	14	5	1	0	173
7.	NT. STUDENTS	15	10	9	3	3	151
	NE. STUDENTS	9	9	12	1	9	128
8.	NT. STUDENTS	12	18	6	4	0	158
	NE. STUDENTS	14	12	5	5	4	147
9.	NT. STUDENTS	14	8	13	3	2	149
	NE. STUDENTS	9	10	9	3	9	127
10.	NT. STUDENTS	8	6	10	8	8	118
	NE. STUDENTS	7	1	10	9	13	100

11.	NT. STUDENTS	12	15	6	5	2	150
	NE. STUDENTS	18	6	12	3	1	157
12.	NT. STUDENTS	21	12	4	3	0	171
	NE. STUDENTS	20	11	5	2	2	165
13.	NT. STUDENTS	26	7	3	4	0	175
	NE. STUDENTS	18	15	5	1	1	168
14.	NT. STUDENTS	23	10	7	0	0	176
	NE. STUDENTS	27	8	5	0	0	182
15.	NT. STUDENTS	9	15	12	4	0	149
	NE. STUDENTS	13	11	8	5	3	146
16.	NT. STUDENTS	1	3	13	5	18	84
	NE. STUDENTS	14	15	7	1	3	156
17.	NT. STUDENTS	13	19	6	2	0	163
	NE. STUDENTS	14	16	10	0	0	164
18.	NT. STUDENTS	15	16	5	3	1	161
	NE. STUDENTS	12	14	0	11	3	141
19.	NT. STUDENTS	17	13	6	4	0	163
	NE. STUDENTS	13	9	12	6	0	149
20.	NT. STUDENTS	3	7	10	10	10	103
	NE. STUDENTS	9	7	8	6	10	119
21.	NT. STUDENTS	17	11	6	6	0	159
	NE. STUDENTS	16	12	10	1	1	161
22.	NT. STUDENTS	13	7	11	4	4	138
	NE. STUDENTS	8	15	7	5	5	136
23.	NT. STUDENTS	25	4	7	3	1	169
	NE. STUDENTS	17	10	9	1	3	157

24.	NT. STUDENTS	17	10	6	4	3	154
	NE. STUDENTS	15	8	13	2	2	152
25.	NT. STUDENTS	9	18	8	5	0	151
	NE. STUDENTS	13	8	9	5	5	139
26.	NT. STUDENTS	14	11	9	6	0	153
	NE. STUDENTS	11	11	12	3	3	144
27.	NT. STUDENTS	10	6	7	7	10	119
	NE. STUDENTS	5	11	12	9	3	126
28.	NT. STUDENTS	11	16	6	4	3	148
	NE. STUDENTS	12	12	11	0	5	146
29.	NT. STUDENTS	17	8	9	5	1	155
	NE. STUDENTS	16	12	9	3	0	161
30.	NT. STUDENTS	16	13	5	5	1	158
	NE. STUDENTS	14	14	6	4	2	154
31.	NT. STUDENTS	0	0	0	3	37	197
	NE. STUDENTS	0	0	1	3	36	195
32.	NT. STUDENTS	3	2	9	3	23	161
	NE. STUDENTS	0	3	9	4	24	169
33.	NT. STUDENTS	7	6	13	5	9	123
	NE. STUDENTS	9	5	8	5	13	128
34.	NT. STUDENTS	7	4	4	4	21	148
	NE. STUDENTS	7	5	4	3	21	146
35.	NT. STUDENTS	4	4	8	7	17	149
	NE. STUDENTS	3	3	10	6	18	153
36.	NT. STUDENTS	16	11	6	4	3	87
	NE. STUDENTS	8	5	11	1	15	130

APPENDIX F

Students' perception of their teacher's toward classroom management

Item	Participant	Count					Presentase (%)				
		A	O	S	R	N	A	O	S	R	N
1.	NT. STUDENTS	16	10	7	5	2	40	25	17.5	12.5	5
	NE. STUDENTS	24	2	10	3	1	60	5	25	7.5	2.5
2.	NT. STUDENTS	10	11	16	2	1	25	27.5	40	5	2.5
	NE. STUDENTS	2	8	7	8	15	5	20	17.5	20	37.5
3.	NT. STUDENTS	18	13	5	2	2	45	32.5	12.5	5	5
	NE. STUDENTS	18	12	5	4	1	45	30	12.5	10	2.5
4.	NT. STUDENTS	32	5	2	0	1	80	12.5	5	0	2.5
	NE. STUDENTS	28	7	5	0	0	70	17.5	12.5	0	0
5.	NT. STUDENTS	18	7	4	3	8	45	17.5	10	7.5	20
	NE. STUDENTS	9	10	6	3	12	22.5	25	15	7.5	30
6.	NT. STUDENTS	19	10	7	2	1	47.5	25	17.5	5	2.5
	NE. STUDENTS	20	14	5	1	0	50	35	12.5	2.5	0
7.	NT. STUDENTS	15	10	9	3	3	37.5	25	22.5	7.5	7.5
	NE. STUDENTS	9	9	12	1	9	22.5	22.5	30	2.5	22.5
8.	NT. STUDENTS	12	18	6	4	0	30	45	15	10	0
	NE. STUDENTS	14	12	5	5	4	35	30	12.5	12.5	10
9.	NT. STUDENTS	14	8	13	3	2	35	20	32.5	7.5	5
	NE. STUDENTS	9	10	9	3	9	22.5	25	22.5	7.5	22.5
10.	NT. STUDENTS	8	6	10	8	8	20	15	25	20	20
	NE. STUDENTS	7	1	10	9	13	17.5	2.5	25	22.5	32.5

11.	NT. STUDENTS	12	15	6	5	2	30	37.5	15	12.5	5
	NE. STUDENTS	18	6	12	3	1	45	15	30	7.5	2.5
12.	NT. STUDENTS	21	12	4	3	0	52.5	30	10	7.5	0
	NE. STUDENTS	20	11	5	2	2	50	27.5	12.5	5	5
13.	NT. STUDENTS	26	7	3	4	0	65	17.5	7.5	10	0
	NE. STUDENTS	18	15	5	1	1	45	37.5	12.5	2.5	2.5
14.	NT. STUDENTS	23	10	7	0	0	57.5	25	17.5	0	0
	NE. STUDENTS	27	8	5	0	0	67.5	20	12.5	0	0
15.	NT. STUDENTS	9	15	12	4	0	22.5	37.5	30	10	0
	NE. STUDENTS	13	11	8	5	3	32.5	27.5	20	12.5	7.5
16.	NT. STUDENTS	1	3	13	5	18	2.5	7.5	32.5	12.5	45
	NE. STUDENTS	14	15	7	1	3	35	37.5	17.5	2.5	7.5
17.	NT. STUDENTS	13	19	6	2	0	32.5	47.5	15	5	0
	NE. STUDENTS	14	16	10	0	0	35	40	25	0	0
18.	NT. STUDENTS	15	16	5	3	1	37.5	40	12.5	7.5	2.5
	NE. STUDENTS	12	14	0	11	3	30	35	0	27.5	7.5
19.	NT. STUDENTS	17	13	6	4	0	42.5	32.5	15	10	0
	NE. STUDENTS	13	9	12	6	0	32.5	22.5	30	15	0
20.	NT. STUDENTS	3	7	10	10	10	7.5	17.5	25	25	25
	NE. STUDENTS	9	7	8	6	10	22.5	17.5	20	15	25
21.	NT. STUDENTS	17	11	6	6	0	42.5	27.5	15	15	0
	NE. STUDENTS	16	12	10	1	1	40	30	25	2.5	2.5
22.	NT. STUDENTS	13	7	11	4	4	32.5	17.5	27.5	10	10
	NE. STUDENTS	8	15	7	5	5	20	37.5	17.5	12.5	12.5
23.	NT. STUDENTS	25	4	7	3	1	62.5	10	17.5	7.5	2.5
	NE. STUDENTS	17	10	9	1	3	42.5	25	22.5	2.5	7.5

24.	NT. STUDENTS	17	10	6	4	3	42.5	25	15	10	7.5
	NE. STUDENTS	15	8	13	2	2	37.5	20	32.5	5	5
25.	NT. STUDENTS	9	18	8	5	0	22.5	45	20	12.5	0
	NE. STUDENTS	13	8	9	5	5	32.5	20	22.5	12.5	12.5
26.	NT. STUDENTS	14	11	9	6	0	35	27.5	22.5	15	0
	NE. STUDENTS	11	11	12	3	3	27.5	27.5	30	7.5	7.5
27.	NT. STUDENTS	10	6	7	7	10	25	15	17.5	17.5	25
	NE. STUDENTS	5	11	12	9	3	12.5	27.5	30	22.5	7.5
28.	NT. STUDENTS	11	16	6	4	3	27.5	40	15	10	7.5
	NE. STUDENTS	12	12	11	0	5	30	30	27.5	0	12.5
29.	NT. STUDENTS	17	8	9	5	1	42.5	20	22.5	12.5	2.5
	NE. STUDENTS	16	12	9	3	0	40	30	22.5	7.5	0
30.	NT. STUDENTS	16	13	5	5	1	40	32.5	12.5	12.5	2.5
	NE. STUDENTS	14	14	6	4	2	35	35	15	10	5
31.	NT. STUDENTS	0	0	0	3	37	0	0	0	7.5	92.5
	NE. STUDENTS	0	0	1	3	36	0	0	2.5	7.5	90
32.	NT. STUDENTS	3	2	9	3	23	7.5	5	22.5	7.5	57.5
	NE. STUDENTS	0	3	9	4	24	0	7.5	22.5	10	60
33.	NT. STUDENTS	7	6	13	5	9	17.5	15	32.5	12.5	22.5
	NE. STUDENTS	9	5	8	5	13	22.5	12.5	20	12.5	32.5
34.	NT. STUDENTS	7	4	4	4	21	17.5	10	10	10	52.5
	NE. STUDENTS	7	5	4	3	21	17.5	12.5	10	7.5	52.5
35.	NT. STUDENTS	4	4	8	7	17	10	10	20	17.5	42.5
	NE. STUDENTS	3	3	10	6	18	7.5	7.5	25	15	45
36.	NT. STUDENTS	16	11	6	4	3	40	27.5	15	10	7.5
	NE. STUDENTS	8	5	11	1	15	20	12.5	27.5	2.5	37.5

DOCUMENTATION



CURRICULUM VITAE



The writer, Andi Ihwana, was born on Juny 15th, 1997 in Bulukumba from the marriage of Andi Muh Basri and Subaedah. She is the first of 5 siblings.

She began her studies in elementary school (SD Negeri 54 kindang) in 2002 and graduated in 2008. In the same year, she continued her study to junior high school (SMPN 2 Herlang) and graduated in 2011, then she continued her study to senior high school (SMAN 1 Pallangga) and graduated in 2014. And in August 2014, she was registered as a student of English Department of FKIP on Strata One Program in Muhammadiyah University of Makassar.

At the end of her study, She could finish her thesis with title **The Comparison between Novice and Experienced Teacher Toward Teacher Competence.**