



UNDERGRADUATE STUDENTS' PERCEPTIONS TOWARDS LECTURER'S CLASSROOM MANAGEMENT IN THE INDONESIAN TERTIARY CONTEXT

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Received : (April)

Accepted : (May)

Published : (June)

Abstract

This study was aimed at investigating the perceptions of students at a lecturer's classroom management in teaching English. This research employed a descriptive method. The population of this study was twenty undergraduate students in the second semester of reading class in the 2017/2018 academic year conducted at one of the universities in Makassar, Indonesia. The sample was selected using purposive sampling. The data were collected through questionnaires and analyzed using a Likert scale. The results showed that the second-year students agreed and categorized high on the teacher's classroom management in learning English. By showing consistent reports, an effective classroom manager meets students' needs. The results also offered overwhelming benefits for students and lecturer, namely (1) the lecturer can build a good interaction with the students, (2) the lecturer can create a fun atmosphere in the classroom, (3) it can help students to improve their skills, if the lecturer has an appropriate method, and (4) the lecturer can find out a new strategy how to teach English well. These results provide further evidence for examining students' perception towards a lecturer's classroom management is helpful for lecturers and students in reading classrooms where English is used as a foreign language.

Keywords: classroom management, students' perception, reading class, English as a foreign language

INTRODUCTION

The ability of lecturers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes is essential (Anwar et al., 2020). It also has been 'one of the most vital fields of study of language teaching' (Chicherina et al., 2020, p.185). The related literature indicated that lecturers' classroom management should be seriously taken into consideration. Generally, classroom management has an important correlation in the classroom to influence students' abilities, especially in reading comprehension (Sougvinier, 2005). It is because the classroom is considered the most important place for foreign language learners to apply and practice their target language. Further, the classroom is conceptualized to create a condition in which students can improve their ability in learning English that is for using English for real communication. In practice, classroom management may appear deceptively simple, but successfully and seamlessly integrated into the instruction of students typically requires a variety of sophisticated techniques used to manage classrooms and facilitate learning and can vary widely in terminology, purpose, and execution. Moskowitz & Hayman (1976) stated that, once a lecturer loses control of their classroom it becomes increasingly more difficult for them to regain that control. Also, research from Berliner (1998) and Brophy and Good (1986) reported that a lecturer has to correct misbehaviour caused by poor classroom management skills.

Several studies, for example (Akin et al, 2016; Anwar et al., 2020; Chicherina et al., 2020; Konti, 2011; Rashid et al., 2014; Fricke et al., 2012; Koutrouba et al., 2018; Egeberg et al., 2019; Putman, 2009; Roache & Lewis, 2011; Stanhke & Blomeke, 2021; Iswan et al., 2020) have been carried out on lecturer-students' perception of classroom management. However, these studies have yet to specifically focus on foreign language education in reading classrooms. Also, to fill the gap, this study investigated undergraduate EFL classroom management in a tertiary context within a university in Makassar, Indonesia. Hence, the present study seeks to answer the following research questions:

- 1) What are the undergraduate students' perceptions towards their lecturer's classroom management in reading class in a tertiary context?
- 2) What benefits do the lecturer and students get relating to classroom management in reading class in a tertiary context?

Literature review

Previous studies

A recent review of the literature on classroom management has been conducted (Akin, Yildirim & Goodwin, 2016; Anwar et al., 2020; Chicherina et al., 2020; Konti, 2011; Rashid et al., 2014; Fricke et al., 2012; Koutrouba et al., 2018; Egeberg et al., 2019; Putman, 2009; Roache & Lewis, 2011; Stanhke & Blomeke, 2021; Iswan et al., 2020). The first systematic study on teacher's perception towards classroom management performed in 2016 by Akin, Yildirim & Goodwin (2016). In their study, they examined teacher's perception of classroom management from the standpoint of recent changes in the educational system as well as the contextual challenges teachers face in their classroom. The findings reported five classroom management problems namely, physical environment, planning, time management, relationship management, and behavior management which connected to students, teachers, university or schools, classes, curricula, courses, and parents. Experiments on teacher's classroom management complexities and how they deal with the problem in remote secondary school's context were conducted by Anwar et al., (2020). The results of the study showed that various complexities faced by teachers such as lacking learning facilities, students' demotivation, and teacher's dilemmas in applying the new curriculum. To solve these kinds of problems, the teachers applied a teacher-centered approach, group learning, and seating arrangement, and non-integrated language skills learning.

By comparing cross-culturally perspective, Chicherina et al., (2020) investigated the perception of classroom management in China and Russia. Three fundamental aspects of classroom management were used in this study, such as instructional management, behavior management through discipline and timing, and behavior management through communication. The findings revealed that the perception of classroom management has more similarities than the distinctions. In Egeberg & McConney (2019), the authors investigated students' perceptions of teachers who created and maintain safe and supportive learning environments. A survey and focus group discussion were applied to capture students' view on their classroom experiences and to elaborate and clarify student's perceptions. The study revealed that creating relationships, controlling the classroom environment were some efforts done by the teachers to improve the classroom management. As results, effective classroom managers meet the students' needs. In their analysis of classroom management, Fricke et al., (2012) questioned the need for examining the students' perceptions of their teacher's classroom management in elementary and secondary science lessons. The results showed that there were differences between students' perception in elementary and secondary science lesson. Three dimensions were elaborated in the classroom management construct, such as discipline, rule clarity, and prevention of disruptions. On the other side, Iswan et al., (2020) draw our attention to the effect of classroom management implementation on achievement student learning at primary school students Lab school, FIP-UMJ, Indonesia. The results reported that learning achievement results were influenced by the class management implementation. In another recent study, Konti (2011) reported on investigating the student teacher perceptions towards teacher classroom management application. The results of this study showed that classroom management application was weaker than it was figured out. It can be seen from the students' results which were not matched with lecturers' results. Koutrouba et al., (2018) investigated four hundred and eighteen teachers' perception towards classroom management working in seventeen elementary schools. They also examined whether they develop an interventionist, internationalist or non-interventionist style as regards behavior and instructional management. The results affirmed that the results of the research reveal that Greek teachers tend to be interactionalists as regards instructional management but interventionists as regards behaviour management. In his investigation into 71 preservice teachers' theoretical orientations of classroom management and the impact of student teaching on these orientations as well as their overall views regarding classroom management, Putman (2009) showed that preservice teachers demonstrated inconsistent beliefs with regard to philosophies of classroom management developed as part of university coursework.

Besides, Rashid et al., (2014) conducted their study on a survey of the opinion of students about their teacher's classroom management and its consequent effect on the learning at the secondary level. The results of the study suggested six main elements of classroom management such as social relationing, students' involvement, investigation, task orientation, and cooperation and equity. Rusdiana (2015) in her research entitled '*the English teacher and students talk in the classroom interaction*', this research identified perception of the students between teacher and student's classroom interaction in learning English. The researcher state that the lecturer/teacher and the students build good interaction in classroom and the students more active in learning English.

In their work, on Australian context, Roache & Lewis (2011) uncovered teachers' views on the impact of classroom management on student responsibility. They found that a combination of rewards and punishments, set in a context of discussion, validation of appropriate behavior, involvement and trust, will encourage student responsibility and reduce misbehavior. More recent study, Stanhke & Blomeke (2021) conducted research on novice and expert teachers' perception, interpretation, and decision-making skills with respect to classroom management events which they observed in two video clips. The findings reported that the experts focused on more on student learning and the context of instruction. Also, the experts perceived and interpreted more than novices concerning the relation of skills and focus. Besides, the experts spoke more about preventive classroom management.

Much work on the potential of classroom management has been carried out reflecting the students –teachers' perception, yet very little is known about classroom management strategies with their benefits, especially at the university level in Indonesia. Also, these studies have yet to specifically focus on English as foreign language in reading class. From the previous findings, the authors found the similarities and the differences about the students –teachers' perception in classroom management. The similarities refer to the important thing on researching on classroom management in learning. Meanwhile, the differences deal with the classroom management problems faced by teachers with different context and discipline.

Concept of classroom management

The term 'classroom management' has come to be used to refer to those activities of classroom climate within which effective teaching and learning can occur (Martin & Sugarman, 1993). Classroom management refers to the way of the lecturers organize what goes on in the classroom. The goal of classroom is creating a classroom atmosphere that is safe for students to concentrate in a lesson. It needs ability of lecturers to manage the class during teaching learning process in order that teaching and learning process can be done well. Besides, according to Lemlech (1999), classroom management skill consists of rules and procedure that help run classroom smoothly. It is a vital that the lecturer or teacher establish effective classroom management strategies to use in their classroom so that, the children are keen on learning (Evertsoon, 2007). Classroom management, on the other hand, is a broader, 'umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behavior' (Martin et al, 1998). They defined classroom management as a comprehensive concept that consist of three independent dimensions, namely instructional management, people management, and behavior management. These function to create teachers' classroom management styles and guide their efforts to attain appropriate instructional objectives (Answar et al., 2020). Further, the instructional management refers to some aspects dealing with overseeing seat work, organizing daily routines, and distributing materials. The people management deals with the teachers' belief about students as persons and what teachers do to create the teacher-student relationship. Meanwhile, behavioral management refers to the pre-planned efforts to prevent misbehavior rather than the teacher's response to it (Martin et al., (2008) in Anwar et al., (2020).

Classroom management, in addition is considered an essential part of the teaching and learning process. It refers to the methods, strategies and skill teacher use to maintain a classroom environment that results in a student's learning process. Classroom management is also connected to a process of organizing and conducting a class that includes some time management, student's environment, student's engagement and classroom communication. Classroom management is also defined as 'the process of creating a democratic community and managing a successful class' (Lemlech 1994:14). Besides, Linsin (2011) proposed some benefits in implementing classroom management, namely fairness, likeability, peace, trust, kindness, concentration, time on task, fair accountability, and parents on your side.

Concept of Students' perception

Several authors have attempted to define 'perceptions. In the literature, there are some definitions about perceptions that are given by several experts. According to Barry (1998) perception is the set of process by which we recognize, organize, and make stimulity in our environment the key distinction between the two main theories of perception is the emphasize each gives to the roles of sensation and higher cognitive process in perception. Besides, Lindsay and Norman (1997) stated that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. In addition, perception is process to input message or information to human brain by the human perception that continuously make relation with the environment. This relation is done by the five of senses those are senses of sight, sense of feeling, sense of smell, and sense of touch (Slameto, 2003). Thus, perception can be concluded as the process when people express their sense and experience or when the people organize their interpretation to produce a meaningful experience.

Meanwhile, the students' perception deals with the students perceive about their teacher relation with the personality, attitudes, emotion, experience, and expectation, or the perception of student about of the teacher or lecturer in teaching relation with their competence.

a) Attitudes

Attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). There are four different groups based on their functions;

1. Utilitarian: provides the students with general approach or avoidance tendencies. People adopt attitudes that are rewarding and that help them avoid punishment.
2. Knowledge: help people organize and interpret new information. People need to maintain an organized, meaningful, and stable view of the world.
3. Ego-defensive: attitudes can help people protect their self-esteem. This function involves psychoanalytic principles where people use defense mechanisms to protect themselves from psychological harm.
4. Value-expressive: used to express central values or beliefs.

b) Personality

Personality is a set of individual differences that are affected by the socio-cultural development of an individual: values, attitudes, personal memories, social relationships, habits and skills. Personality can be determined through a variety of tests; however, dimensions of personality and scales of personality tests vary and often are poorly defined.

c) Emotion

Emotion, in everyday speech, is any relatively brief conscious experience characterized by intense mental activity and a high degree of pleasure or displeasure. Emotions are not casual forces but simply syndromes of components, which might include motivation, feeling, behavior, and physiological changes, but no one of these components is the emotion. Nor is the emotion an entity that causes these components. Emotion can be differentiated from a number of similar constructs within the field of affective neuroscience:

1. Feelings are best understood as a subjective representation of emotions, private to the individual experiencing them
2. Affect is an encompassing term, used to describe the topics of emotion, feelings, and, moods together, even though it is commonly used interchangeably with emotion.

In addition, relationships exist between emotions, such as having positive or negative influences, with direct opposites existing.

d) Experience

Experience is the knowledge or mastery of an event or subject gained through involvement in or exposure to it. A person with considerable experience in a specific field can gain a reputation as an expert. The word "experience" may refer, somewhat ambiguously, both to mentally unprocessed immediately perceived events as well as to the purported wisdom gained in subsequent reflection on those events or interpretation.

e) Expectation

Expectation is a belief that something will happen or is likely to happen or a feeling or belief about how successful, good, someone or something will be.

Types of perception

There are three types of perception. *First*, person perception refers two those process by which the students come to know and think about other. Their characteristics, qualities, and inner state. The students construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world extend to which the students attribute stable straits and enduring disposition to the others people. The students feel that the students are better able to understand their behavior and predict their future actions and we use these nations to guide our interaction which them. The *second* is social perception, social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal, defendants, entertainer or loved one closer to home is not easy task. Perception does not occur in vacuum instead we bring to bear prior knowledge that we have structure and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than creatures of the moment. Sustained patterns of interactions or social relationship require retaining information, as the situation require Without memory the students should react

to every events as if it we unique. And we did not remember the facts; the lecturer should be in capable of thinking of reasoning.

The *last* is perception of situation, social psycholinguistic views as all the social factors that influence a person's experience or behavior at a given time, and given a place. It is an interaction of time and space within which the students act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of the multiple words may emerge. Depending on which stimuli the students register. The linkage the researcher makes among these stimuli and students' interpretation of the stimuli. The conceptual framework used in this study can be seen as follow:

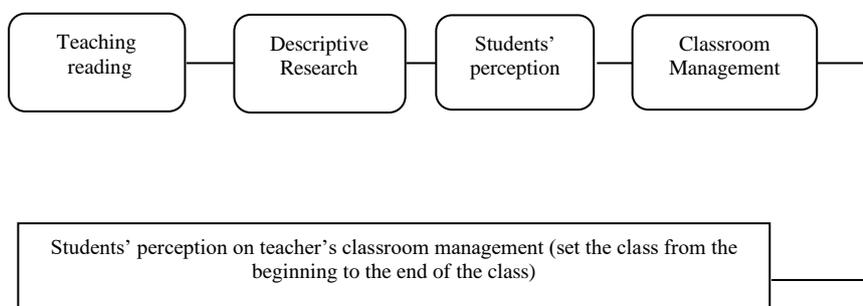


Figure 1. Conceptual Framework

Based on the conceptual framework above, the researchers illustrate the perception of the students by teaching process. The first item was teaching reading, and second item was descriptive research and the next item was student's perception. In this research, the researcher had to identify the student's perception in teaching process where the researcher divided two items there were teaching method and classroom management. In teaching method, the researcher had to identify how the teacher delivered the lesson and the last item was classroom management that focused on how the teacher settled the class from the beginning to the end of the class.

METHOD

Research Design

This study used descriptive quantitative research. It means the researchers described all phenomena that arise from the object of the research factually. The group of the sample is given a questioner to fulfill the aimed of this research. It aimed to describe out the description about the student's perception. The population of this research is English students at Muhammadiyah University of Makassar. The sample that used in this study was one class that was consisted of 20 students taken from the population by purposive sampling technique.

Data Collecting Technique

This study used a questionnaire as the research instrument. In this research, the instrument is questionnaire. It is to find out the students 'perception in teaching classroom management in reading class. There are 20 statements which consisted of 10 statements about teaching method which is consisted 5 positive statements and 5 negative statements and 10 statements about classroom management which is consisted 5 positive statements and 5 negative statements.

In data collections, the researchers gave the explanation to the students about the purpose of the questionnaire and how to answer the questionnaire. The researchers informed the objectives of the questionnaire after distributed them to the participants. The sample participants of the research answered the questionnaire in the answer sheet and the students have 30 minutes to answer the questionnaire.

Data Analyzing Technique

The data were obtained from the test and analyzed by Likert scale procedures indicating whether one *strongly agree* (SA), *Agree* (A), *Undecided* (U), *Disagree* (D), or *Strongly Disagree* (SD) with each statement. Each response is associated with point value an individual. Score was determined by summed the point value of each statement. To analyze the research data, the researcher applied Likert scale to measure some different things such as, *attitude, opinion, and perception* from someone or group toward the social phenomena in a researching. The social phenomena were specially determined by the researcher. Then it called research variable. Therefore, this research variable is students' perception on teacher teaching method and classroom management in reading class.

Table. 1 score Likert Scale

<i>Positive Statement Score</i>		<i>Negative Statement Score</i>
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Likert scale in Gay, 1981)

FINDINGS AND DISCUSSION

The results were taken from the analysis of the data obtained from the questionnaire. The results then presented below.

The lecturer divide group when teaching English specially in reading

Table 2. Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

<i>No</i>	<i>5 points Likert scale</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1	Strongly agree	8	40%
2	Agree	7	35%
3	Undecided	4	20%
4	Disagree	1	5%
5	Strongly disagree	0	0%
Total			100%

The table 2 indicates that 7 (35%) out of 20 students choose 'strongly agree', 8 (40%) choose 'agree', 4 (20%) choose 'undecided', 1 (5%) choose disagree, and 0% choose 'strongly disagree'. From the description above, the researchers conclude that most of the students agreed if the lecturer should divide the group when teaching English especially in reading.

The lecturer builds good interaction with the students in learning process

Table 3. Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

<i>No</i>	<i>5 points Likert scale</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1	Strongly agree	16	80%
2	Agree	4	20%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly disagree	0	0%
Total		20	100%

The table above shows that the lecturer builds good interaction with the students in learning process. The result reveals 16 (80%) out of 20 students choose 'Strongly agree', 4 (20%) choose 'Agree', 0% of the students choose 'Undecided', 0% choose 'Disagree', and 0% choose 'Strongly disagree'. So here the researchers conclude that most of the students strongly agreed that the lecturer build a good interaction with the students in learning process.

The lecturer makes fun atmosphere in the class when teaching English lesson

Table 4. Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

<i>No</i>	<i>5 points Likert scale</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1	Strongly agree	16	80%
2	Agree	3	15%
3	Undecided	1	5%
4	Disagree	0	0%

5	Strongly disagree	0	0%
Total			100%

The table above describe the lecturer make fun atmosphere in the class when teaching English lesson. The result indicates that 16 (80%) choose ‘Strongly agree’, 3 (15%) choose ‘Agree’, 1 (5%) choose ‘Undecided’ and 0% choose ‘Disagree’ and 0% choose ‘Strongly disagree’. It means that out of 20 students Strongly agreed if the lecturer should make fun atmosphere in learning process.

I feel happy if the lecturer teaches English specially in reading lesson

Table 5. Distribution of frequency and percentage of undergraduate students’ perceptions towards their lecturer’s classroom management in reading class at tertiary context.

No	5 points Likert scale	Frequency	Percentage (%)
1	Strongly agree	9	45%
2	Agree	7	35%
3	Undecided	4	20%
4	Disagree	0	0%
5	Strongly disagree	0	0%
Total		20	100%

The table shows about the happiness when the lecturer teaches in the class. The result indicates that 9 (45%) choose ‘Strongly agree’, 8 (40%) choose ‘Agree’, 4 (20%) choose ‘Undecided’, 0% choose ‘Disagree’ and 0% choose ‘Strongly disagree’. It means that most of the students choose Strongly agreed that the students feel happy when the lecturer teach English specially in reading.

The lecturer moves around in the class to guide the student’s activity in learning process

Table 6 Distribution of frequency and percentage of undergraduate students’ perceptions towards their lecturer’s classroom management in reading class at tertiary context

No	5 points Likert scale	Frequency	Percentage (%)
1	Strongly agree	8	40%
2	Agree	9	45%
3	Undecided	3	15%
4	Disagree	0	0%
5	Strongly disagree	0	0%
Total			100%

The table about the lecturer move around in the class to guide the student’s activity when learning process. The result indicates that 8 (40%) out of the 20 students choose ‘Strongly agree’, 9 (45%) choose ‘Agree’, 3 (15%) choose ‘Undecided’, 0% choose ‘Disagree’ and 0% choose ‘Strongly disagree’. So here the researchers conclude that most of the students Agreed with the option about the lecturer should move around the class to guide student’s activity in learning process.

In the discussion section, the lecturer doesn't divide group in teaching English

Table 7 Distribution of frequency and percentage of undergraduate students’ perceptions towards their lecturer’s classroom management in reading class at tertiary context

	No	5 points Likert scale	Frequency	Percentage (%)	
The table describe dividing the discussion the lecturer English	1	Strongly agree	1	5%	above about group in section when teaches lesson. The result indicates that 1 (5%) choose ‘Strongly agree’, 2 (10%) choose ‘Agree’, 6 (30%) choose ‘Undecided’, 8
	2	Agree	2	10%	
	3	Undecided	6	30%	
	4	Disagree	8	40%	
	5	Strongly disagree	3	15%	
	Total			20	

(30%) choose 'Disagree' and 3 (15%) choose 'Strongly disagree'. It means that out of 20 students Disagreed if the lecturer doesn't divide the group in discussion section in learning process.

The lecturer builds worst interaction when teach English in the class

Table 8 Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

No	5 points Likert scale	Frequency	Percentage (%)
1	Strongly agree	0	0%
2	Agree	0	0%
3	Undecided	0	0%
4	Disagree	11	55%
5	Strongly disagree	9	45%
Total		20	100%

The table above describe about the lecturer build worst interaction when teach English in the class. The result indicates that 0% choose 'Strongly agree', 0% choose 'Agree', and 0% choose 'Undecided', 11 (55%) choose 'Disagree' and 9 (45%) choose 'Strongly disagree'. It means that most of the students Disagreed if the lecturer builds worst interaction when teach English in the class.

The lecturer makes strained atmosphere when learning process

Table 9 Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

No	5 points Likert scale	Frequency	Percentage (%)
1	Strongly agree	0	0%
2	Agree	1	5%
3	Undecided	3	15%
4	Disagree	9	45%
5	Strongly disagree	7	35%
Total		20	100%

The table above describe about the lecturer make strained atmosphere when learning process. The result indicates that 0% choose 'Strongly agree', 1 (5%) choose 'Agree', 3 (15%) choose 'Undecided', 9 (45%) choose 'Disagree' and 7 (35%) choose 'Strongly disagree'. From the result above the research conclude that the students Disagreed with the option if the lecturer make strained atmosphere in learning process.

I feel bored when the lecturer teaching reading material

Table 10. Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

No	5 points Likert scale	Frequency	Percentage (%)
1	Strongly agree	0	0%
2	Agree	2	10%
3	Undecided	6	30%
4	Disagree	5	25%
5	Strongly disagree	7	35%
Total		20	100%

The table above describe about the idleness when the lecturer teaches in the class. The result indicates that 0% choose 'Strongly agree', 2 (10%) choose 'Agree', 6 (30%) choose 'Undecided', 5 (25%) choose 'Disagree' and 7 (35%) choose 'Strongly disagree'. It means that out of 20 students strongly disagreed if the students feel bored when the lecturer teach English material.

The lecturer just stands in the corner of the class in teaching process

Table 11 Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

No	5 points Likert scale	Frequency	Percentage (%)
1	Strongly agree	0	0%
2	Agree	0	0%
3	Undecided	3	15%
4	Disagree	9	45%
5	Strongly disagree	8	40%
Total		20	100%

The table above describe about the lecturer just stand in the corner of the class when teaching proses. The result indicates that 0% choose 'Strongly agree', 0% choose 'Agree', 3 (15%) choose 'Undecided', 9 (45%) choose 'Disagree' and 8 (40%) choose 'Strongly disagree'. From the result above the researcher conclude that the students disagreed if the Teacher just stand in the corner of the class when learning process.

Discussion

This study aimed to investigate students' perceptions towards their teachers' classroom management. From the analysis, this study found that most of students agreed with the questionnaire related to the classroom management in reading class. It can be proofed by the item of the questionnaire, there is *'the lecture moved around the class to guide the student's activity when learning process'* out of 20 students choose Agreed 9 (45%) it can show that the students agree with how the lecturer managing the classroom. In this part talks about how the lecturer managing the classroom from the beginning to the end of the class. As a researcher explain the previous items that the teaching method is one important thing it same with the classroom management why? because the students will lose out of the control if the lecture run well managing the classroom. Being a lecturer is not as easy as the people around think, according to the questionnaire the result shows that the students strongly disagree when the lecturer make a strained atmosphere in the class or the lecturer build bad interaction with the students, the lecturer can be categorized success in managing the classroom if the students feel enjoyable when learning process. Classroom management influence in improving the quality of learning in the classroom. Quality learning is not only determined by curriculum renewal facilities available sympathetic teachers' personality learning the full impression extensive inside into the teacher's knowledge of all areas but lecturer should master class management tips.

Related to the result of the questionnaire about how the students' perception on managing the classroom was positive in the other had is the students' Agreed. The mean score of the questionnaire was 67,3 it means that the students Agreed and it is categorized high with the lecturer teaching method and classroom management in reading class at SMA Muhammadiyah 1 Unismuh. Related to previous research findings, Aprianti (2015) in her research entitled "the English lecturer and students talk in the classroom", this research identified perception of the students between classroom interaction. The researchers state that the lecturer builds good interaction and students more active in learning English so here it can be concluded that students agree about the classroom management and can categorized high. Even though the students' agreed with the lecturer teaching method and classroom management in reading class, there were some notes that the lecturer should find the other method and find out how the best way to managing the classroom and the lecturer has to make it sure that the lecturer had given the better for the students.

Teaching method and classroom management is a necessary for the teacher. Teaching method and classroom management is one packet in teaching learning process. When the lecturer has a good method, absolutely the lecturer has the best way in managing the classroom, it must be balanced to create success teaching and then the students will be appreciating when the lecturer does the best in teaching specially in teaching English lesson. The students have to receive what the students need and the lecturer has to give what the lecturer must to give.

CONCLUSIONS

Classroom management has many benefits for the students and for the lecturer, such as (1) the teacher can build good interaction with the students; (2) make fun atmosphere in the class, (3) it can help students improve

their skill, if the lecturer has an appropriate method, and (4) the lecturer finds out new strategy how to teach English well. The students should be more appreciate the lecturer when learning process. In teaching and learning process, the English lecturer should make the effective situation, in the order words, what the English lecturer applied in teaching learning process suitable with the students' need and time the students have. The English lecturer can be categorized success in the class when the lecturer and the students have good interaction one another and the students easy to understand what the lecturer teaches.

This research only analyses students' perception on teachers teaching method and classroom management in reading class at Muhammadiyah University of Makassar. There was no a test to measure the students' learning achievement for discovering the impact on students' perception on teachers' teaching method and classroom management in reading class. Then, the small participants and only one place were taken. Therefore, if the future researcher constructs with the same issue, it will be more interesting to analyze deeply with large participants and in several places and make it sure having better result than previous researcher did.

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