

CHAPTER 1

INTRODUCTION

1.1. Background

Having possession of being a pre-service teacher in one of junior high school in Indonesia for two months teaching practicum program, the writer with the English teaching team have conformable belief on how to manage the classroom. It is unavoidable to say that students in a classroom invariably be at variance. Socio-economic status, self-capacity, aptitude, interest, and personality differ students from one another. We believe that mutual respect between students and teachers is the essence of classroom management itself. However, respectfulness substantively cannot be forced. It is naturally emerged by our handling towards individuals.

During the teaching practicum program, both the writer and one of the pre-service teachers in the English teaching team approached each of the students as an individual. Students were sharing their thoughts towards the ongoing classroom activity. They showed their eagerness in owning an understanding teacher who not only commanding the tasks but also being aware of their difficulties in finishing them. The students rather griping on the way they felt underestimated and unsupported due to the labelling whilst they attempt to undertake better action. They said it was hard to be verbally active in the classroom while what the teacher did was constructing a high barrier between them. Therefore, we attempted to solicit information ranging from their background and interest, impression towards the subject, what they like and hate in the learning session, even

how they expect the upcoming classroom would turn out. We treated all the students repose on how they should be treated. We did not constrain them to revel English when in fact all they have is aversion. We provided the latitude on how they sensate amenities while learning. We were open to their personal needs to pour out their personal problem which leavens the behave in the classroom. We, as pre-service teachers, managed the classroom by giving priority to equity, openness, and understanding by utilizing culturally responsive classroom management. The primacy of this approach was it classified appertain to the present classroom circumstances even though it was conducted 10 years ago. This approach was the closest approach that could find the students' disquietude.

Culturally responsive classroom management, or will be constantly called CRCM, is the classroom management approach that will be discussed in this study. It is behaviour focused or mental approach in managing a classroom roundly. From Milner & Tenore's (2010) study, the writer conceived that CRCM positioned teacher as someone who understands, appreciate, and support each of students differently yet fair. The teacher is immensely aware of students' different backgrounds, abilities, personality and treats them repose on their needs. Furthermore, openness also serves as an eminence so that the teacher-student relationship will go along greatly. By this approach, teachers tend to earn some respect from the students rather than demanding it.

Several studies deepened the CRCM approach from the teacher's

perspective, on how they restrain the students' distinct behaviours, various background, ability, and interest in any activity on the learning process (Milner & Tenore, 2010; Weinstein et al, 2004). However, perception from the students as the primary object of the applied CRCM approach is infrequently found. Students' perception referring to opinions and feelings towards CRCM that they have witnessed. As an Indonesian pre-service teacher who was assigned to having practicum in one of the junior high school in a suburb area, the writer determines to uncover the students' perceptions of the pre-service teacher's classroom management approach in the learning process based on six principles of CRCM.

1.2. Formulation of the Problem

The writer investigates Indonesian junior high school's opinion and feelings towards CRCM applied in the learning process. This case brought us to a question "what are students' perceptions towards the culturally responsive classroom management encountered?"

1.3. Operational Definitions

To prevent misunderstanding of certain terms in this research, below are the term list and definition.

1.3.1. Students'

Perception:

In this study, students' perception means explication of students' opinion and feeling towards the experience of witnessing CRCM in their classroom activity.

1.3.2. Culturally Responsive Classroom Management (CRCM):	Diverse responsive classroom management, specifically a mental approach that was applied in the research. It consists of six principles; (a) understanding equity and equality, (b) understanding power structures among students, (c) immersion into students' lifeworlds, (d) understanding the Self in relation to Others, (e) granting students' entry into their worlds, and (f) conceiving school as a community with family members.
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1.4. The Aim of the Research

This study is addressed to denote junior high school students' perceptions towards the CRCM approach that they have witnessed in two months of teaching practicum by an English pre-service teacher. The study will be focusing on the detail of students' perceptions with the foregoing principles explained. It will amplify the classroom management applied by the side of students which is infrequently identified.

1.5. The Uses of the Research

Determining these factors and how students experiencing classroom management in their class activity will contribute to establishing teachers'

student behaviour control in classroom management and giving plentiful insights as a provision for the researcher which also a pre-service teacher. For future research, pre-service teacher or/and teacher could attempt to implement those points and quantify to what extent it is effective and well-perceived by the pertinent students.