# MAJESTY

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# Exploring Student Perspectives on EFL Teachers' Instructional Approaches and Classroom Management Strategies in Indonesian Secondary Schools

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## ARTICLE INFO

## ABSTRACT

The primary objective of this research was to investigate students' perceptions of EFL teachers' teaching methods and classroom management within the context of classroom interaction. Employing a descriptive quantitative approach, the study was conducted among students enrolled in SMP Darul Arqam Muhammadiyah Cece during the academic year 2022-2023, encompassing three classes. The sample selection utilized a purposive random sampling technique, with a focus on third-grade students, ultimately comprising a sample size of 20 students. Data collection involved a combination of observation and questionnaire administration. Upon applying the Likert scale to analyze students' perceptions of teachers' teaching methods and classroom management in English classes, the resultant data exhibited a mean score of 67.3%. This score signified a high level of agreement among students, indicating their positive reception of the employed teaching methods and classroom management strategies in the EFL classroom interaction. The research findings underscore the critical significance of teaching methods and classroom management in the broader context of the teaching and learning process. The study emphasizes the substantial impact that these factors wield in fostering students' developmental progress within the realm of learning English as a foreign language. In conclusion, the research illuminates the pivotal role of teaching methods and classroom management in the EFL classroom interaction through the lens of students' perceptions. The observed high level of agreement among students underscores the significance of these factors in shaping an effective educational experience. This study accentuates the profound influence of adept teaching methods and adept classroom management on students' English language acquisition and underscores the integral role they play in the broader educational landscape.

## Introduction

The teacher's teaching methods and classroom management are widely acknowledged as crucial determinants influencing the learning process. Existing literature unequivocally underscores the significance of these aspects within the educational landscape, compelling

educators to accord them profound attention. The interconnectedness between teaching methods and classroom management carries particular relevance in the context of second language acquisition, particularly English language learning.

In the realm of education, no universally applicable "best" or "most effective" teaching style prevails for all instructors. Rather, successful approaches are those that naturally evolve from the unique characteristics of individual teachers. Invariably, teachers gravitate toward methods that align with their own comfort and students' needs. However, the formulation and selection of teaching methods should not only consider the subject's nature but also account for the diverse learning styles of students (Davis, 1997: 26).

For English as a Foreign Language (EFL) students, the classroom assumes paramount significance as a context for applying and practicing their target language. The classroom serves as a conceptual space where students hone their English language skills for authentic communication. Pragmatically, effective classroom management strategies consist of rules and procedures that facilitate a harmonious class environment (Evertsoon, 2007: 3). Teachers deftly design classroom management approaches to create an engaging learning atmosphere, thus fostering students' heightened interest in learning.

Notably, classroom management strategies may appear deceptively straightforward. However, their seamless integration into instructional practices demands a nuanced array of techniques. Strategies for managing classrooms and promoting learning can vary widely in terminology, purpose, and execution. Moskowits & Hayman (1976: 58) stress that once a teacher loses control over the classroom, regaining it becomes progressively challenging. Furthermore, research by Berliner (1998: 20) and Brophy & Good (1986: 127) indicates that addressing misbehavior stemming from poor classroom management consumes valuable instructional time, consequently impeding academic engagement.

Parallel to classroom management, an equally significant area of mastery for teachers is teaching methodology. The heterogeneous composition of students in a classroom—characteristics and abilities—underpins this need. While some students may independently surmount challenges, many require guidance. Hence, teachers are entrusted with discerning individual student differences before selecting suitable teaching methods.

Within this context, this study seeks to explore students' perceptions of teachers' teaching methods and classroom management in the EFL classroom interaction, focusing on the third grade of SMP Darul Arqam Muhammadiyah Cece. This investigation aims to assist teachers in judiciously choosing and implementing appropriate teaching methods and advancing comprehensive classroom management practices.

### Research Method

This research employs a descriptive quantitative research approach to elucidate students' perceptions regarding the efficacy of teaching methods and classroom management employed by EFL teachers in the teaching and learning process. The research targets the student population of SMP Darul Arqam Muhammadiyah Cece, encompassing three classes. A single class was selected as a representative sample through purposive random sampling. Specifically, the research focuses on third-grade students during the academic year 2022-2023, comprising a total of 20 students.

In the data collection phase, the researcher utilized both observation sheets and questionnaires designed with a Likert Scale. The observation sheets facilitated the assessment of teaching methodologies employed by teachers—how lessons were delivered—and the management of classroom dynamics, spanning from the class's inception to its conclusion. The questionnaire encompassed 20 statements: 10 statements addressing teaching methods (comprising 5 affirmative and 5 negative statements) and 10 statements evaluating

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classroom management (also featuring 5 affirmative and 5 negative statements).

Data analysis centered on the application of the Likert scale, a tool for gauging attitudes, opinions, and perceptions of individuals or groups concerning various social phenomena within the research context (Gay, 1981: 285). The researchers delineated these social phenomena, subsequently defining the research variables—namely, students' perceptions of teacher teaching methods and classroom management within English classes.

Data acquisition transpired through a test, with responses analyzed utilizing the Likert scale approach. Respondents indicated their level of agreement or disagreement with each statement, ranging from "Strongly Agree" (SA), "Agree" (A), "Undecided" (U), "Disagree" (D), to "Strongly Disagree" (SD). Each response was correspondingly associated with a point value. Cumulative scores were calculated by summing the point values attributed to each statement.

By adhering to these rigorous research methods, the study aims to provide nuanced insights into students' perspectives on the effectiveness of EFL teachers' teaching methods and classroom management within English classes. It also underscores the researchers' commitment to maintaining academic integrity and ethical research practices.

## Results and Discussion
### 1. Findings

The research findings encompass the scoring classification of students' questionnaires and the resulting mean scores.

### a. Teaching Method

The scoring classification of students' questionnaires is outlined for each item as follows:

Table 1. In learning process, teacher used lots media to improving the student's ability in speak English (*Dalam proses pembelajaran, guru menggunakan banyak media untuk mengembangkan kemampuan siswa dalam berbahasa Inggris*)

| No | Opinion | F | (%) |
|----|---------|---|-----|
| 1 | Strongly agree | 11 | 55% |
| 2 | Agree | 9 | 45% |
| 3 | Undecided | 0 | 0% |
| 4 | Disagree | 0 | 0% |
| 5 | Strongly disagree | 0 | 0% |
| Total | | 20 | 100% |

As depicted in Table 1, the distribution of responses reveals that a majority of the students, specifically 11 participants (55%), unequivocally indicated their stance as 'strongly agree'. Furthermore, an additional 9 participants (45%) expressed agreement, consolidating the endorsement of the aforementioned statement. In contrast, there were no participants who selected 'undecided', 'disagree', or 'strongly disagree' as their chosen responses, signifying a unanimous consensus.

This collective affirmation overwhelmingly signifies that all participating students are in alignment with the statement posited. The outcome allows for the definitive conclusion that, throughout the learning process, the teacher effectively incorporates a diverse range of instructional media. This strategic integration is primarily aimed at bolstering the students' proficiency in English, with a particular emphasis on refining their speaking skills. The data underscores a successful endeavour by the teacher to leverage a variety of media to facilitate the enhancement of students' language abilities. This outcome demonstrates the students' affirmative perception of the teacher's efforts in employing multimedia resources to foster their language development, particularly in the context of spoken English proficiency.

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Table 2. The teacher speaks English when teaching English in the class (*Guru menggunakan bahasa Inggris dalam proses pembelajaran bahasa Inggris*)

| No | Opinion | F | (%) |
|----|---------|---|-----|
| 1 | Strongly agree | 6 | 30% |
| 2 | Agree | 9 | 45% |
| 3 | Undecided | 5 | 25% |
| 4 | Disagree | 0 | 0% |
| 5 | Strongly disagree | 0 | 0% |
| Total | | 20 | 100% |

The outcomes of the analysis reveal the distribution of responses as follows: 6 participants (30%) expressed a 'strongly agree' stance, 9 participants (45%) indicated 'agree', and 5 participants (25%) remained 'undecided'. Notably, there were no participants who selected 'disagree' or 'strongly disagree' as their chosen responses.

In light of this data, a clear consensus among the students is evident. They generally concur with the notion that the teacher's use of the English language during the learning process within the classroom is beneficial. The marked preference for agreement across the majority of participants indicates their recognition of the advantages associated with an English-speaking classroom environment.

Table 3. The teacher gives a chance to the students for asking the material at the end of the lesson. (*Guru memberikan kesempatan kepada siswa untuk bertanya ketika proses pembelajaran telah usai*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 1 | Strongly agree | 14 | 70% |
| 2 | Agree | 5 | 25% |
| 3 | Undecided | 1 | 5% |
| 4 | Disagree | 0 | 0% |
| 5 | Strongly disagree | 0 | 0% |
| Total | | 20 | 100% |

The provided table illustrates the scenario in which the teacher allocates an opportunity for students to pose questions at the conclusion of the lesson. The findings, as tabulated, exhibit that a substantial majority of participants, specifically 14 students (70%), expressed a 'strongly agree' stance, with 5 students (25%) indicating 'agree'. Additionally, 1 student (5%) conveyed an 'undecided' viewpoint, while, similarly to the preceding table, no students selected either 'disagree' or 'strongly disagree' options.

The implications drawn from this data are unequivocal. An overwhelming consensus prevails among the students, signifying their strong agreement with the practice of teachers affording them the chance to seek clarifications or ask questions at the conclusion of a lesson. The sizeable percentage of students opting for 'strongly agree' affirms the widespread positive perception of this pedagogical strategy.

Table 4, The teacher uses more than one method when teaching English lesson (*Guru menggukan lebih dari satu metode ketika mengajar bahasa Inggris*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 1 | Strongle agree | 9 | 45% |
| 2 | Agree | 10 | 50% |
| 3 | Undecided | 0 | 0% |
| 4 | Disagree | 1 | 5% |
| 5 | Strongly disagree | 0 | 0% |
| Total | | 20 | 100% |

The presented table illustrates the scenario where the teacher employs a variety of methods while conducting English lessons. The resulting distribution of responses indicates that among the 20 participating students, 10 students (50%) endorsed a 'strongly agree' standpoint, while 9 students (45%) opted for 'agree'. Notably, there were no students who selected 'undecided'. However, 2 students (10%)

indicated 'disagree', and no students chose the 'strongly disagree' option.

Drawing from this data, a conspicuous trend is discernible. A notable proportion of students exhibit a resounding agreement with the practice of teachers employing multiple teaching methods during English lessons. The prominent 'strongly agree' responses, combined with the significant 'agree' category, reinforce the prevailing positive sentiment among the students.

Table 5 In learning English, the teacher asks the students to speak English in any conversation. (*Dalam belajar bahasa Inggris, guru meminta siswa untuk berbahasa Inggris disetiap percakapan*)

| No | Option | F | (%) |
|----|-------------------|---|------|
| 1 | Strongly agree | 5 | 25% |
| 2 | Agree | 5 | 25% |
| 3 | Undecided | 9 | 45% |
| 4 | Disagree | 1 | 5% |
| 5 | Strongly disagree | 0 | 0% |
| Total | | 20 | 100% |

Table 5 delineates the scenario where the teacher encourages students to engage in English conversation during the learning process. The outcomes indicate the following distribution of responses from the 20 participating students: 5 students (25%) expressed a 'strongly agree' standpoint, another 5 students (25%) opted for 'agree', while a substantial number of 9 students (45%) indicated 'undecided'. In contrast, 1 student (5%) conveyed disagreement, while no students endorsed the 'strongly disagree' option.

The findings reflect a mixed perspective among the students. While a notable fraction conveys agreement with the teacher's practice of prompting English conversations, a considerable proportion remains 'undecided'. This could suggest that students might have varying levels of comfort or familiarity

with conversing in English during the learning process.

Table 6 The teacher using media just only a book. (*Guru hanya menggunakan buku dalam proses pembelajaran*)

| No | Option | F | (%) |
|----|-------------------|---|------|
| 1 | Strongly agree | 0 | 0% |
| 2 | Agree | 3 | 15% |
| 3 | Undecided | 6 | 30% |
| 4 | Disagree | 9 | 45% |
| 5 | Strongly disagree | 2 | 10% |
| Total | | 20 | 100% |

The presented Table 6 pertains to the situation where the teacher solely employs a book as the instructional media. The ensuing outcomes, based on the responses from 20 participating students, reveal the following distribution: none of the students (0%) indicated 'strongly agree', 3 students (15%) chose 'agree', 6 students (30%) were 'undecided', 9 students (45%) expressed 'disagree', and 2 students (10%) endorsed a 'strongly disagree' standpoint.

The data points to a conspicuous trend. A substantial majority of students, as evidenced by the prominent 'disagree' and 'strongly disagree' responses, express dissatisfaction with the practice of the teacher relying solely on a book as the instructional medium.

Table 7 The teacher using Bahasa when teach English lesson in the class. (Guru menggunakan bahasa indonesia dalam proses pembelajaran bahasa Inggris)

| No | Option | F | (%) |
|----|-------------------|---|------|
| 1 | Strongly agree | 2 | 10% |
| 2 | Agree | 8 | 40% |
| 3 | Undecided | 5 | 25% |
| 4 | Disagree | 4 | 20% |
| 5 | Strongly disagree | 1 | 5% |
| Total | | 20 | 100% |

The provided table illustrates the scenario in which the teacher utilizes the Bahasa language during classroom

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instruction. The outcomes of the responses collected from 20 participating students are as follows: 2 students (10%) expressed 'strongly agree', 8 students (40%) indicated 'agree', 5 students (25%) remained 'undecided', 4 students (20%) conveyed 'disagree', and 1 student (5%) endorsed 'strongly disagree'.

Interpreting this data reveals a discernible pattern. The cumulative agreement, which encompasses both 'strongly agree' and 'agree' responses, is noticeably predominant. The substantial percentage of participants leaning towards agreement underscores the students' collective perspective on the practice of the teacher employing Bahasa language during instructional sessions.

Table 8 The teacher directly end of the lesson without ask the students to asking about the material. (Guru langsung mengakhiri pelajaran tanpa ada sesi tanya jawab terhadap siswa)

| No | Option | F | (%) |
|----|--------|---|-----|
| 1 | Strongly agree | 0 | 0% |
| 2 | Agree | 2 | 10% |
| 3 | Undecided | 5 | 25% |
| 4 | Disagree | 6 | 30% |
| 5 | Strongly disagree | 7 | 35% |
| Total | | 20 | 100% |

Table 8 elucidates the scenario where the teacher concludes the lesson without affording students the opportunity to seek clarification on the material. The data collected from 20 participating students yields the following distribution: none of the students (0%) indicated 'strongly agree', 2 students (10%) selected 'agree', 5 students (25%) were 'undecided', 6 students (30%) expressed 'disagree', and 7 students (35%) firmly endorsed a 'strongly disagree' stance.

The implications drawn from this data are apparent. A notable proportion of students hold a resounding negative perspective towards the practice of abruptly concluding lessons without permitting students to address any lingering queries regarding the subject matter

Table 9 The teacher just uses one method when the teacher teach English lesson. (*Guru hanya menggunakan satu metode ketika mengajar bahasa Inggris*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 1 | Strongly agree | 2 | 10% |
| 2 | Agree | 4 | 20% |
| 3 | Undecided | 5 | 25% |
| 4 | Disagree | 7 | 35% |
| 5 | Strongly disagree | 2 | 10% |
| Total | | 20 | 100% |

Table 9 delineates the scenario where the teacher exclusively employs a single method while conducting English lessons. The responses garnered from 20 participating students are as follows: 2 students (10%) expressed 'strongly agree', 4 students (20%) selected 'agree', 5 students (25%) remained 'undecided', 7 students (35%) indicated 'disagree', and 2 students (10%) firmly endorsed a 'strongly disagree' standpoint.

The discernible pattern in this data signifies a notable level of disagreement with the practice of relying solely on one teaching method during English lessons. The cumulative percentage of students expressing disagreement ('disagree' and 'strongly disagree' combined) is significant, further underscoring the prevalent negative perception.

Table 10. In learning English, the teacher doesn't ask the students to speak English in any conversation. (*Dalam belajar bahasa Inggris, guru tidak meminta siswa untuk berbahasa Inggris disetiap percakapan*)

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| No | Option | F | (%) |
|---|---|---|---|
| 1 | Strongly agree | 3 | 15% |
| 2 | Agree | 5 | 25% |
| 3 | Undecided | 4 | 20% |
| 4 | Disagree | 6 | 30% |
| 5 | Strongly disagree | 2 | 10% |
| Total | | 20 | 100% |

The presented table presents the data distribution of responses collected from participants. The results are as follows: 3 students (15%) expressed a 'strongly agree' viewpoint, 5 students (25%) opted for 'agree', 4 students (20%) remained 'undecided', 6 students (30%) conveyed 'disagree', and 2 students (10%) firmly endorsed a 'strongly disagree' perspective.

Interpreting this data pattern reveals a distinct trend. A notable percentage of students, specifically those choosing 'disagree' and 'strongly disagree', express dissatisfaction with the scenario where the teacher refrains from prompting students to converse in English during various discussions.

*b. Classroom management*

Table 11. The teacher divides the group in teaching English (*Guru membagi kelompok dalam kelas belajar bahasa Inggris*)

| No | Option | F | (%) |
|---|---|---|---|
| 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 provided table presents the distribution of responses gathered from the participants. The data is as follows: 7 students (35%) expressed a 'strongly agree' viewpoint, 8 students (40%) chose 'agree', 4 students (20%) remained 'undecided', 1 student (5%)

indicated 'disagree', and no students selected the 'strongly disagree' option.

Analyzing this data pattern reveals a discernible trend. A significant majority of students, denoted by the substantial 'strongly agree' and 'agree' responses, express agreement with the notion that the teacher should employ group division during English lessons.

The prevalence of agreement, as seen in both 'strongly agree' and 'agree' responses, underscores the students' collective perspective on the efficacy of dividing the class into groups for teaching English. The absence of 'strongly disagree' responses further solidifies the positive sentiment towards this instructional strategy.

Table 12. The teacher builds good interaction with the students in learning process. (*Guru membangun hubungan yang baik dengan siswanya*)

| No | Option | F | (%) |
|---|---|---|---|
| 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 provided table presents the data distribution of responses from the participants. The outcomes are as follows: 16 students (80%) expressed a 'strongly agree' viewpoint, while 4 students (20%) selected 'agree'. Notably, there were no students who chose 'undecided', 'disagree', or 'strongly disagree' options.

Interpreting this data pattern highlights a clear and prominent trend. An overwhelming majority of students, evidenced by the substantial 'strongly agree' responses, express strong agreement with the assertion that the teacher fosters positive interaction with the students during the learning process.

Table 13. The teacher make fun atmosphere in the class when teaching English lesson (*Guru membuat suasana menyenangkan ketika mengajar di kelas*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 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 provided table outlines the data distribution of responses collected from the participants. The outcomes are as follows: 16 students (80%) expressed a 'strongly agree' viewpoint, 3 students (15%) selected 'agree', 1 student (5%) remained 'undecided', while there were no students who chose 'disagree' or 'strongly disagree' options.

Analyzing this data pattern elucidates a clear trend. An overwhelming majority of students, as evident from the significant 'strongly agree' responses, strongly advocate for the teacher to create a fun atmosphere during English lessons.

Table 14. I feel happy if the teacher teach English (*Saya merasa senang jika guru mengajar bahasa Inggris*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 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 presented table presents the distribution of responses gathered from the participants. The outcomes are as follows: 9 students (45%) expressed a 'strongly agree' viewpoint, 8 students (40%) chose 'agree', 4 students (20%) remained 'undecided', while no students selected 'disagree' or 'strongly disagree' options.

Interpreting this data pattern reveals a discernible trend. A significant proportion of students, as indicated by the substantial 'strongly agree' and 'agree' responses, express a strong consensus that they feel happy when the teacher teaches English, particularly during speaking lessons.

Table 15. The teacher moves around in the class to guide the students activity when learning process (*Guru mengelilingi kelas untuk melihat aktivitas siswa ketika pelajaran berlangsung*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 1 | Strongly agree | 8 | 40% |
| 2 | Agree | 9 | 45% |
| 3 | Undecided | 3 | 15% |
| 4 | Disagree | 0 | 0% |
| 5 | Strongly disagree | 0 | 0% |
| Total | | 20 | 100% |

The provided table depicts the distribution of responses obtained from the participants. The outcomes are as follows: 8 students (40%) expressed a 'strongly agree' viewpoint, 9 students (45%) selected 'agree', 3 students (15%) remained 'undecided', while no students chose 'disagree' or 'strongly disagree' options.

Analyzing this data pattern reveals a clear trend. A substantial majority of students, as indicated by the considerable 'strongly agree' and 'agree' responses, concur with the idea that the teacher's movement around the classroom to guide students' activities is beneficial during the learning process.

The noteworthy proportion of 'strongly agree' and 'agree' responses underscores the students' shared belief in the effectiveness of the teacher's active involvement in guiding activities throughout the classroom.

Table 16. In the discussion section, the teacher doesn't divide groups when teaching English lesson (*Dalam proses berdiskusi guru tidak membagi kelompok*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 1 | Strongly agree | 1 | 5% |
| 2 | Agree | 2 | 10% |
| 3 | Undecided | 6 | 30% |
| 4 | Disagree | 8 | 40% |
| 5 | Strongly disagree | 3 | 15% |
| **Total** | | 20 | 100% |

The presented table outlines the distribution of responses collected from the participants. The outcomes are as follows: 1 student (5%) expressed a 'strongly agree' viewpoint, 2 students (10%) selected 'agree', 6 students (30%) remained 'undecided', 8 students (30%) indicated 'disagree', and 3 students (15%) firmly endorsed a 'strongly disagree' perspective.

Interpreting this data pattern underscores a discernible trend. A notable percentage of students, encompassing both 'disagree' and 'strongly disagree' responses, express their disagreement with the idea that the teacher should refrain from dividing the group during discussion sections within the learning process.

Table 17. The teacher builds worst interaction when teach English in the class (*Guru menjalin hubungan yang tidak baik dengan siswa di kelas*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 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 provided table outlines the distribution of responses collected from the participants. The outcomes are as follows: no students chose 'strongly agree', 'agree', or 'undecided', while 11 students (55%) indicated 'disagree', and 9 students (45%) firmly endorsed a 'strongly disagree' perspective.

Analyzing this data pattern underscores a clear and evident trend. An overwhelming majority of students, denoted by the substantial 'disagree' and 'strongly disagree' responses, express strong disagreement with the idea that the teacher fosters a negative or worst interaction during English teaching in the classroom.

Table 18. The teacher make strained atmosphere when learning process (*Guru membuat suasana kelas jadi kacau ketika mengajar di kelas*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 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 presented table outlines the distribution of responses collected from the participants. The outcomes are as follows: no students chose 'strongly agree', 1 student (5%) selected 'agree', 3 students (15%) indicated 'undecided', 9 students (45%) expressed 'disagree', and 7 students (35%) firmly endorsed a 'strongly disagree' perspective.

Interpreting this data pattern highlights a clear and notable trend. A considerable majority of students, as evidenced by the substantial 'disagree' and 'strongly disagree' responses, express disagreement with the notion that the teacher creates a strained atmosphere during the learning processes.

Table 19. I feel bored when the teacher teaching speaking material (*Saya merasa bosan ketika guru mengajar di kelas*)

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| No | Option | F | (%) |
|----|--------|---|-----|
| 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 provided table outlines the distribution of responses collected from the participants. The outcomes are as follows: no students chose 'strongly agree', 2 students (10%) selected 'agree', 6 students (30%) indicated 'undecided', 5 students (25%) expressed 'disagree', and 7 students (35%) firmly endorsed a 'strongly disagree' perspective.

Analyzing this data pattern reveals a noticeable trend. A considerable majority of students, as evident from the substantial 'strongly disagree' responses, firmly reject the idea that they feel bored when the teacher teaches English material.

Table 20. The teacher just stands in the corner of the class when teaching prosess (*Guru hanya berdiri di depan kelas ketika proses pembelajaran berlangsung*)

| No | Option | F | (%) |
|----|--------|---|-----|
| 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 provided table delineates the scenario where the teacher remains stationed in a corner of the classroom during the instructional process. The ensuing outcomes are as follows: no participants (0%) expressed a 'Strongly Agree' stance, similarly, no participants (0%) favored 'Agree,' while 3 participants (15%) indicated 'Undecided.' Meanwhile, 9 participants (45%) leaned towards 'Disagree,' and

the remaining 8 participants (40%) firmly endorsed 'Strongly Disagree.' Evidently, the collected data reveal that a significant majority of respondents were in disagreement with the notion of the teacher confining themselves to a corner of the classroom throughout the learning process.

*c. The mean score of students' Questionnaire*

The mean score of the students' questionnaire, derived from a sample of 20 students, amounted to a total of 1346 points. This equates to an average score of 67.3. This calculation indicates that students generally held a positive perception regarding their EFL teachers' teaching methods and classroom management in English classes. The obtained mean score of 67.3 suggests that the students were in agreement with the employed teaching strategies and classroom management techniques. Therefore, it can be inferred that the student's perception of these aspects is notably favorable, falling within the high rating category based on the presented results.

## 2. Discussion

Addressing the research problem statement regarding students' perceptions of teaching methods and classroom management in English class, the following analysis is presented:

a. *Student's Perception of Teaching Methods in English Class*

The collected observation data, presented in a tabular format, demonstrates that the third-grade students at SMP Darul Arqam Muhammadiyah Cece generally had a favorable view of the teaching methods employed by their teachers. The data suggests that the teacher's teaching methods were deemed to be of good

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quality. This is evident from the results of various items in the questionnaire.

For instance, one questionnaire item, "The teacher uses more than one method when teaching English," received positive feedback, with 10 out of 20 students (50%) agreeing. Similarly, other items on the questionnaire also garnered agreement from the students, reinforcing the notion that the teacher's methods were well-received. This suggests that modern educational settings demand creativity and dynamism from teachers, as relying solely on one teaching method may not be suitable in today's diverse and evolving educational landscape.

The approach a teacher employs in delivering lessons significantly impacts students' engagement and interest. Thus, the methodology employed by teachers in English classes is pivotal. Recognizing this, the research concludes that the students perceived the teacher's teaching method in speaking class as effective and positive, ultimately resulting in agreement among the students.

In essence, the positive student perception underscores the importance of employing a variety of teaching methods to maintain student interest and engagement and to align with the dynamic nature of contemporary education.

b. *Students' Perception of Teachers' Classroom Management in English Class*

This section delves into the students' perceptions of classroom management within the English class. The analysis reveals that a majority of students expressed agreement with the items on the questionnaire concerning classroom management. This is substantiated by the questionnaire item "The teacher moves around in the class to guide the students' activities during the learning process." Out of the 20 students surveyed, 9 (45%) indicated agreement, reflecting students' alignment with the teacher's management of the class.

This section explores how the teacher effectively manages the classroom throughout the entirety of the class. Just as with teaching methods, classroom management is of paramount importance. The linkage between effective teaching and successful classroom management is evident—flawed management can result in students feeling disconnected or unruly. Contrarily, when managed adeptly, the classroom becomes an engaging and enjoyable environment for learning. It is notable that unfavorable classroom atmospheres and strained teacher-student interactions were strongly disagreed upon by students, highlighting the pivotal role of classroom management in cultivating a conducive learning environment.

The significance of classroom management is underscored in its contribution to enhancing the overall learning quality within the classroom. It encompasses not only a well-structured curriculum and the presence of supportive resources but also hinges on the teacher's approachable demeanor and mastery of management techniques.

The questionnaire's positive results regarding students' perceptions of classroom management, corroborated by the mean score of 67.3, indicate strong agreement among students. This categorization of agreement is especially pronounced among the third-grade students at SMP Darul Arqam Muhammadiyah Cece. A previous study by Aprianti (2015) further supports this stance, asserting that effective teacher-student interaction leads to heightened student engagement in English learning. Consequently, the conclusion drawn is

that students hold a favorable view of classroom management, rating it highly.

However, amidst this affirmative reception of teaching methods and classroom management, there remains room for refinement. Teachers are advised to reflect on their methods and explore optimal classroom management techniques. It is incumbent upon them to ensure that their methods align with the diverse needs of their students and to consistently provide the best possible learning experiences.

In summation, teaching methods and classroom management are inextricably intertwined and profoundly influential in the teaching-learning dynamic. A proficient teaching method coupled with adept classroom management fosters a successful educational environment, wherein students receive what they require and teachers deliver what is essential.

**Conclusion and Suggestion**

Based on the research findings and the discussion of the data presentation and analysis, the following conclusions can be drawn:

1. Students' Appreciation: Students should develop a greater sense of appreciation for their teachers during the learning process. Recognizing the efforts of teachers can contribute to a more productive and harmonious classroom environment.
2. Development of English Ability: English teachers play a crucial role in enhancing students' English language proficiency. Their focus should be on continually fostering students' English language skills.
3. Tailored Teaching Approach: Effective teaching involves creating a conducive and effective learning environment. English teachers should adapt their teaching methods to suit the students' needs, ensuring alignment with the students' learning pace and available time.

4. Interaction and Clarity: Successful teaching occurs when there is a strong teacher-student interaction and clear communication. A teacher's success in the classroom is indicated by the students' ease of understanding the subject matter and the quality of interaction.
5. Positive Perception: The research results reveal that students generally agreed with the teachers' teaching methods and classroom management in the English class at third grade in SMP Darul Arqam Muhammadiyah Cece.
6. Agreement with Statements: The quantitative analysis of students' perceptions of teachers' teaching methods and classroom management, measured using the Likert scale, resulted in an average score of 67.3%. This signifies agreement with the statements presented by the researcher.
7. Significance of Teaching Method and Classroom Management: Teaching methods and classroom management are pivotal factors in the learning process. Their influence on students' English language development cannot be understated.

Based on the conclusions above, the researchers offer the following suggestions to English teachers, both generally and specifically to those at SMP Darul Arqam Muhammadiyah Cece:

1. Skill Enhancement: Teachers should continuously improve their teaching skills and explore various methods to enhance English language instruction.
2. Student-Centric Approach: Teachers should understand students' specific learning needs and engage in effective interactions to foster a positive learning atmosphere.
3. Role Modeling: Teachers serve as role models in the classroom. Their commitment to excellence can inspire students' own commitment to learning.

It's worth noting that this research exclusively focused on analyzing students' perceptions of teaching methods and classroom management in the English class

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of third-grade students at SMP Darul Arqam Muhammadiyah Cece. The research did not include a measure of students' learning achievements or investigate the impact of students' perceptions on teaching methods and classroom management. The study also featured a relatively small sample size and was limited to a single location. Future researchers are encouraged to delve deeper into the topic with a larger and more diverse participant pool across multiple settings, aiming for more comprehensive and insightful results.

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