

Chapter One

Introduction

Background

A classroom is a place where teaching and learning processes occurred. According to Oxford Dictionary (2011), classroom is a room where a class of pupils or students is taught.

To create the effective classroom activities, there should be good communication between teachers and students. Teachers' values in interaction with the students in teaching and learning process can be seen from the classroom environment. The better interactions between students and teachers can be one of the indications about teachers' ability in managing the class effectively. The well-managed class may decrease classroom conflict, establish conducive learning environment and prevent students' behavioural problems. It is in line with Marzano (2011) who argued that effective classroom management becomes the main basis of effective teaching and learning.

According to Anderman *et al* (1999) better classroom management is so important since the absence of such a thing may decrease in academic enthusiasm and self-respect. Meuwissen as cited in Polat *et al.* (2013) mentioned that teacher education programs need to provide required theoretical and practical knowledge and abilities for the pre-service teachers in managing classroom activities. It is because pre-service teachers are frequently declared that they were unsuccessful

in organizing or managing the classroom activities (Clement *et al.* as cited in Polat, 2013).

In a school, based on the researcher' experiences, conflicts can be found everywhere. For example, when a student makes a noise in a classroom while other students are listening to the teacher, automatically this behaviour disturbs other students who pay attention to the teacher. Sometimes, this situation creates a gap which causes a conflict between these students.

When a conflict occurs, it is teachers' duty to apply the classroom management. That is why pre-service teachers should be well prepared in classroom management skills. When classroom management skill was not applied correctly, many conflicts may happen. According to Amada (2010), some conflicts which happen in the classroom are for example students are interfering the classroom process, making an inappropriate statement, turning homework late, coming late to the classroom, and also sleeping in the class.

These pre-service teachers were students of English Education Department UMY. They were candidates of English teachers in particular and teachers candidate in general. EED UMY acts as pre-service teacher education program which provides the students an opportunity to conduct teaching practices to prepare them to be professional teachers. In the educational training process at EED UMY, the pre-service teachers have opportunities of teaching practices so that they can show and apply their skills in managing the classroom. As pre-service teachers, students of EED UMY begin their teaching practices since the

very early semester. These teaching practices help the pre-service teachers to understand a classroom milieu and its problems. This teaching practices program are called internships program. Based on the researcher experiences, some of the pre-service teachers cannot understand well how to deal with conflicts in the classroom. They are easily felt nervous when they find classroom conflict in front of them, which can affect their knowledge transfer and teaching process.

This phenomenon motivates the researcher to find out how pre-service teachers deal with classroom conflicts, especially students of EED UMY. As mentioned before, classroom management is the main component in teaching and learning process. A study of classroom conflict management at EED UMY has not been constructed before. Therefore, the researcher wants to know the skills of the pre-service teacher in managing classroom dealing with classroom conflict. Finally, this study will focus on pre-service teachers' classroom conflict management skills.

Statement of the Problem

To create an effective teaching and learning process, pre-service teachers should manage a classroom well. As pre-service teachers, EED students should be prepared for their skills in classroom management especially dealing with conflict. Therefore, this study aimed to analyze classroom conflicts and pre-service teachers' ability in managing those classroom conflicts.

Research Questions

The research questions for this study is formulated as indicated below:

1. What conflicts do pre-service teachers face in the classroom?
2. What are pre-service teachers' strategies in dealing with the classroom conflicts?

The aims of the study

The aims of this study are constructed as follows:

1. To analyze the conflicts in the classroom faced by the pre-service teachers.
2. To analyze pre-service teachers strategies in dealing with classroom conflicts.

Significance of the research

This study demonstrated several benefits for many parties like students, pre-service teachers, teachers, lecturers and school management.

Students. By reading this study, students will obtain benefits in understanding the nature of conflicts and the strategies to handle them. In this case, the students will be able to identify the strategies to avoid the classroom conflicts.

Pre-service teachers. By reading this study, pre-service teachers' awareness of classroom conflicts can be improved. Hopefully, they are aware the indications of classroom conflicts.

Teachers. It is hoped that this study will give a contribution to the teachers in managing the conflicts occur in the classroom to create a productive classroom environment.

School Management. It is expected that school management will be able to facilitate and provides practice teaching more to improve pre-service teachers' ability in classroom management.

Outline of the research

This study consists of five chapters. Chapter one consists of the background of the study, the statement of the problem, the research questions, the aims of the study, the significant of the research, and then the last is the outline of the research. In chapter two, the researcher provides literature reviews related to the study. In the next chapter, the researcher explained about the method used in analysing the data which is followed by finding and discussion. Lastly, the researcher writes the conclusion and recommendation which will be useful for the readers.