

## **Chapter One**

### **Introduction**

In this chapter, the researcher will describe some reasons why the researcher will conduct the research. It includes several points i.e. the background of the research, statement of the problem, delimitation of the problem, research questions, objectives of the research, and significance of the research as well as the organization of the chapter. Further discussion will be explained in the following section.

### **Background of the research**

Ideally, teaching and learning process should be done in effective ways. The effectiveness of the teaching and learning process will give some benefits. One of the benefits is the effective teaching and learning process that affect the student understanding of the material. If the teacher can become effective, the student can easily achieve the main point of the material. According to Loes and Pascarella (2015) they said that the effective teaching associate with gains of students' critical thinking, academic motivation, graduate, and prosperity for lifelong learning. The other benefit from the effectiveness of the classroom is that the learning objectives of the lesson at that day will be achieved easily. When the teacher does effective teaching, the lesson plan that the teacher sets up in the begging will be running well and the learning objective can be reached. Bistari (2017) stated that the indicators of effective teaching includee successful in management the classroom, successful in communicative process, good quality of students' response, good in learning process, and success in the objectives of the lesson.

There are so many ways to build effective teaching, one of the ways is doing classroom management. A good teacher will have a good strategy in managing the classroom. Wang, Haertel, and Walberg (1994) said that classroom management is an overall classroom

environment which raises students' achievements, behavior and the quality of learning process (as cited in Martin et al., 2016, p. 31). The good classroom management is that all the thing that related to the maintain the class environment to create a conditional class to achieve the goal of the learning. Good ability in managing classroom should be possessed by each teacher, not only for the profesioanl teacher but also the student-teachers too. The big different of student- teacher and profesional teacher is in their experienced related to the classroom management proficiency in the real class. The profesiaonal teacher have more experience in teaching rather than student-teachers, event though they should meet the same condition in the real class. As prospective teachers, they are also required to have good abilities in managing the classroom, so that later they can teach more effectively. This case is experienced by the student of English Education Department in a private Islamic university in Yogyakarta. In which they have a program called teaching practice, which required the student to teach in the real school during their study.

Panda and Nayak (2014) stated that teaching practice is a program about practical teaching in real condition to build student competencies to become an efficient teacher in the future. The teaching practice is held to help the student-teachers to become a good student and applied their ability in teaching in the real educational filed. Canzis and Canzis (2015) also said that teaching practice is a program of preparing student-teachers to face the job field to become an effective teacher in the future. However, not all student-teachers have the ability in managing the student well.

From the researcher experience of doing teaching practice, she found many problems when teaching in the class related to classroom management. The researcher was hard to find the appropriate way to handle the destructive student. Also, she really struggled to control the classroom environment. In addition, based on an initial interview with some colleagues while

doing teaching practice, they also found many challenges in managing the classroom well. Some of the challenges are the voice tone of the teacher, the teaching delivery technique, and communication skill to the student in the appropriate way. In similarities from the study conducted by Libriana (2018), she also found that there are some of the classroom management challenges that appear when student-teachers doing teaching practice. The challenges that appear are the noisy student, an uncontrollable student with their gadget, time management, and student which not pay attention to the student-teachers in the class.

Therefore, it is necessary to conduct the research related to the classroom management done by the student-teachers in the teaching practice to complete the previous research findings. It is interesting to find out what are the challenges faced by student-teachers in managing the classroom while doing teaching practice. The researcher also wants to know and investigate deeper into how the student-teachers solve the problems in classroom management.

### **Statement of the problems**

Student-teachers may face some challenges while doing teaching practice. The challenges might be appeared from some aspects. The student- teachers should be dealing with the challenges start from preparing or conducting the teaching practice. Several challenges are about the lesson plan, delivering the material, classroom management, and creating an assessment. The challenges can make the student-teachers failed to achieve the learning objectives.

One of the problems faced by student-teachers in teaching practice is making lesson plan. In arranging the lesson plan the student-teachers are still unable to determine how much time is spent on an activity. The student-teachers also doubt to determine the suitable teaching techniques or strategy which match with the material. In some case, the student-teachers also

distress in determining the initial activity in accordance with the material to introduce the meaning of the material.

The other problem is in delivering the material some of the student-teachers are hard to do well. Some of them are delivered in the unclear voice or in the small voice. So, the student cannot pay attention to the teacher. The choice of words in delivering material is also an obstacle to student-teachers while teaching. Some of the student-teachers are still confused in deciding what to use in delivering in front of students. in which, the words that chosen are appropriate or not.

In addition, the student-teachers lack of ability in managing the class. In the research from Rozimela (2016) said that the difficulties that faced by the teacher such as handling destructive students, giving turn or controlling student in the class, grouping system, and giving time to the student while oral assessment. Another problem also comes in getting student's attention to always looking at the teacher. The lacking of ability in managing the classroom cause some problems to the class condition. In other words, when the student-teachers cannot handle the classroom, the learning objectives cannot be achieved.

The last problem of teaching practice faced by student-teachers are related to design the suitable assessment. Generally, the student-teachers are lack of ability in creating a good assessment. They are hard to make a suitable assessment of the material. The student-teachers are lack of ability to make sure that the assessment is in line and appropriate with the material.

### **Delimitation of the problem**

Based on the problem that discusses in the previous section, this study will only focus on the problem related to classroom management. In addition, from many of the research designs,

this study will use qualitative design with an interview as a data collection method. In conducting this research, the researcher takes a participant from English Education department of an Islamic private university in Yogyakarta batch 2016. It is because they are experienced in teaching in the real class while doing a teaching practice.

### **Research question**

1. What are the challenges faced by the student- teachers in managing classroom while doing teaching practice?
2. How do the student- teachers solve the problem of managing the classroom while doing teaching practice?

### **Objectives of the research**

The objective of this research is:

1. The purpose of this study is to identify what are the challenges that faced by the student- teachers of English Language Education Department at an Islamic private university in Yogyakarta on managing classroom while doing teaching practice.
2. The aim of this study also to find out how the student- teachers solve the problems in classroom management while doing teaching practice.

### **Significance of the research**

The findings of this research are about the difficulties that the student-teachers faced about classroom management while doing a teaching practice and about what is the strategy to overcome it. The researcher really hopes that findings from this research may help and give advantages for many people. The researcher will provide the findings to student- teacher its self, the institution and government, and future researcher.

**Student-teachers.** The result of the study will help the student-teachers to prepare about the challenges that they will meet when teaching in the real class. These findings also will help the student-teachers to overcome the problem that will happen related to classroom management. The student-teachers can prepare well and apply the strategies to overcome the challenges in classroom management. From this study also, student-teachers can understand the general view they will face in the real classroom. So, they can prepare for it.

**The Institution and the Government.** The results of this study can be used by some institutions that want to establish a course place for the student- teachers. The results of this research can be used by institution or government as a basis for designing courses with one of the teaching materials is about classroom management. The result will inform the institution or government to do something to overcome the difficulties which is faced by the student- teachers while doing classroom management. The results of this study can also be used as a source for what should be learned by the student- teacher before teaching practice activities at any school level.

**Future researcher.** These research findings are useful to serve as one of the guidelines or sources for conducting further research. The results of this study are also useful to be used as reading material for future researchers to increase their knowledge about the theory related to the findings. They can get deep information especially about the adversities faced by student- teachers about classroom management while doing a teaching practice. The result of this study maybe can inspire the future researcher to conduct the same issues.

### **Organization of the chapter**

In this skripsi, the researcher will use five chapters which each chapter will have sections on it that explain the detail about the chapter.

The first chapter is the introduction, in here the researcher will describe some reasons why the researcher will conduct the research. It is including several points such as the background of the research, statement of the problem, delimitation of the problem, research questions, objectives of the research, and significance of the research as well as the organization of the chapter.

The second chapter is the literature review, here the researcher would like to discuss deeper about some theories related to the challenges faced by the student-teachers in managing the classroom while doing teaching practice. In the first section of this chapter will deliberate about the effective teaching and learning process, classroom management definition, the classroom management components, problem in classroom management, and classroom management strategy.

The third chapter is methodology, here the researcher would like to explain about all the method that the researcher applies while doing this research. There will be several points that the research will discuss in this chapter including the research design or research method that the researcher uses in taking the data. Then, research instrument that the researcher use, participant that include in the research, setting of the research takes place and time, data collection including the duration, language that the researcher use and etc. Then, the last sub-point in this chapter will discuss data analysis.

The fourth chapter is findings, in this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. There are two findings found in this research. The research findings are related to the problems faced by the student-teachers in handling class management and strategies used by the student-teachers related to classroom management.

The last chapter is conclusion and recommendation, in this chapter the researcher discusses the conclusion and also the recommendation of this research. After the researcher conducted the interview, data coding, as well as data analysis, the final result of those processes was then written in this chapter to conclude the research. This chapter also presents some of the recommendation that are useful for certain parties in the future.