

CHAPTER I

INTRODUCTION

This chapter consists of five sub-themes. The first part is the background of the research, which mainly describes problems related to the conditions of teaching practice experience as a pre-service teacher and some empirical study evidence related to classroom management problems. The second part is rationale which describes the phenomenon or topic that will be used as research material based on the results of scientific studies and references accompanied by facts in the field as well as an explanation of the theoretical and practical significance of the research. The third part is urgency the research, describes the novelty of the research compared to previous studies or those that have been carried out by other studies. The fourth part is to formulate the problem into research questions and the last part presents the research objectives.

1.1 Background of study

The experience of pre-service teachers during teaching practicum has been a beneficial research topic that can help them provide knowledge and improve teacher education. In teaching practice, teachers' knowledge and skills are growing in the form of issues on teaching strategies and competence. Similarly, Ramirez (2020) argues that pre-service teaching is a necessary experience in professional education programs. Pre-service teaching allows teacher candidates to experience the demanding and rewarding task of taking over primary teaching responsibilities. Martinez, (2015) and Wilson & Conyers, n.d. (2014) share an essential premise that the teacher-student relationship is more significant than the material being taught or the grades received after the subject. Teachers approach their work confidently and enthusiastically because they know they have the tools to improve their practice. Teachers are committed to the continuous learning necessary to keep pace with the changing demands of their profession.

The most common problems conducted by Purwanti & Vania, (2021) on her research in high school at Yogyakarta showed several problems in-class work, including anxiety, dealing with confused students in class, receiving random questions from students, and lack of experience. Another current research from Serliana et al., (2021) discovered problems in class management experienced by pre-service teachers that were associated with students' negative attitudes and learning motivation, such as not respecting teachers, sleeping during class, and not participating. It makes it difficult for inexperienced pre-service teachers to overcome time in the classroom.

Based on a survey of conditions in the field, according to an English teacher at school, a pre-service teacher needs to prepare a strategy when teaching for the first time. One of which requires knowledge of how to manage large and small classrooms. So it will make it easier to create a conducive learning atmosphere. This problem was experienced by one of the pre-service English teachers. She stated that in learning activities, students have lacked motivation and are passive. Some students are playful, disrupting the class atmosphere by becoming noisy. This problem is called a student-based problem comes from the nature of students and their backgrounds. In this case, it is better if the teachers know the student's background, such as the material that will be taught, how much time is needed, and the media's suitability, so that all classroom management problems that may occur during the teaching and learning process will be adequately overcome.

The current research conducted by Babadjanova, (2020) confirms that classroom management refers to the various skills and techniques teachers use to organize, focus, think, focus on work, and maintain academic effectiveness in the classroom. In forming a better teaching and learning process, what is essential for students and teachers is that every lesson may be organized and influential by these actions. Inexperienced or incompetent teachers have disorganized classrooms filled with students who don't work or pay attention, while qualified teachers have good classroom management skills. Thus, this study attempts to

answer the problem of classroom management and how they overcome these problems.

From these studies, in some cases, the lack of successful classroom management allows the teaching strategies to be applied less than optimally, so students feel unnoticed during class activities. Therefore, this study would like to investigate the strategies used by teachers in the context of pre-service English teachers to address classroom management problems. Teaching work has an impact on pre-service teacher knowledge and skills by bridging the gap between theory, practice, and teacher-student experience. In contrast, teaching is a helpful research topic that can provide insight into improving teacher education in pre-service English. In teaching practice, teachers' knowledge and skills are restored through issues related to educational strategies.

1.2 Rationale

In previous research, several attempts clarified the concept of classroom management in the context of an English teacher. The results of the study by Keser & Yavuz, (2018) state that classroom management is related to teacher motivation, activity, discipline, and teacher struggles. However, education is one of them in classroom management; motivational problems often occur in learning activities, and teachers find it difficult to understand students' situations and prevent students from being involved in classroom activities. Saidun, Tahir, and Musah (2015) determined that pre-service teachers are still looking for appropriate classroom management strategies because they have difficulty managing time due to a lack of experience.

Based on the empirical evidence currently available in the preliminary study conducted by the writer, when participating in teaching practice PLP 2 activity, in teaching activities, the teacher always has planned teaching and learning activities. The teachers tend to ignore the application of strategies to deal with classroom management problems that affect student performance. It can factor in the decline in the learning process and learning outcomes. Many teachers

made activity plans, but they ignored proper time management, so some of the activities that had been designed were delayed or even canceled. Based on English teachers' perception in schools, this resulted in a lot of material that could not be conveyed in more detail in the sense of an outline. Besides that, the biggest problem in classroom management is dealing with students who have behavior problems, sometimes misbehaving or inattentive, not as they seem. In a way that is based on the study by Muzaffarovna & Bakhordijhon, (2019) reveal that several behavioral problems have been identified, including the failure of teachers and students to involve students during class. Therefore, students talk more with their peers when teachers teach.

From all these facts, pre-service teachers can learn to give full attention and communicate well because the relationship between students and teachers should not be taken. The teachers must know more closely so teachers can also get to know students and their ability to master the material being taught. Teachers tend to ignore the application of strategies to deal with classroom management problems that affect student performance. This can be a factor in the decline in the learning process and learning outcomes. Consequently, this study will fill the gap by investigating the perceptions of English teachers about what classroom management problems often occur when teaching and dealing with their students. In addition, researcher also wants to research and further examine the strategies used when teaching in dealing with classroom management problems. The theoretical significance of the study, it refers to the strategy of pre-service English teachers in dealing with classroom management problems, which act as a useful and supportive role in the success of teaching activities in English teaching education. The practical significance of the study, it provides a variety of phenomena and personal experiences that are able to provide some solutions to help overcome classroom management problems, especially pre-service teachers, supervisors, and teacher educators who have a strategic role in transforming education in unexpected conditions.

1.3 Urgency of Research

The pre-service teacher may find many problems in the classroom, but they often find it challenging to implement strategies to deal with them. The research on classroom management problems conducted by Habibi *et al.*, (2018) in their study in Islamic boarding school English teachers showed that problems in-class work, which one as struggling to manage large classes, was one of their essential findings in Indonesian schools have more than 40 students. Rozimela, (2016) in her research at junior high school municipally of West Sumatera, found low student motivation, limited student English skills, and a lack of classroom management skills for pre-service teachers are the most likely causes of pre-service teachers' problems. Thus, this study aims to investigating the strategies in the context of pre-service English teachers in dealing with classroom management problems.

Taking a middle-ground position, this study claims that pre-service English teachers and student teachers may face various problems regardless of their specialization. However, motivational problems seem to be most often accommodated when English teaching strategies are considered. Therefore, this study aims to discover classroom management problems, and how teachers apply the strategies during teaching practice experiences in the PLP 2 program.

1.4 Research Question

Based on the background study above, the researcher only interested on a certain problem. The problems are formulated as follows:

1. What classroom management problems do pre-service English teachers encountered during teaching practice?
2. How do pre-service English teachers overcome classroom management problems?

1.5 Research Objective

The study aims at finding the answers to the questions stated in the research question. Therefore, the purposes of this study are:

1. To find out classroom management problems pre-service English teachers encountered during their teaching practice.
2. To explain how pre-service English teachers overcome classroom management problems.