

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical and empirical literature relevant to teaching strategies in the context of pre-service English teachers in dealing with classroom management problems. First, language teaching strategies will explain the definition and the categories of teaching strategies in the EFL context. Second, classroom management in the context of EFL will explain the definition, development of classroom management, and problems in classroom management. Third, teaching strategies of classroom management in EFL context will illustrate the role component of managing the classroom. The last one in this chapter will show the conceptual framework. It will share the information about pre-service teachers' strategies in dealing with classroom management problems.

2.1 Language Teaching Strategies: Definition and the Categories

Language Teaching Strategy theories that will give shape to the study is those remarkably suggested by, among others, Drucker (1954), Mintzberg (1967), Cohen (1998), Bryant (2000), Brown (2001), Marzano, & Pickering (2003), Chamot (2004), Lepage, Akar & Hammond (2005), Ball & Knobloch, (2007), Landau (2009), Orlich, Harder, Callahan, Trevisan & Brown (2010), Mahmood (2010), Smith (2011) and Nickols (2012), Vassileva & Wasson (2014), Nilson (2016), Hong Shi (2017), Gill & Kusum (2017), Munawaroh (2017), Raba (2017) and Dagnew (2020). This section will present the definition of language teaching strategies and the categories of teaching strategies in the EFL context.

2.1.1 Definition of Language Teaching Strategies

Strategy is a term that describes a complex set of thoughts, ideas, perspectives, experiences, goals, skills, memories, attitudes, and expectations that provide general guidance to achieve specific goals (Nickols, 2012). Strategy is not the same as a method, a method that is a part of a strategy and includes teaching techniques (Gill & Kusum et al. 2017). Brown (2001, p.210) points out that strategies are particular methods of approaching a problem or task to achieve

certain objectives. While techniques are defined as the specific activities demonstrated in the classrooms that are dependable on methods (Brown, 2001, p.14), strategy is to analyze the current situation and change it whenever necessary. It means the teacher explores to find out what the student's resources are or what the student should need (Chamot, 2004). Teaching strategies is the addition of decisions taken by an organization in all aspects, from commercial to structural, with strategies that evolve according to the learning process (Drucker, 1954; Mintzberg., 1987).

Language teaching strategies are the specific methods that use to acquire a second language. These potentially conscious behaviors and students can recognize them during the learning process compared to learning methods, which sometimes can be used alternately with long-term learning strategies. Cohen (1998); Shi, (2017, p.24) states that teaching strategies is a long-term process in which a teacher uses several techniques at various stages of the learning process.

Munawaroh (2017) argue that the teaching strategy is a tool to achieve the goals that have been set. After deciding which method to adopt to ensure effective teaching and learning of a particular topic, the teacher begins to plan the teaching activities to help effective learning carefully.

Based on the description above, it can be concluded that language teaching strategies is a detailed plan for the teacher to create the students' success in the form of academic achievement. The teaching strategies help the teacher make optimal use of methods and resources to attain particular goals (Nilson, 2003). For the next section will explain about the categories of teaching strategies in EFL context.

2.1.2 Categories of Teaching Strategies in EFL Context

In this section explains about the categories of teaching strategies in EFL context. There seems to be no compelling reason to argue that teaching strategies aim to provide all the teacher's materials, activities, and other resources to students to make them good learners. Mahmoud Raba, (2017) propounds the view that with practical and suitable teaching strategies, teachers will provide learners

with a variety of activities that they can choose from according to their abilities and interests.

A closer look at the categories shows that the teaching strategy has several types in the EFL context. There are two types in which the view of teaching strategies has the theories to assist teachers in implementing teaching strategies. It is described in a book entitled "*Teaching Strategies: A Guide to Effective Instruction. 9 Edition*" by Orlich, Harder, Callahan, Trevisan & Brown (2010) the first type is instructional planning and the second type is managing of the classroom.

2.1.2.1 **Instructional planning**

This section describes instructional planning as a teaching strategy that suggests three sources for implementing it in teaching strategies. Instructional planning entails generating, ordering, and selecting which content goals should be the focus of an instructional interaction given the current state of the student, and monitoring the execution of the plan to determine when to generate a new plan (Wasson, 1996; Vassileva & Wasson, 2014). Some EFL teachers prefer to build intricately detailed outlines; others rely on brief notes in the weekly lesson plan book. Perhaps most teachers fall somewhere between these two extremes. But regardless of the format they choose, master the teachers use planning to select the content and methods that will best help their students achieve their defined learning goals. Without adequate teacher planning, students are less likely to achieve these goals (Brown *et al.*, 2010).

Planning must be based on accurate resources. (Chung *et al.*, 2001; Orlich *et al.* 2010) claim that many resources are available to assist teachers with instructional planning. However, remember that effective teachers do not limit themselves to resources designed for planning or educational professionals. As stated by Lepage, Akar & Hammond (2005), Ball & Knobloch., (2007), Orlich *et al.* 2009), and Mahmood, (2010) states there are several resources for implementing instructional planning in as the teaching strategies. There are three resources for implementing instructional planning, including curriculum guide,

textbook and lesson plan. In this section, the further paragraphs will describe about them:

The first resource is the **Curriculum Guide**. Most schools have curriculum guides which consist of statements detailing what should be taught in each class and content area (Brown, *et al.* 2010). The curriculum guide should be the first place to look when a teacher is considering what to teach and how to plan. The teachers provide a framework for organizing instruction in terms of time and subject matter.

The second resource is **Textbook**. It is a source of potential learning as to what students learn from textbooks and the practically that learning is mediated by the school context (Mahmood, 2010). Textbooks generally provide a structured sequence of subject matter. The textbook define instructional goals, provide various teaching suggestions, offer additional reading and practice aids, and include evaluation programs. Assuming that the materials meet EFL teachers' goals, it can be a helpful resource, helping teachers make the most of their planning time.

The third resource is **the Lesson plan**. It is one of the main procedures in implementing instructional planning. The lesson plan model describes the elements that must be included in the lesson plan and several ways to organize them; teachers must determine the method most suits their teaching goals. Lesson plans are concrete representations of the day's event that guide teacher-student interactions and instructional outcomes (Ball & Knobloch, 2007)

Finally, it can be concluded that lesson planning is carried out with three accurate sources to support the success of the teaching and learning process in the classroom. It has been shown that instructional planning can be applied to more than just selecting the goals and monitoring students. Instructional planning has been used to implement various instructional and teaching strategies. For the next section will share the next type of teaching strategies in EFL context it is managing the classroom.

2.1.2.2 **Managing the Classroom**

In this section describes managing the classroom which contains several main elements. Managing the class is one thing that needs to be considered in implementing teaching strategies for the learning process according to student needs (Landau, 2017). Pre-service English teachers tend to focus their preparation on learning and subject matter. As a result, many teachers feel inadequately prepared to maintain order and discipline in the classroom, and even fewer feel competent to meet the needs of students from diverse cultural backgrounds (Baker, 2005; Orlich *et al.*, 2010). As maintained by Orlich (2010) states there are three critical elements for managing the classroom. In this section, the further paragraphs will describe about them:

The first element is **Plan and Preparing a Classroom**. Planning is a top priority for effective time management. Detailed planning is time-consuming at first, but teachers who make elaborate plans are more organized and progress more quickly in achieving educational goals (Walsh et al., 1992; Orlich, Harder, Callahan, Trevisan & Brown., 2010). Teachers who plan and communicate their expectations to their students promote a positive academic environment. Thus, teachers with effective plans know what, to whom, and how they will teach; they have materials ready for their students; they plan for smooth transitions between classes and activities; and they have additional activities prepared for students who finish early (Orlich *et al.*, 2010).

The second element is **Selecting and Establishing Usable Rules**. The purpose of setting rules is to improve students' academic and social achievement (Marzano & Pickering 2003). Teachers who are effective managers explain the importance and necessity of each practice, teach students how to follow the rules and procedures, and start with the most important rules (Orlich *et al.*, 2010). This includes class routines for distributing material, transitioning to new activities, starting and ending classes, getting permission to leave class, and completing assignments. An effective teacher has clearly stated the characteristics of classroom rules and provided firm, clear, and concise reinforcement of these rules when needed. Effective rules: (1) the number is limited, (2) observable (not

fuzzy), (3) applicable at any time of the day in all school locations, and (4) only applicable to behavior and not to academics.

The third element is **Maintaining Students Records**. Each teacher faces the task of recording grades, recording attendance, tracking student participation in class, recording disciplinary actions, and documenting other aspects of classroom life (Lepage, Akar & Hammond, 2005). Student records are a significant part of maintaining a fair and equitable assessment system. Once the teacher has established reasonable standards for quality, late work, missed assignments, bonus work, make-up tests, and class participation, the teacher should be prepared to track each student's performance to document classroom incidents, such as fighting and inappropriate behavior or cheating. In addition, the teacher should also note his acts of courage, ingenuity, and creativity (Orlich *et al.*, 2010).

For the sake of discussion, it can be concluded that the teacher's strategy has a crucial role in helping students learn during teaching activities. For the effectiveness of the teaching and learning process, several essential categories are known to support the success of teaching strategies, teachers need to prepare lesson plans, and teachers must be able to manage classroom conditions (Orlich *et al.*, 2010). For the next section will explain about classroom management and describing the definition, development and the problems in classroom management.

2.2 Classroom Management: Definition, Development and the Problems

Classroom management theory that will give shape to the study is those remarkably suggested by, among others, B.F Skinner (1968), (Sadler, 1983). Ames (1992); Ryan, Hicks & Midgley (1997), McCormack (1997), Emmer & Stough (2001), Iverson (2003), Brown (2004), Thompson (2004), Weinstein, Curran, & Tomlinson-Clarke, (2004), Darling-Hammond (2005), Brophy (2006), Evertson & Weinstein (2006), Stewart (2008), Beaty-O'Ferrall *et al.*, (2010), Brown, *et al.* (2010), Garret (2014), W.G Scarlett (2015), Doyle (2016), Weissberg & Cassarino, (2017), Collier-Meek *et al*, (2019), Burden (2020) and

Serliana *et al.*, (2021). This section presents the definition of classroom management, the development of classroom management, and the problems in classroom management.

2.2.1 Definition of Classroom Management

This section explains the definition of classroom management based on a terminology perspective. Oxford Online Dictionary defines “*classroom*” means a room where a class of children or students are taught. Merriam-Webster Dictionary shows “*management*” means the act or art of managing and the, conducting, or supervising something.

Classroom management (hereafter, namely CM) means a pedagogical skill that creates, maintains when conditions require, and rebuild the classroom atmosphere to enhance teaching and learning. Burden (2020) states CM involves teacher behaviors to establish a learning environment that supports good social interaction, active learning, and self-motivation. Rules and procedures, directing and encouraging acceptable conduct, and inspiring and engaging students in education are just a few of the difficulties that spring to mind regarding CM.

Evertson and Weinstein, 2006; Garret, T, (2014) emphasize that CM has two goals: creating an environment for academic learning and an environment for social-emotional learning. First, **academic learning** refers to learning content specified in state standards. Academic learning occurs when a teacher knows what is to be achieved, works towards ways of doing it, and can tell when progress is being made (Sadler, 1983). Ames (1992); Ryan, Hicks & Midgley (1997) states that academic learning is the goal for teachers to help students in the classroom environment to be concerned with gaining understanding, gaining insight, and assisting students in learning it is seen as the goal of one's success. Second, **Social-emotional learning** promotes growth in social skills and the ability to express emotions maturely. Social-emotional learning involves acquiring and effectively applying the knowledge, attitudes, and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions

(Weissberg & Cascarino, 2013). In CM, social-emotional learning aims to help teachers create a safe environment for students to learn and improve peer relationships, decrease conduct problems and emotional distress and promote academic achievement (Weissberg, 2013).

In order to create an environment conducive to academic and social-emotional learning, it is necessary to develop an understanding of what effective classroom management entails. Brophy (2006) cited Garret (2014) describes classroom management as the entire actions teacher take to create and maintain an environment conducive to learning. As a preference, Garret (2014) and Collier-Meek *et al.*, (2019) provides the categories to help teachers understand and deconstruct the complexities of classroom management. There are three components of classroom management: Foundational Classroom Management, Preventive Classroom Management and Responsive Classroom Management. Take a look at the following illustration will explain about them:

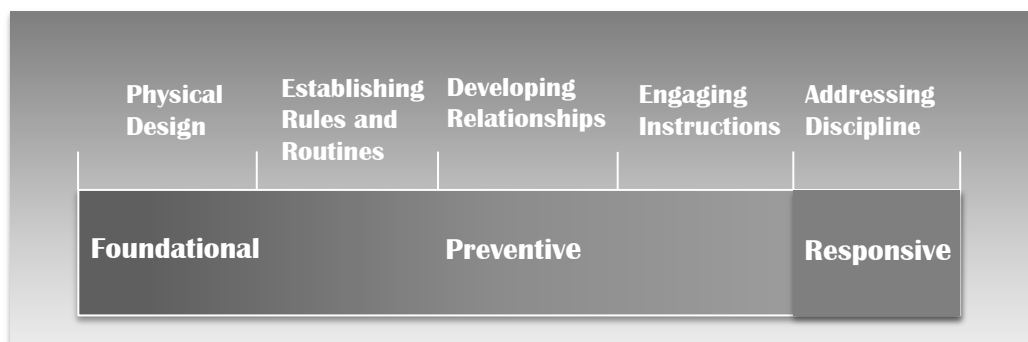


Figure 1: *The components of Classroom Management*

As shown in figure 1, first component show **Foundational Classroom Management**. The foundation of best practices in classroom management includes the physical design of the classroom (Collier-Meek et al., 2019). The physical design of the classroom can be design to prevent congestion while facilitating smooth transitions and routines. Garret (2014) claim to design the classroom, teachers can ensure the materials and furniture are appropriate for the students. According to Doyle (2016) one of the main factors determining how much time teachers spend organizing and directing students and dealing with

inappropriate and disruptive behavior is physical design of the classroom. In a classic study, teacher educator Weinstein (1979) cited by Garret (2014) Physical design primarily affected students' attitudes and behavior rather than their achievement.

Second component is **Preventive Classroom Management**. Classroom management can be defined as the act of overseeing relationships, behavior, and instructional settings for the learning community (Iverson, 2003, p. 4). Iverson explained that classroom management is a preventive activity that results in the reduction of disciplinary problems (Iverson 2003, p.4). Taking the preventive nature of classroom management a step further, Stewart (2008) asserts that preventive management is the perspective that many classroom problems can be solved through good planning, interesting and relevant lessons, and effective teaching. Those belonging to preventive classroom management include establishing rules and routines, developing interesting relationships and instructions (Garret, 2014). According to Garret (2014) rules and routines is teachers establish class rules and routines to keep the class activities running smoothly with as little disruptions and loss of time possible. Relationship means effective classroom managers develop caring, supportive relationships with students and promote supportive relations among students. Engaging instruction means effective managers develop instruction that engages learners and they carefully plan their instruction so that each learning activity is well organized and runs smoothly (Garret, 2014).

Third is component **Responsive Classroom Management**. Responsive classroom management suggests that creating safe and productive environments with a diverse student population requires more than the strategies recommended in the original management literature (Brown, 2004; Thompson, 2004; Weinstein, Curran, & Tomlinson-Clarke, 2003). In the responsive classroom management component there is an addressing discipline. According Garret (2014) Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean

the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior (Garret, 2014).

Based on explained above, this broad view of classroom management includes establishing a classroom atmosphere to enhance teaching and learning, sustaining when conditions require, designing teaching plans, aiming for students' academic and emotional learning, paying attention to classroom environmental conditions, the components of classroom management and effectively handling student and individual routines. Most research on classroom management has attempted to identify strategies and teacher behaviors that optimize one or more classroom management goals (Emmer & Stough 2001).

2.2.2 The Development of Classroom Management

This section shows the development of classroom management from the early 90's to the 2000's. Classroom management has been broadly defined as actions taken to create and maintain a learning environment that supports instructional goals (Brophy, 1988; Darling-Hammond, 2005). Chronologically, the classroom management field is charted into two significant historical developments: the 90s, and 2000s, as suggested by B.F Skinner (1968), Brophy (2006), and W.G Scarlett (2015). This section will explain the history of classroom management. There are:

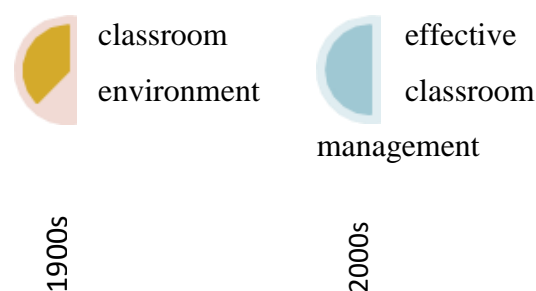


Figure 2: *The significant historical developments of classroom management*

As shown in figure 2, with the introduction of public schools in the United States, classroom management in the 1900s began to emerge as an important aspect of the classroom environment. B.F Skinner (1968) introduced the idea that behavior can be shaped and modified. The idea that behavior can be modified ultimately led to a movement in the public school system. Modern and practical forms of classroom management began to emerge as a way to shape and modify behavior in students. (Skinner, 1968; Brophy., 2006)

Classroom management in today schools (the 2000s upwards), with a growing number of research, resources, and behavior studies, modern-day schools have changed drastically in their use of effective classroom management. The use of classroom management has emerged as a huge contributor to the overall success of students. A positive classroom atmosphere enhances the learning experience of both teacher and student (Scarlett, 2015)

From the discussion above, the development of classroom management from different periods can inspire teachers to develop more effective classroom management strategies in the future. Based on these reasons, classroom management is not only useful but can be a skill in overcoming problems that occur (Beaty-O’Ferrall, Green, and Hanna, 2010). For the next section will explain the categories in classroom management.

2.2.3 The Problems in Classroom Management

This section explains the problems in classroom management and there are three categories of problems that become the reference for this study. Classroom management problems are the most common concerns cited by pre-service teachers and experienced teachers, as well as being the focus of media reports, professional literature, and school staffroom conversations. McCormack (1997) has supported this view with teachers reporting student misbehavior and classroom discipline to be among the most challenging and disturbing aspects of teaching and a significant factor contributing to teacher discontent, stress, and burnout. Another study by Serliana, Utami, & Kamil (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.

There are several sources of problems in classroom management proposed by Orlich *et al.* (2010) there are three sources of problems yang that occur in classroom management. First, motivation problems, second, Instructional problems and third is disruptive behavior problems. Here the following table to explain them:

Sources of Problems in Classroom Management		
Motivation Problems	Instructional Problems	Disruptive Behavior Problems
<ul style="list-style-type: none"> - Difficulty involving students. - Lack of confidence - Students fear of failure. 	<ul style="list-style-type: none"> - Teachers' Instructions - Students failed to complete all tasks. - Time management. 	<ul style="list-style-type: none"> - Students character - Students talks active (Side the conversations) - Students responsibility (Come late to class) - Students' honesty (Cheating).

Table 1: *The sources of problems in classroom management*

As shown in Table 1, first resource shows the *motivation problems*. The problem of motivation in classroom can be very challenging in teaching practice (Engelschalk et al., 2017). Yardimci et al., (2017) states that motivation problems emerge when individuals are unable to bring about a connection between their situations and the task or activity to be undertaken. It is defined as negative motivation such as students feeling difficulty, fear of failure, lack of confidence is a factor causing motivational problems in students. Based on the resources above, Orlich et al., (2009) claim that motivational problems have three problems

including difficulty involving students, lack of confidence and fear of failure. *Difficulty involving students* in teaching English is a source of motivational problems (Orlich et al., 2009), based on research by Rozimela (2016) in his research found low motivation in students when learning English in class. Difficulties in involving students become one of the problems for pre-service teachers in building effectiveness and learning objectives to achieve appropriate competencies in carrying out learning activities in the classroom (Rozimela, 2016). Other sources of motivation problems are students' lack of confidence and fear of failure. *The lack of self-confidence* experienced by students and teachers seems to be caused by the level of English that is felt to be not sufficiently mastered, which hinders the willingness to communicate (Pérez Vidal et al., 2018). Based on the researcher Pérez Vidal et al., (2018) These students and teachers who lack confidence are not helped by a conducive classroom as in one case the student was confronted for the first time with a native English speaking teacher, on the other hand the accent of the local teacher was not good enough and made him lose confidence in learning English in class, so that students' learning motivation is reduced. Next, students are fear of failure. *Fear of failure* is referred to as a reaction to the provoking and intimidating outcome of the failure outbreak (Haghbin et al., 2012; Abdi Zarrin et al., 2020). According to Martin (2010) Students are failure-avoidant when the main reason they do the assignment is to avoid doing poorly or to avoid being seen to do poorly. If students are failure-avoidant, they tend to fear of failure, feel pessimistic and feel anxious when thinking about or doing the assignment (Martin, 2010).

Second resource shows the *instructional problems*. Instructional problem is a difficulty or obstacle that hinders students as they attempt to achieve a specific learning outcome (Gunawan, 2017). In teaching problems, teachers tend to show different treatment to students which they expect high and low. Jenkins and Bainer (1990) shows that teachers are less likely to plan and direct instruction at students who are not expected to make significant academic gains. This means that different expectations tend to lead to different treatment in the classroom,

such as the examples of problems in the table column above, including students who do not understand the instructions so it is difficult to complete all task, teachers who are less in managing time in learning class, so that students do not follow directions properly (Orlich *et al.*, 2010). *Students failed to complete all tasks* means they do not follow the instructions given by the teacher. It is not surprising to note that tasks are a frequent source of complaints and friction between home and school more often than other teaching activities (Cooper, 2001, p. 9; Xu, 2013). Students often see doing assignments as one of the most disliked classroom activities (Warton, 2001; Xu & Yuan, 2003; Xu, 2013). Indeed, trying to get students to complete a task has become one of the most frequent and frustrating problems for teachers (Killoran, 2003; Xu, 2013). The next instructional problem is *managing time in the classroom*. According to Kirillov (2015) argue that time management presupposes conscious control over amount of time which is spent on particular types of works, increasing thus efficiency and quality of a product of activity. Time management always was in sight of domestic scientists and practitioners in the field of the organization of work. Time management can be viewed as a way of monitoring and controlling time (e.g. Eilam and Aharon, 2003). The interest of time management in the classroom is by no means new. The problem of how to manage time was already discussed in the 1950s and 1960s (e.g. Drucker, 1967; Lakein, 1973; Mackenzie, 1972; McCay, 1959; Claessens et al., 2007). Sahito et al., (2016) states that time management means the maximum use of time for the productivity and achievement. It concerns with the management of schedules of work with advanced planning, organizing and implementation in order to achieve the aims and objectives of their and the organizations. Time is probably the most valuable asset available to people and organizations to understand the process of the management of time and the contribution of one's to the success of personal and professional lives (Sahito et al., 2016).

The third resource shows *disruptive behavior problem*, Disruptive is not merely a naughty behavior of student but it goes beyond the normal the routine

disturbance in the classroom. The first characteristic of disruptive behavior problems is *students' character*. Arranging a classroom environment and building character where very little disruptive behavior occurs and learning is a pleasurable experience, may be a serious concern for experienced and pre-service teachers (Soleimani & Razmjoo, 2019). Building student character makes students lifelong and critical learners, diligent and capable players, people who have social and emotional skills, ethical thinkers, respectful and responsible (Davidson, Lickona & Khmelk in Nucci & Narvez, 2008). The characteristic of students' character can be seen from students' responsibility and honesty. The second is *students' talks active* or the side of conversations. Side the conversations can easily be detected by teachers which soon leads to cause problems in classroom (Orlich et al., 2010). Sometimes a single child disturbs the whole classroom so much that neither the child who creates disruption nor the other children sitting beside him/her can learn (Khasinah, 2017). Based on the research by Muzaffarovna & Bakhordijhon (2018) for many teachers, dealing with students behavior in the classroom takes up a considerable proportion of teaching time, which in turn affects the quality of the student's learning experiences. Teachers themselves can be a major factor affecting the behavior of students together with the students and institutions (Harmer, 1991). As stated by Orlich et al., (2010) another disruptive behavior problems are come late to class and cheating in the classroom. Maile & Olowoyo, (2017) states that *come late to class* is one of the attitude problems plaguing many schools; almost no school is exempt from this problem. The impact of this major threat cannot be overemphasized, as it has contributed negatively to students' academic achievement and school functioning (Okpupara and Chuwuone, 2007). Students who are late for class usually get the wrong information during the lesson, because they come to class when the lesson has started, they also disturb other students who are already in class and many sometimes interrupt the lesson (Jumare et al., 2015). Then *cheating* in the classroom is also a factor of behavior problems. Dodeen, (2012) define that cheating behavior is one of students' action which happen during the test or the complete the assignment. The situation happens when they are unready for the test or when they feel that the material is

difficult or when they want to pass the assignment with good score (Dodeen, 2012). Nowadays, cheating becomes serious problem for the students because it makes them to be dishonest and they do not believe themselves.

Finally, it can be concluded that teachers may have sources of problems in classroom management. Problems in classroom management can make class conditions less effective, and the success of the teaching and learning process is not achieved. Therefore, a teacher can move to implement teaching strategies that can help problems that may occur in the classroom. For the next section will explain about the relation of teaching strategies in classroom management in the EFL context.

2.3 Teaching Strategies of Classroom Management in EFL context

This section explains about the relation of teaching strategies in classroom management in the EFL context. As stated earlier, classroom management is about creating an inviting and engaging environment for student learning. Then, classroom management strategies are tools teachers can use to help create such an environment, from activities to improve teacher-student relationships to rules for regulating student behavior. Only when the efforts of management fail should teachers have to resort to reactive, controlling strategies (Korpershoek et al., 2016).

The classroom management strategy is very beneficial for learning (Brown, 2004). The researcher collected data about classroom management strategies that made the class more fun and encouraged students' enthusiasm for learning. Based on the category which has been explained in the previous section, the researcher describes the category of teaching strategies within the context of classroom management:

2.3.1 Lesson Plan in Classroom Management in EFL Context

There are several phases of other research in exploring lesson planning of classroom management suggested by, among others, Hardi, Husein & Meisuri (2021), Bataluna et al., (2021) and (Renandya et al., 2022) states that lesson plan in the classroom has five phases. The further paragraph will explain in detail phases.

The first phase is **Perspective**, in this phase, the teacher asked students what students had learned in the previous lesson. Then the teacher gives a preview of the new class (Vega, Herguedas, and Abisheva n.d., 2002)

The second phase is **Stimulation**. In this phase, the teacher poses a question to get the students thinking about the coming activity and helps them relate the training to their lives. This phase can be done by giving the students a question that needs to be solved, showing a picture, or asking the students to read the book to provide the information required for solving the upcoming problem (Hardi, Husein & Meisuri, 2021).

The third phase is **Involvement**. In this phase, the teacher presents the activity, checks for student understanding, and encourages active student involvement. The teacher can get students to interact by the use pair work (Clarke *et al.* 2014)

The fourth phase is **Closure**. Closure in the lesson planning means summary (Malicoban et al., 2021). In this phase, the learners must generalize, through questioning, the concept, and skills addressed in the plan. For this phase, the teacher checks what students have learned by asking questions such as “What did you learn?” and the teacher then gives a preview of the possibilities for the next lesson.

The last phase is **Follow-Up**. In this phase, the teacher uses other activities to reinforce some of the concepts and even introduce some new ones. The teacher gives the students opportunities to do independent work and can set certain actions or tasks taken from the lesson as homework (Martin, 2010)

Based on the discussion above, it can be concluded the lesson plan is the most effective skill for teachers as a detailed outline for teaching. All teachers,

whether experienced or pre-service, should pay more attention to developing an organized classroom environment. If teachers concentrate more on lesson preparation and planning, it will help students improve their positive discipline, leading to proper classroom management. (Richards & Renandya, 2022).

2.3.2 Managing the Classroom in Classroom Management context

This section provides managing the strategy in the classroom. There are several views of other research in exploring managing the classroom suggested by, among others, Marzano & Marzano (2003), Barbetta et al., (2005), Alter & Haydon (2017) and Babadjanova (2020) states that managing in classroom management has three categories. The further paragraphs will describe about them:

The first category is **Classroom Rules**. They are defined as the statements that teachers present to describe acceptable and unacceptable behavior (Alter & Haydon, 2017). Barbetta, Patricia, Norona, Leong, Bicard & David (2005) argue that classroom rules play a vital role in effective classroom management. However, rules alone exert little influence over student behavior. Too often, rules are posted at the beginning of the year, briefly reviewed once, and then attended minimally.

The second category is **Classroom Routine**. This category of classroom management when the teacher can set a daily routine around classroom activities by preparing learning materials, making seat assignments, passing in homework, or sharing why that routine is in place, the teachers can ensure students know what to expect as soon as they walk in the classroom and sit at their desks. This technique can avoid the disorder and squandered time that can characterize the beginning of the class period (Babadjanova, 2020); therefore, time is limited, and every step of the lesson should be done on time by the teachers.

The last category is **Classroom relationships**. In this situation, teachers who cannot control how students act or respond in class, they can influence behavior by creating a positive atmosphere that makes students feel welcome. The more positive student feels toward a teacher and their class, the more likely they

are to feel positively toward the learning they do within it. Marzano & Marzano (2003) argue that the teacher-student relationship provides an important foundation for effective classroom management and classroom management is a key to get high student achievement. The teacher-student relationship should not be left to its own devices or dictated by the personalities of those involved. In contrast, by using research-backed strategies, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

From the discussion above, it can be seen that implementing strategies in the classroom is one of the main responsibilities of a teacher in helping students to learn. It is difficult to learn to take place in an environment that is not conducive. Furthermore, teachers must prepare strategies to create and maintain a positive, productive classroom atmosphere that is conducive to learning and establishes good relationships with all student members (Marzano *et al*, 2003)

2.4 Conceptual Framework

The pre-service teacher is the student enrolled in a teacher preparation program that completes degree requirements, including course work and field experience, before being awarded a teaching license (Blankenship, 2020). The pre-service teacher training program provides various topics and terms such as curriculum, management, equivalence, and prompts. Through reflective practice and attention to praxis, pre-service teachers can examine how education is implemented in their context and identify their role in supporting or leading change (Ryan, Young & Gauthier, 2017). Meanwhile, as the next generation, pre-service English teachers are required to be creative in designing and implementing teaching strategies (Hammond *et al*, 2005)

Previous research shows that pre-service English teachers may face several problems regardless of their specialization. Keser & Yavuz, (2018) put forward the view that classroom management is related to student-teacher views or novice teachers; according to Evertson and Weinstein (2006), it is considered a challenge by most novice teachers, and it is not very easy to cope with sudden opportunities in the flow of the teaching environment. Recognizing the problems that disrupt the flow of

the course and deciding on appropriate strategies to address the problems and at least minimize the adverse effects of these problems on the course content is very challenging and a matter of experience in most cases (Lai & Zou, 2018). Pre-service teachers need more attention to preparing teaching strategies for the first time.

As we know, teaching problems are certainly a factor in unfavorable classroom conditions, and students feel uncomfortable during the teaching and learning process. The problems that occur are often associated with the success of classroom management, which will be the focus of this research. In dealing with problems that arise in classroom management, a teacher needs to provide the application of teaching strategies that suit the needs of students. In this study, the researcher is interested in the strategy of pre-service English teachers in dealing with classroom management problems during teaching practice. For more details, look at the conceptual framework of this study in the following figure 3 below:

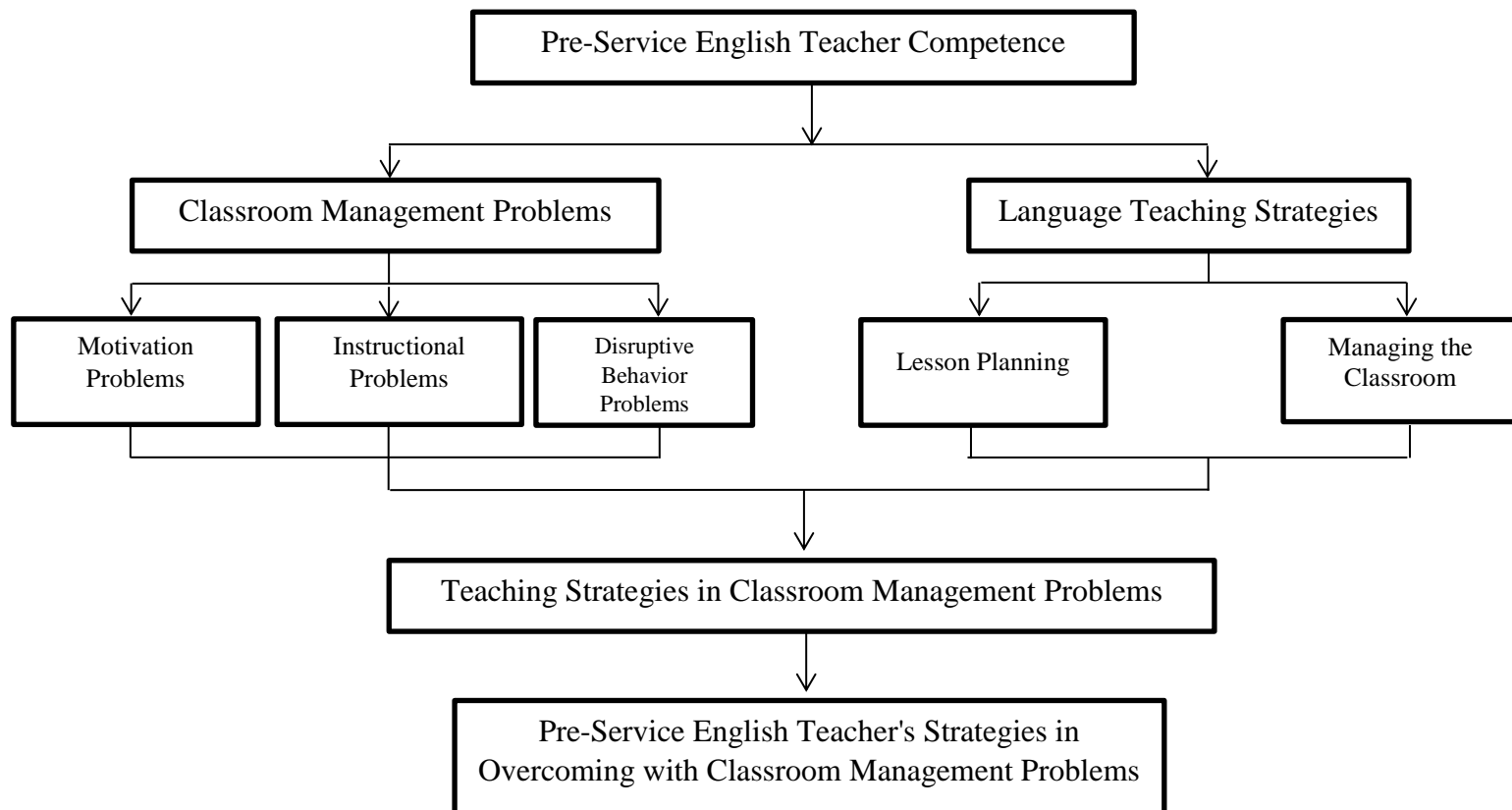


Figure 3: *Conceptual Framework Chart*