



CLASSROOM MANAGEMENT ISSUES OF THE ENGLISH PRE-SERVICE TEACHERS IN THEIR TEACHING PRACTICE

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Abstract

The aim of this research is to find out the classroom management issues of the English pre-service teachers in their teaching practice. The participants of this research were 27 pre-service teachers who had experienced their teaching practice in Junior High School in the Odd semester of 2017. The data were collected through observation, questionnaire, and interview. The findings showed that there were seven classroom management issues experienced by the English pre-service teachers during their teaching practice. From those problems, there were seven strategies to handle those problems. Those strategies were: 1) Being friendly; 2) Providing personal approach; 3) Treating the students patiently; 4) Making agreements and rules; 5) Giving warning to the students; 6) Being an assertive teacher; 7) Ignoring the misbehavior students.

Keywords: classroom management issues, pre-service teachers, teaching practice

Introduction

In this globalization era, English has become an international language that has been widely used by many countries in the world. Indonesia is one of the countries that used English as a foreign language. ELESP is one of the favorite study programs offered in Sanata Dharma University. It aims to produce professional English teacher candidates. One of the courses that focuses in preparing the students' teaching skills is Micro Teaching course.

According to Aرسال (2015), Micro Teaching is one of effective teaching methods for pre-service teachers to gain the professional development of a teacher in a designed classroom. It provides an opportunity for the Micro Teaching's students to practice and develop their teaching skills which promote higher order thinking skills (Fakhomah & Utami, 2019). real-time teaching experience. After the students pass Micro Teaching course, they are required to take PPL (Program Pengalaman Lapangan) (Indraswari & Kuswandono, 2018; Prasetyo, 2018). In this program, the students will conduct their teaching practice in real classrooms of a high school level, either in the senior high school or the junior high school level.

This research is limited to the teaching practice conducted in junior high school level. The researcher chooses junior high school level to provide deep understanding on the specific level so that the results are reliable. One of the teaching skills which the pre-service teachers must have is classroom management. Classroom management is important for pre-service teachers to keep their class conducive to learn and maintain a well-behaved classroom. As stated in Garrett (2014), classroom management aims to create an environment for both academic and social-emotional learning. However, according to Garrett (2014), the majority of teacher education programs still do not require or even offer a course with an explicit focus on classroom management. In other words, many pre-service teachers are lack of training about effective classroom management in real teaching practice.

According to Garrett (2014), the majority of teacher education programs still do not require or even offer a course with an explicit focus on classroom management. Moreover, classroom management is the most overwhelming problems experienced by pre-service teachers in their teaching practice (Honigsfeld and Cohan, 2014).

Regarding to the issue, the researcher aims to find out the classroom management issues of the pre-service teachers in their teaching practice. The researcher focuses on classroom management issues because it is an important aspect to succeed learning goals in teaching. Besides finding the issues, the researcher aims to find out the strategies to handle the issues. This research is necessary to be conducted as it will provide more information related to the classroom management issues in the real classroom environment in the junior high school level. The information will help pre-service teachers increase their readiness on their teaching profession as well as enable them to do a better practice in the real classroom environment.

Method

This research aimed to investigate classroom management issues of pre-service teachers' experience in their teaching practice. Therefore, qualitative research method was chosen. The aim of the qualitative studies is to explore the views of participants as expressed in their own words (Ary, Jacobs, & Sorensen, 2010). The research design refers to the tradition in a case study. This research focuses on a group of pre-service teachers who had done their teaching practice in junior high school in Yogyakarta. This research was conducted in Sanata Dharma University. The research instruments were observation guidelines, questionnaire's question, and interview guidelines. Moreover, the data gathering techniques explain how the researcher collected the data from the participants using the selected sampling method.

In this research, the resercher employed analytic phases in qualitative research by Yin (2011) to analyze the data. According to Yin (2011), analytic phases consist of five steps, "namely compiling, disassembling, reassembling, interpreting, and concluding" (p. 177). In the first phase, the researcher sorted the collected data based on the data gathering process. From the interview recordings, the researcher made

the verbatim transcript in order to get the manuscript results data. The researcher gathered the data from observation, questionnaire and interview. Therefore, the researcher divided the results of the summary into two parts: the supportive data and the irrelevant data. After that, the researcher made a list of the aspects being analyzed and categorized those data into the corresponding aspects. Therefore, the researcher interpreted the reassembled data by describing them into a narration that integrated supporting theories. The last, the researcher drew the conclusions from the narration.

Findings and Discussion

The findings showed that there were seven classroom management issues experienced by the English pre-service teachers during their teaching practice. From those problems, there were seven strategies to handle those problems.

Classroom Management Issues Experienced by The Pre-service Teachers

1. Physical Design of the Classroom

The first classroom management issue is the physical design of the classroom. It includes the teachers' ability to create the best condition of the classroom which are clean, tidy, comfortable, and conducive.

Table 4.1. The Observation Result for Physical Design of the Classroom Issue

No	Statements	Observer	
		O1	O2
1.	The classroom is clean and tidy.	A	A
2.	The classroom is comfortable.	A	A
3.	The classroom is conducive to learn/ far from the noise sound from outside of the Class.	A	A

In contrast, after the researcher employed the questionnaire sheet and gave them to 26 pre-service teachers, the result showed that most of them had difficulties in managing the students' seating arrangement. This problem actually refers to the students' mischievous behavior, for example they often did not obey the teacher's instruction to move or change their seats.

Table 4.2. The Questionnaire Result for Physical Design of the Classroom Issue

No.	Themes	Statements	Participants	Total
6.	Classroom Setting Issues	The students are difficult to be moved to other seat	Q1, Q4, Q5, Q10, Q11, Q12, Q16, Q17, Q19, Q21, Q22, Q24, Q25	13
		The teacher should give the instruction more than twice	Q2, Q13	2
		There are a lot of students and they are unique	Q3, Q26	2
		Adapting the theory to the reality	Q23	1

		Making group discussions	Q4,	1
		Treat the students patiently	Q1, Q4, Q5, Q6, Q19, Q26	6

In addition, the researcher found supportive data regarding the findings in Table 4.2. The data was obtained from the interview results that were generated from three pre-service teachers.

Table 4.3. The Interview Results for Physical Design of the Classroom Issue

No.	Themes	Significant Statements
1.	The physical design of the classroom	<p>“There was a rule from the school to change their seat in every week. However, they were often very noisy and I changed their seating arrangements. When I asked them to move, they were not obedient and did not want to move. “Miss, I do not want to move and sit with her/him.” said them.” (IA)</p> <p>“In the class, I was busy to manage the classroom rather than focus on the material.” (IB)</p> <p>“The seating arrangement of the students usually was free. It depended on the students to decide where and with whom they sat with. However, it made them to be noisy easily because the lazy and mischievous students sat with the lazy and mischievous students in the back. They did not want to move and change their seating arrangements. They were very mischievous. It was very difficult for me to handle this kind of situation. Therefore, I forced them to change their seating arrangements. Even though they did not want to move, I was firm and little bit angry to them in giving the instruction. Finally, they wanted to move.” (IB)</p> <p>“The students in SMPN 5 were given the authority to choose their seats freely. Therefore, I just followed the rule. However, the students were very noisy and I decided to change their seat. Even they refused my instruction, I asked them firmly until they wanted to move.” (IC)</p>

2. Rules and Routines

The second issue of classroom management by Garrett (2014) was the classroom rules and routine. Garrett explains that classroom rules “are generally about overall conduct, whereas routines are more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior” (p. 29). Therefore, the researcher set five statements in the close-ended observation to find whether the pre-service teacher experienced problems in this issue.

Table 4.4. The Observation Results for Rules and Routines of the Classroom Issue

No.	Statements	Observer	
		O1	O2
4.	There are some rules and routines that the teacher and students made in the class.	D	D
5.	The students follow the teacher's instruction.	D	D
6.	The students obey the rules and routines.	D	D
7.	The students are careful with the equipment.	A	A
8.	The students respect others.	D	D
9.	The students could control their behavior through the rules.	D	D

However, after distributing the questionnaire sheet to 26 pre-service teachers who had already done their teaching practice in the Junior High School around Yogyakarta, none of the pre-service teacher mentioned clearly that they experienced problems in managing the rules and routines.

Table 4.5. The Questionnaire Results for Rules and Routines of the Classroom Issue

No.	Themes	Statements	Participants	Total
8.	Classroom Rules that are Applied	Having Q & A session before end the class	Q2	1
		The students should respect and listen to the people who are speaking	Q3, Q4, Q5, Q7, Q14, Q15, Q16, Q20, Q21, Q22, Q24, Q26	12
		The students are not allowed to use cellphone during the learning and teaching activities	Q6, Q9, Q11, Q17, Q23	5
		The students are not allowed to sleep	Q8	1
		The pre-service teacher give a reward (watching movies) if the students are silent and active	Q10	1
		The pre-service teacher give the freedom to the students to do everything but they have to be silent and conducive	Q12	1
		Give questions spontaneously to the students if they are very noisy in the class	Q13	1
		The pre-service teacher uses colorful papers like traffic lights in order to reduce their disturbance	Q25	1

Regarding the findings, the researcher found other problems related to the classroom rules and routine after conducting interview with three of the participants in this research.

Table 4.6. The Interview Results for Rules and Routines of the Classroom Issue

No.	Themes	Significant Statements
2.	Rules and Routines	“The obstacle came from the students itself, they did not obey the rules.” (IA) “They did not want to take note, and finished the assignments. For example, there is an assignment that has to be done and submitted in the class, but they do not want to do it. Moreover, if they asked “Miss, will it be submitted?” If I said “Not, it will not”, of course they would not do it and it would not be submitted. However, if I said, “It should be done because it will be submitted”, they will do it.” (IA)
		“They did not ask me for permission if they wanted to left the class, moreover they often stayed at the canteen even though the lesson was continued, in addition they did not want to take note, and often late to submit the assignment. Furthermore, related to their uniform, they often wear it unorderly, moreover sometimes they still used sport-uniforms even though they were joined other course and already in the class.” (IB)
		“The students were very mischievous because they did not bring the assignments or homework that I have given for them. Even though I have had explain to them about the rules. Therefore, I had to have back up plan for it.” (IC)

3. Teacher-Students Relationships

The third issue of classroom management was about the teacher and students relationship. It included the ability of the pre-service teacher to create caring and supportive relationship with the students in order to manage the classroom well. Based on the theory from Cooper, et al., (2011) about the teacher-students relationship, the researcher set three statements in the close-ended observation to find whether the pre-service teacher experienced problems in this classification. The results are presented as follows:

Table 4.7. The Observation Results for Teacher-Student Relationships Issue

No.	Statements	Observer	
		O1	O2
10.	Both teacher and students are enthusiastic in the teaching and learning activity.	A	A
11.	The teacher is friendly, caring, and pay attention to the students.	A	A
12.	The students respect and pay attention to their teacher.	D	D

However, after employing the questionnaire to 26 participants, none of the participants stated their problems clearly in managing the classroom related to the teacher and student relationship. The results are presented as follows:

Table 4.8. The Questionnaire Results for Teacher-Student Relationship Issue

No.	Themes	Statements	Participants	Total
9.	Building the Relationship with the Students	Personal approach	Q3, Q9, Q10, Q12, Q15, Q18, Q24	7
		Make some conversation outside the class	Q4, Q13, Q16	3
		By understanding their needs	Q5, Q14, 19, Q20	4
		By being friendly	Q2, Q6, Q7, Q8, Q17, Q21, Q22, Q23, Q25, Q26	10

Therefore, the researcher gathered more data from the interview result. After conducting the interview with the three participants, the researcher found some problems experienced by the pre-service teachers. The results are presented as follows:

Table 4.9. The Interview Results for Teacher-Students Relationships Issue

No.	Themes	Significant Statements
3.	Teacher-Students Relationship	<p>“There were some students ... who was explaining in front of the class. The characteristic of each student are different, so we needed to treat them differently, and we had to know it.” (IB)</p> <p>“Sometimes the students were having mood-swing and it depended on the teacher that they like or dislike.” (IC)</p> <p>“Some of the students are silent and ignore me, while the other is mischievous and difficult to get closely related to them.” (IC)</p> <p>“I have a good relation with the students who are mischievous and often made misbehavior in the classroom. However, the relation between me and the students who are quiet in the class are harder because I did not know whether they were listened to me and paid attention to me or were just ignoring me or indifferent me.” (IC)</p>

4. Discipline

The fourth classroom management issue was the discipline in the classroom. It included the teachers' ability to take an action to prevent and respond to the students' misbehavior in the classroom. The researcher set three statements in the close-ended observation to find whether the pre-service teacher experienced problems in this classification. The results are presented as follows:

Table 4.10. The Observation Results for the Discipline Issue

No.	Statements	Observer	
		O1	O2
13.	The teacher is able to handle the students' misbehavior.	D	D
14.	The teacher is able to prevent the students' misbehavior.	D	D
15.	The students accept and obey the teacher's warning.	D	D

Furthermore, after distributing the questionnaire to 26 participants, the result was the same as the observation sheet result. Most of the participants stated that they experienced problems in managing the classroom related to discipline. The results are presented as follows:

Table 4.11. The Questionnaire Results for the Discipline Issue

No.	Themes	Statements	Participants	Total
4.	Classroom Management Issues	Controlling the students' behavior to keep focus on the learning activities	Q1, Q3, Q4, Q5, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q18, Q19, Q22, Q23, Q24, Q25	20
		Arranging the students seat	Q2	1
		Preparing the material, teaching technique and strategies	Q6, Q17	2

After employing the interview to the participants IA, IB, and IC, the results were in accordance the questionnaire and observation. They experienced various kinds of disruptive behavior in managing the classroom. The results are presented as follows:

Table 4.12. The Questionnaire Results for the Discipline Issue

No.	Themes	Statements
4.	Discipline	“They wanted class in a relaxed atmosphere but no rule in it. Therefore, they want a free class but are irresponsible for it.” (IA)
		“They did not want to obey the warning that I gave to them. Only at the beginning they wanted to obey the warning ... It was difficult for me to prohibit them.” (IB)
		“They are allowed to bring their cellphone in the class, but they did not use it within the specified time. ... around their cellphone while the teacher was explaining the material. ...” (IC) “The most concrete violation that often happened in SMPN 5 was the use of cellphone... In addition, some of the students were silently made “instastory” on their Instagram accounts. So, we should be wary of such things, especially for Junior High School students.” (IC)

How Pre-service Teachers Handle the Classroom Management Issues

Through the observation, the questionnaire, and the interview results, the researcher gets some strategies to each problem and also the important things in dealing with the classroom management issues. Those strategies were summarized and coded into Figure 4.1.

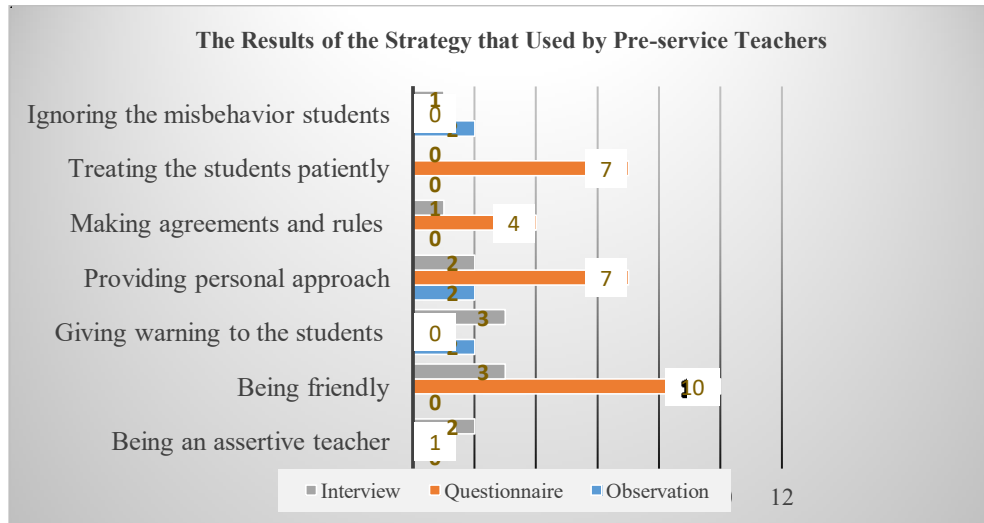


Figure 4.1. The Results of the Strategy that Used by Pre-service Teachers

1) Being Friendly

As teachers, the pre-service teachers have to be friendly and be friends to their students. The strategy gives benefit in regard to the classroom management problems related to the teacher and students relationship.

2) Providing Personal Approach

Personal approach is the ability of the teacher to treat each of the students patiently and approach them one by one to manage them. This strategy is useful to overcome the classroom management issues related to the physical design of the classroom, rules and routines, and teacher and students relationship.

3) Treating the Students Patiently

Treating the students patiently refers to the teacher’s ability to manage the students with extra effort patiently. Therefore, the pre-service teachers should be patient not only in managing the students’ seating arrangement, but in handling every problem during the learning activity in the classroom.

4) Making Agreements and Rules

The pre-service teachers should be more creative in preventing the disruptive behavior of the students. The participants suggested that the pre-service teachers could make agreements and rules in the beginning of the class in order to minimize the classroom management problems during the learning activity as also stated by Subekti (2019).

5) Giving warning to the students

This strategy could be used to overcome the classroom management problems related to rules and routines and disciplines. By giving some warning to the students,

the pre-service teachers could control their students' behavior during the classroom activities.

6) Being an Assertive Teacher

Another strategy is that the pre-service teacher needed to place themselves and be firmer to the students who often disobey the rules and routines. Even though having a close relation with the students in the classroom is needed, the pre-service teachers also needed to maintain the positive one.

7) Ignoring the Misbehavior Students

Another strategy is being ignorant with the students who often made misbehaviors in the classroom. The pre-service teachers could ignore the misbehavior students in order to make them realized that the pre-service teachers paid more attention to the flow of the lesson.

Conclusion

There are two research questions in this research. The first one "what are the classroom management issues experienced by English pre-service teachers in their teaching practice?" The second one is "how do the pre-service teachers handle the classroom management issues?" The objectives of this study were to find out what classroom management issues experienced by the English pre-service teachers were and describe several strategies that might help the pre-service teachers to overcome the problems.

The problems experienced by the English pre-service teachers in their teaching practice were: 1) It's hard to move students' seating arrangement; 2) The students are not obedient to the rules and routines; 3) The students ignore the pre-service teacher's instruction or caution; 4) The pre-service teachers get a difficulty in understanding the students' characteristics; 5) The pre-service teachers get a difficulty in getting closer to the students who were silent; 6) The students do not respect and pay attention to their teacher; 7) The pre-service teachers get a difficulty in controlling the students' behavior to keep their attention to focus on the learning activities.

The second conclusion answers the second research question. Based on the observation, questionnaire, and interview, the researcher found seven strategies that most appeared in the result data. The strategies were: 1) Being friendly; 2) Providing personal approach; 3) Treating the students patiently; 4) Making agreements and rules; 5) Giving warning to the students; 6) Being an assertive teacher; 7) Ignoring the misbehavior students.

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