

## **CHAPTER I**

### **INTRODUCTION**

This chapter is divided into several parts, which are the background of the study, problems of the study, research objectives, significance of the study, scope and limitations of the study, and definition of the key terms.

#### **A. Background of The Study**

Teaching and learning activities cannot be separated from the teacher. Teachers have a vital role in the classroom. Teachers play the key role in-class practice and their teaching style affect students' knowledge. Teacher's knowledge about the teaching ideologies and methodologies, their beliefs and thinking about teaching are more crucial for educational purposes (Moradan & Pourasadollah, 2014). Being a teacher needs to go through a long process. Before becoming a teacher, it is necessary to get teaching experience. This experience can be gained when someone becomes a pre-service teacher.

Pre-service teacher is a term for education program student which has not yet practice teaching. A pre-service teacher, refers to an undergraduate education student that has not yet commenced classroom teaching (Kennedy-Clark, 2010). Since pre service teacher refers to an undergraduate student which has not yet practice teaching, surely it has differences with expert teacher. Regarding differences between expert and Pre-service teachers, expertise research (Berlin 2001) as well as recent studies show that experienced

teachers are better able to notice and interpret classroom situations than Pre-service teachers (Seidel & Prenzel, 2007). This matter can be caused by the difference of teaching hours and experience. Due to difference experience, it is necessary for pre-service teacher to get teaching experience through teaching internship program.

Teaching internship program is a program for education program students to gain practical and experience about working world. This program is compulsory for educational program students. Teaching internship program is a program about student competency development activities by carrying out activities of observation, orientation, and practice of learning management in class (Dewi et al, 2018). The aim of this program is to introduce undergraduate education students to teacher profession.

It is already mentioned that pre-service teacher is an inexperienced teacher, therefore, there are many challenges that faced by pre-service teacher. The main challenge that faced by pre-service teacher is manage the highly complex classroom situations (Stoughton, 2007). According to that statement, we can conclude that managing the classroom is challenging for pre-service teacher. Classroom management should be effective, without a good classroom management, teaching-learning activities would not be maximized since classroom management is one of the most crucial thing in teaching-learning activities. Implementing a solid classroom management plan is the most important among teachers. Professional teachers have the ability to manage

their classrooms effectively (Wragg, 2003). So that is why classroom management is the most important requirement for teacher.

Teachers are required to have certain skills and techniques in managing multitude of tasks and situations that can occur at any time in the classroom (Scrivener, 2005). Teacher should be professional to manage classroom and get better achievement in learning English as second language. Teaching-learning process cannot be separated from students' behavior. The variety of techniques is needed to be successful in the classroom management and the teachers have to check constantly that what they are doing is really working (Khatri, 2016).

Pre-service teachers faced with complex problem in managing classroom. The English teacher faced many challenges in implementing effective classroom management (Nath, 2015). There are some challenges that occurs in classroom management. Based on the study by Tahir et al (2018), the following areas of classroom management are number of students in a class, students' classroom behavior, students' interaction, student's response to the teaching, novice teachers' adaptation to new teaching techniques, bilingual medium of instruction, non-availability of study material, difficulty in motivating student expertise in using of audio-visual aids.

Those factors above should be concerned in classroom management. As pre-service teacher which is lacking of experience in managing classroom, some problems maybe occurs related to those factors. Nath (2015) conducted similar study about classroom management. This study aims to understand how

effectively teachers are able to understand the principles of classroom management. It is also employing them in the real classroom setting and to identify the problems teachers encounter in employing the classroom management techniques in the real-life classroom situation and ways this can be addressed (Nath, 2015).

The similar study conducted by Tahir et al (2018) found the challenges that occur in classroom management are related to the excessive number of students, their variation of languages, their mental approaches, unexpected behaviors, lack of interest in finishing the homework, failure in bringing the books, and lack of visual-audio aids.

Another similar study conducted in Indonesia by Mudra (2018) under the title “Pre-Service EFL Teachers’ Experiences in Teaching Practicum in Rural Schools in Indonesia” showed that the obstacles faced by the pre-service EFL teachers were around classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique and parental support.

This study focused in pre-service teachers’ experiences in Teaching Practicum. Meanwhile, the present study's focused on the problems that pre-services faced in managing classroom. The researcher hopes by conducting this study, pre-service teacher in Indonesia especially in IAIN Kediri are able to know the challenges that occur in managing classroom and will help pre-

service teacher to be prepared to overcome the challenges. Based on these reasons, the researcher conducted this study.

## **B. Research Question**

Based on the background of the study stated above, this study aims to answer the following question “What are the students` perception towards problems in classroom management they faced in their internship program?”

## **C. Objective of The Study**

From the problem of the study stated above, the purpose of this study is to know the students` perception towards problems in classroom management faced by pre-service teacher.

## **D. Significance of the Study**

The writer hopes that this research can give contribution practically and theoretically:

Practically, this study can help pre service teacher overcome the problems that occurs in managing classroom.

Theoretically, this study can be used as a reference for the future research.

## **E. Scope and Limitations of the Study**

This study focuses on problems that occurs in managing classroom. The participants of this study are Students of English Department, Faculty of Education, IAIN Kediri, which has completed Teaching Internship Program 2021.

## **F. Definition of Key Terms**

In order to avoid miss interpretation of the terms used in the research, it is necessary for the writer to explain them in detail.

### **1. Perception**

Perception is a person's response to environmental stimuli that can be influenced by mental conditions, perceived experiences, motivation, and other factors (Slavin, 2006).

### **2. Classroom management**

Classroom management is the actions taken by the teachers to create and maintain a learning environment conducive for successful instruction (Evertson & Weinstein, 2006). Classroom management is an effort that teachers do to create conducive learning environment to achieve the best result.

### **3. Teaching Internship Program**

Teaching Internship program is a planned, programmed, and guided activity program through internship activities at school for education program student.

### **4. Pre-service teachers**

A pre-service teacher, refers to an undergraduate student that is in education program that has not yet commenced teaching (Clark, 2010)

