

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the theories used in this study. The theories are divided into the definition of perception, pre-service teacher, teaching internship program, classroom management, and previous studies.

#### **A. Perception**

According to Leavitt (1978), perception in the narrow sense is a vision, like how a person sees something, while in a broad sense it is a view or understanding, like how someone views or interprets something. Furthermore, Slavin (2006) stated that perception is a person's response to environmental stimuli that can be influenced by mental conditions, perceived experiences, motivation, and other factors. Based on Robbins & Coulter (2015), perception is the process of organizing and interpreting individual sensory stimuli to give meaning to their environment. However, the perceptions of each individual can differ based on their objectives. From the stated, we can know that perception is a person's view of something that can be influenced by the mental condition, experience and motivation of each individual. So that it is not impossible if there is a difference between one individual and another in perceiving an object.

#### **A. Pre-service Teacher**

Pre-service teacher refers to undergraduate education program student which has not yet practice teaching. Lee (2019) mentioned in his article Pre-

service teachers are those who are in a teacher-education program in order to pursue teaching credentials in public school. A pre-service teacher, refers to an undergraduate student that is in education program that has not yet commenced teaching (Clark, 2010). Since pre-service teacher has not commenced teaching yet, we can consider that pre-service teacher is lacking of teaching hours and experience.

Certainly, pre-service teacher is different with expert teacher. Their difference can be caused of the gap of experience. Expert teacher is more professional with their work. Professional factors may cover the teacher's class preparations, mastery of the discussed topics, and teaching-learning strategies, among others (Marcellino, 2015). Meanwhile, pre-service teacher needs more teaching hours, effort, and teaching education to achieve professionalism. Due to difference experience, it is necessary for pre-service teacher to get teaching experience through teaching internship program.

## **B. 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. Dewi et al. (2018) said that 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. Through this program, pre-service teacher could experience the challenges that occurs in different types of classroom situations and how to overcome it. Otara (2014) mentioned that

internship is designed to prepare teachers not only for their roles as classroom teachers of students, but also increase their knowledge about teaching in classroom. This program also practices pre-service teacher to make their own decision in any classroom situations and their cooperation with others teachers and other members in the school environment. It is necessary for pre-service teacher, which is lack of experience so that they can learn how to manage it.

The purpose of this program is to introduce undergraduate education students to teacher profession. Dewi et al. (2018) mentioned that the purposes of teaching internship program are not only about classroom teaching skills and knowledges, but also about the responsibilities of professional educators in learning. Through teaching internship program, pre-service teachers should be able to know how to understand the school, learn how to arrange the lesson plans, and implementing their knowledges about innovative learning techniques in relation with classroom management strategies.

### **C. Classroom Management**

Classroom management is a term for activities to ensuring the classroom activities run smoothly. According to Adi (2016), Classroom management can be defined as activities which are endeavored by a teacher to create a conducive classroom in order to maximize learning activities. Classroom management is teacher's strategies to carry out teaching-learning activities in the classroom. Teachers play a vital role in classroom management. Since it is teachers' responsibility to create a well-organized classroom environment. Teachers

must be skilled to manage the class effectively and get better achievement in teaching-learning activities.

Creating a conducive classroom situation for teaching-learning activities is not easy. Soleimani and Razmjoo (2016) said that creating a well-managed learning environment is a challenge. Since classroom management is complex, pre-service teacher surely faced many the problems there. English teacher faced many challenges in implementing effective classroom management (Nath, 2015).

#### **D. Domains in Classroom Management**

In classroom management, there are some areas that teacher should be aware. According to Tahir, Iqbal, and Qureshi (2018) the following areas of classroom management are class size, students' behavior, rowdy students, individual attention, discipline maintenance, student feedback, new teaching techniques, non-native language, effective study material, assignment submission, motivating student, and audio-visual aid. These areas were taken to cover maximum issues a pre-service teacher face in managing classroom. In the present study, the researcher applies the theory by Tahir et al (2018). According to Tahir et al. (2018), there are some factors in classroom management that could be challenges for pre-service teacher.

Class Size is the first challenging factor in classroom management. A large number of class member usually difficult to handle. Tahir et al. (2018) mentioned that more than 30 students in one class takes more effort to control than the less. The second factor is student's behavior. Student's behavior in the

class has the significant effect in the classroom. Molins and Clopton (2002) mentioned teacher should be concern with student's behavior since student's behavior has the big impact in the classroom. Third domain is rowdy students. According to Locastro (2001), a crowded classroom situation can cause students' not listening to teacher and other students. The fourth and fifth domain are related with the large classroom size. Sometimes, when teaching in a large class size, teacher would lose concerns for weaker students and had difficulty to discipline all of the students (Locastro, 2001). Sixth domain is students' feedback. When teaching in large classroom sometimes it is hard to get and give feedback about teaching- learning activities to students. The seventh factor is new teaching techniques. The Pre-service teachers need to adjust themselves with new teaching techniques so they can use it to attract student's participation in the class (Tahir et al. 2018). Eighth domain is the non-native language. Non- native language is related with mother tongue. Mother tongue is language which been used by person from early childhood till grown up. Cortez et al. (2016) said that mother tongue is a base for teaching language. Students usually feel uncomfortable if the teacher only use English when teaching. Sometimes it is needed to take a turn in using between native languages with English. Ninth domain is effective study material. According to Sarwar (2001), English textbooks do not cover all material about English. It is necessary for teachers to prepare more material other than the textbook. The next domain is assignment submission. It is hard to make students submit their assignment on time by themselves (Tahir et. al. 2018). This domain is related

with the student's motivation domain. Student's self-motivation is considered as factor to determine successful learning outcomes. student's motivation can have negative and positive impact on student's learning. In the classroom, it is one of the teacher's duty to motivate students. The last domain is audio-visual aids. According to Al-Khalifah (1994), Audiovisual material is a stimulus to enjoyment, confidence, concentration and the emotions of the students. The use of visual-audio aids can help teachers to attract student and helps their students to get better understanding about the lecture.

#### **E. Previous Studies**

In this study the researcher reviewed three similar studies. There are "Classroom Management in Medak, Telangana - Challenges and Solutions!", "Classroom Management: A Challenging Part in Beginning English Teachers' Career Entry Stage" and "Pre-Service EFL Teachers' Experiences in Teaching Practicum in Rural Schools in Indonesia" First study is written by Nath (2015), the second one is written by Tahir, Iqbal and Qureshi (2018) and the third article is written by Mudra (2018).

The first article entitled *Classroom Management in Medak, Telangana - Challenges and Solutions!* (2015) focuses on challenges that occurs in classroom management. The aims of this study are to know how effectively the teachers can comprehend the principles of classroom management and applied them in the real classroom condition and to recognize the problems experienced by teachers in applying the classroom management techniques in the real classroom situation and ways this can be tended to (Nath, 2015). The

instruments used are classroom observation and a key interview schedule. The subjects were adult, male and female; they were taken from the learning institutions –Medak, Telangana. All the subjects are government employees working in different positions for the primary instruction sector of the country (Nath 2015).

The second article entitled *Classroom Management: A Challenging Part in Beginning English Teachers' Career Entry Stage* was conducted by Tahir, Iqbal and Qureshi (2018). The aim of this research was to know the problems in managing classroom in Pakistani schools so that they can be resolved. The instrument used are questionnaire and interview. The participants were 113 novice English teachers.

The result of the study shows some challenges occurs in classroom management.

The challenges which have been found in this research study include the issues related to the excessive number of students, variation in their dialects/languages, their mental approaches, unexpected behaviors, lack of interest in the completion of homework, failure in brining books with them and lack of audio-visual aids (Tahir et al. 2018).

The third study is written by Mudra (2018) under the title *Pre-Service EFL Teachers' Experiences in Teaching Practicum in Rural Schools in Indonesia*. This study was conducted by using descriptive qualitative. The purpose of this study was to know the obstacle that faced by pre-service teacher in Indonesia in Teaching Practicum in Rural Schools in Indonesia. The participants were 17 pre-service teachers in public institute in Kerinci,

Indonesia. The result of this study 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.