CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the findings and discussion that answer the research question. It includes the perception of the students about the problems that they faced in their teaching internship program.

A. Findings

This subchapter presents the findings of this study about perception of the problems faced in managing classroom by the pre-service teachers (8th semester students) in English Department students, Faculty of Education, IAIN Kediri. The result of questionnaire was explained in 12 domains of classroom management. The participants mostly faced the problems in eight out of twelve domains, which are class size, students' behavior, rowdy students, individual attention, discipline maintenance, non-native language, assignment submission, and motivating student. It was explained in the table 4.1 below.

Table 4.1

Overall Data of The Questionnaire

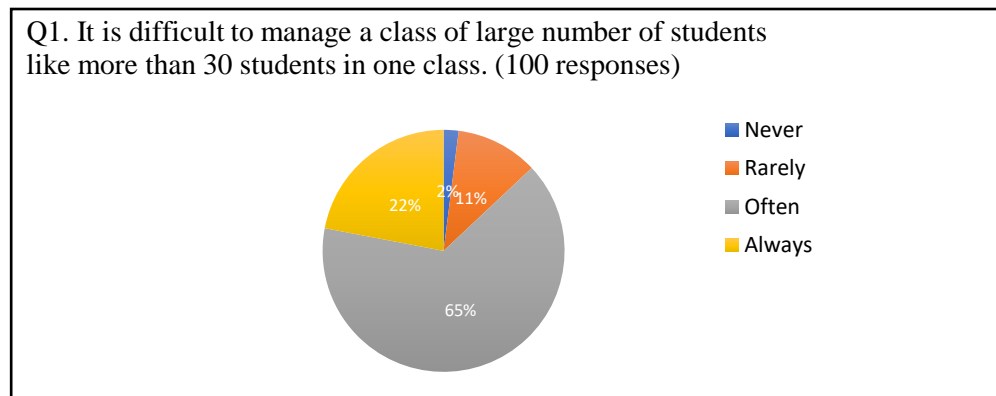| NO	Items	Domain	Responses (%)			
			N	R	O	A
1	Q1. It is difficult to manage a class of large number of students like more than 30 students in one class.	Class Size	2 (2%)	11 (11%)	65 (65%)	22 (22%)
2	Q2. Behavioral problems of students such as lack of attention, lack of motivation and less participation create become problematic in managing the class discipline.	Student Behavior	2 (2%)	8 (8%)	54 (54%)	36 (36%)
3	Q3. You feel it difficult to handle rowdy (noisy) students creating disturbance in the class.	Rowdy Students	3 (3%)	21 (21%)	59 (59%)	17 (17%)
4	Q4. Some students involve you more in their interaction and thus other students feel ignored.	Individual attention	3 (3%)	28 (28%)	54 (54%)	15 (15%)
5	Q5. Being a new teacher, you feel it a bit difficult to maintain the student disciplines	Discipline Maintenance	6 (6%)	38 (38%)	40 (40%)	16 (16%)
6	Q6. You are satisfied with the rate of response and attention the students give to your lessons.	Student Feedback	3 (3%)	12 (12%)	66 (66%)	19 (19%)
7	Q7. Your students actively participate in any ideas and technique you use in class.	New Teaching Techniques	2 (2%)	7 (7%)	61 (61%)	30 (30%)
8	Q8. Your students feel problematic when you don't use the native language and speak only English during your lessons.	Non-Native Language	3 (3%)	9 (9%)	54 (54%)	34 (34%)
9	Q9. Your students successfully use the study material in the class.	Effective Study Material	2 (2%)	17 (17%)	67 (67%)	14 (14%)
10	Q10. It is very rare to find students making effort by themselves to submit their assignment on time.	Assignment Submission	5 (5%)	36 (36%)	37 (37%)	22 (22%)
11	Q11.Motivating all the students of the class with one technique doesn't suit due to differences in their mental abilities and personal interests.	Motivating Student	1 (1%)	5 (5%)	68 (68%)	26 (26%)
12	**Q12. You feel comfortable in using audio-visual aids, particularly computer assisted electronic equipment.**	Audio-Visual Aids	2 (2%)	9 (9%)	48 (48%)	41 (41%)

N= 100

N : Never

R : Rarely

O : Often

A : Always

1. Class Size

   After distributing the questionnaire about classroom management to the pre-service teachers of English Language Education Program in IAIN Kediri, the researcher got the data for each domain in classroom management. The first domain is class size. From the chart below (Chart 4.1) 65 (65%) participants choose Often, 22 (22%) choose Always, 11 (11%) choose Rarely, and 2 (2%) choose Never.

Chart 4.1 Class Size

Q1. It is difficult to manage a class of large number of students like more than 30 students in one class. (100 responses)
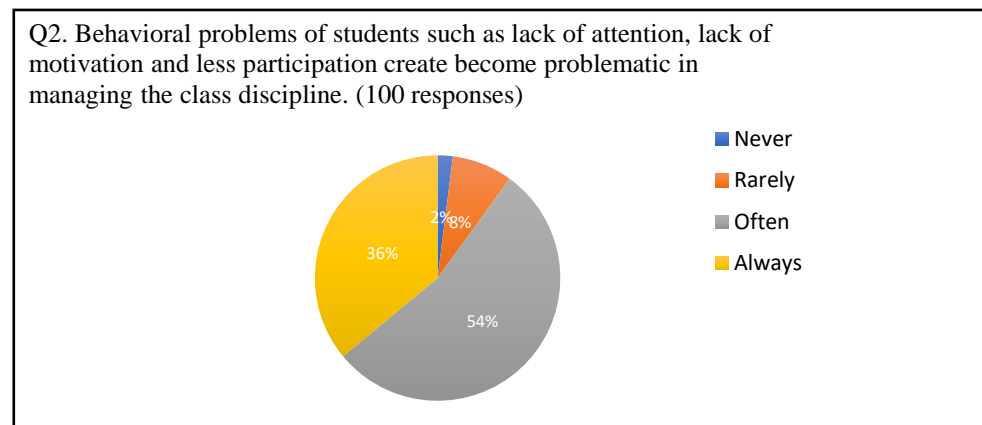

   Based on the chart 4.1, 87 (87%) (65 [65%] Often + 22 [22%] Always) respondents tend to agree that large class size (containing 30 more students) is a problem in managing classroom but 13 (13%) (11 [11%] Rarely + 2 [2%] Never) do not take it as a big problem. From the result of the chart above almost all respondents agree that large class size is difficult to handle. the result shows that the pre-service teacher cannot focus on all students when giving the lecture. When they couldn't handle the class, they decide to continue their teaching as much as they could do. Not more than 30 students that they can handle in one class. The pre-service teacher can handle a large class size only for a while. Meanwhile, they use group

discussion when teaching to handle the large size class. This strategy was very helpful to handle a large class size.

2. Student Behavior

The Second domain is Student Behavior. Chart 4.2 shows that 54 (54%) of respondent choose Often, 36 (36%) choose Always, 8 (8%) choose Rarely, and 2 (2%) choose Never.

Chart 4.2 Student Behavior

Q2. Behavioral problems of students such as lack of attention, lack of motivation and less participation create become problematic in managing the class discipline. (100 responses)
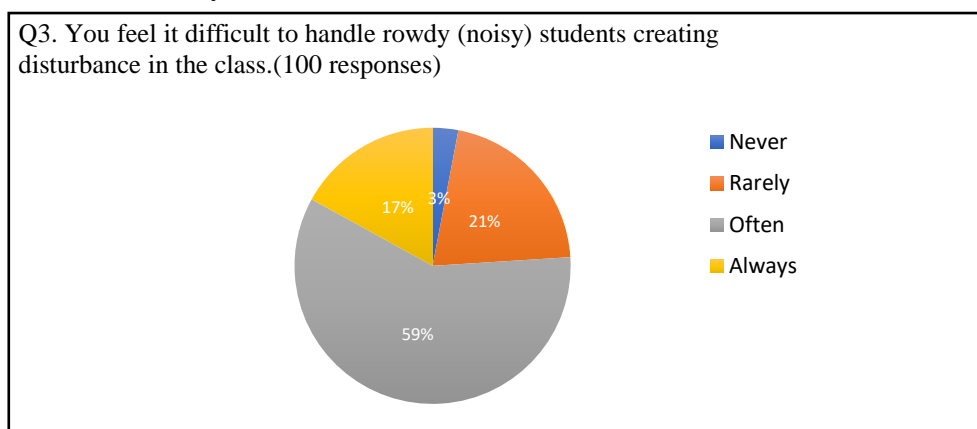
Behavioral problem from students have been found faced by 90 (90%) (54 [54%] Often + 36 [36%] Always) respondents as a problem and only 10 [10%] founds that no problem on behavioral students. The chart above (4.2) shows that behavioral problem of students such as lack attention, lack of motivation, and less participation is a problem by most respondents. The result shows that it is hard to deliver the learning material if the students did not focus. The respondents prefer to give more attention to those who pay attention. Meanwhile, the respondents had certain techniques to attract students' attention and keep students' motivation, such as giving them a reward or a punishment.

3. Rowdy Students

The third domain is Rowdy Students. Rowdy (noisy) students who make the class condition less conducive may cause a problem for the pre-service teacher (Tahir et. al. 2018). Chart 4.3 shows 59 (59%) respondents choose Often, 17 (17%) Always, 21 (21%) Rarely, and 3 (3%) Never.

Chart 4.3 Rowdy Students

Q3. You feel it difficult to handle rowdy (noisy) students creating disturbance in the class.(100 responses)

From the chart above, it can be concluded that 76 (76%) (59 [59%] Often + 17 [17%] Always) pre-service teachers agree that facing rowdy students is difficult but 24 [24%] have no difficulty in facing rowdy students. It shows that rowdy students are difficult to handle for most of respondents. The result shows that the respondents find difficulty in handling rowdy students. They had a problem to keep students' attention during the lecture. Only for a while, they could make students pay attention. When the students were rowdy again, the pre-service teacher will keep silent or make some loudly sound to get the students' attention again.

4. Individual Attention

The fourth domain is Individual Attention. The chart 4.4 shows 54 (54%) choose Often, 15 (15%) Always, 28 (28%) Rarely, and 3 (3%) Never.

Chart 4.4 Individual Attention

Q4. Some students involve you more in their interaction and thus other students feel ignored. (100 responses)
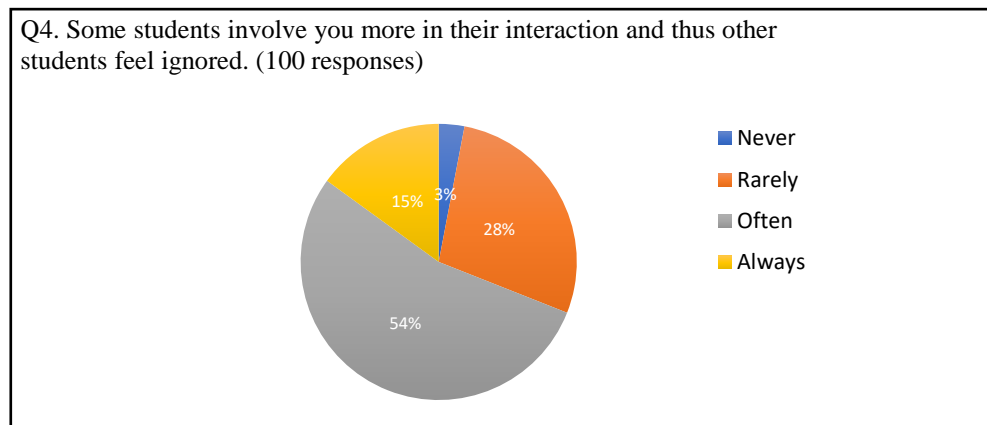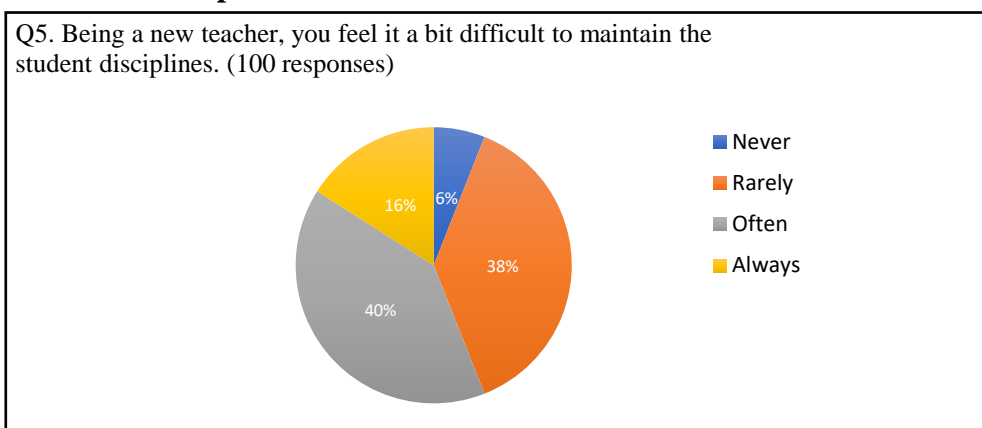

Chart 4.4 shows that 69 (69%) (54 [54%] Often + 15 [15%] Always) respondents feel hard in building relationship with students and 31 (31%) (28 [28%] Rarely + 3 [3%] Never) don't take it as a problem. The respondents found hard to get the attention of all students, especially in large class sizes. The respondents feel some of their students were busy with themselves. Sometimes the respondents did the ice-breaking activities to involve all of their students. Some respondents had different answers. Respondents from minor answers feel confident in building a relationship with all of the students. They even remembered each of their students' names and characteristics to help them built the relationship.

5. Discipline Maintenance

The fifth domain is Discipline Maintenance. Chart 4.5 is a domain about maintain the discipline of the senior-level classes. Chart 4.5 below shows 40 (40%) choose Often, 16 (16%) Always, 38 (38%) Rarely, and 6 (6%) Never.

Chart 4.5 Discipline Maintenance

Q5. Being a new teacher, you feel it a bit difficult to maintain the student disciplines. (100 responses)

- Never
- Rarely
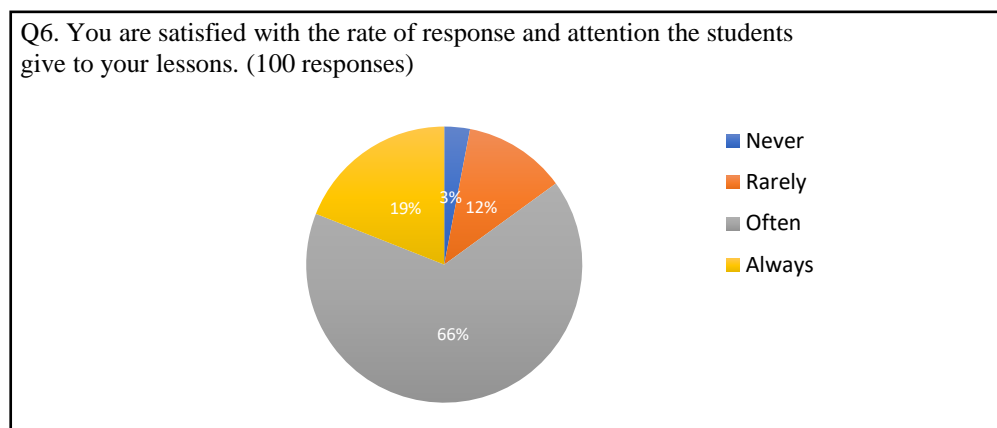- Often
- Always

6%
38%
40%
16%

56 (56%) (40 [40%] Often + 16 [16%] Always) of the respondents, as pre-service teachers, have difficulty in handling student discipline and 44 (44%) (38 [38%] Rarely + 6 [6%] Never) have no difficulty in handling student discipline. The result shows that they feel difficult to handle student discipline because the students themselves feel they were more superior than the pre-service teacher itself. Meanwhile, the result shows that the pre-service teacher did not find any problem when teaching in class. School quality affects student discipline, favorite schools have a good level of discipline.

6. Student Feedback

The sixth domain is Student Feedback. Student feedback is responses and attention given by students to your lesson (Tahir et.al. 2018). Table 4.8 shows 66 (66%) respondents choose Often, 19 (19%) Always, 12 (12%) Rarely, and 3 (3%) Never.

Chart 4.6 Student Feedback

Q6. You are satisfied with the rate of response and attention the students give to your lessons. (100 responses)
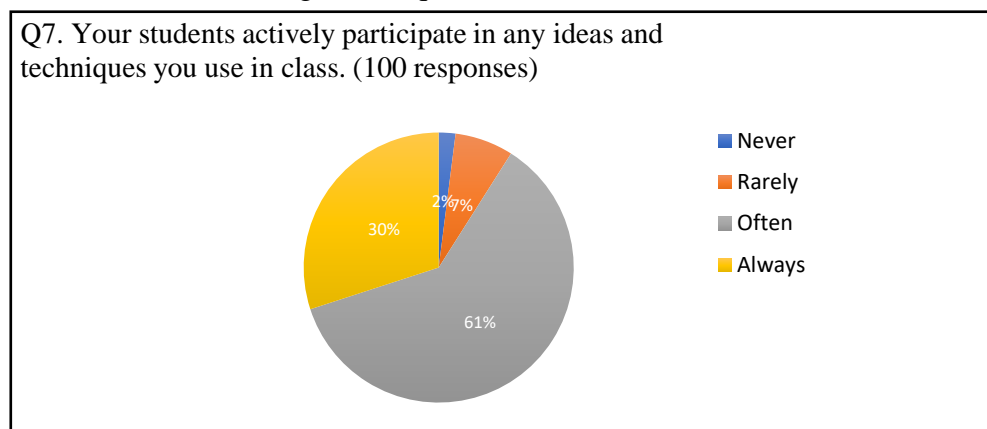

It was found that 85 (85%) (66 [66%] Often + 19 [19%] Always) respondents don't have a problem getting students' attention during lecture but 15 (15%) (12 [12%] Rarely + 3 [3%] Never) respondents found almost no response students. The major answer respondents said that they feel satisfied with the students' response and attention during their lecture. They got better responses when teaching students who pay attention to. Meanwhile from the minor answer said that they did not satisfied with the students' response because they feel clumsy when teaching in front of students.

7. New Teaching Technique

The seventh domain is New Teaching Technique. Chart 4.7 below shows the New Teaching Technique domain. The chart shows 61 (61%) choose Often, 30 (30%) Always, 7 (7%) Rarely, and 2 (2%) Never.

Chart 4.7 New Teaching Technique

Q7. Your students actively participate in any ideas and techniques you use in class. (100 responses)
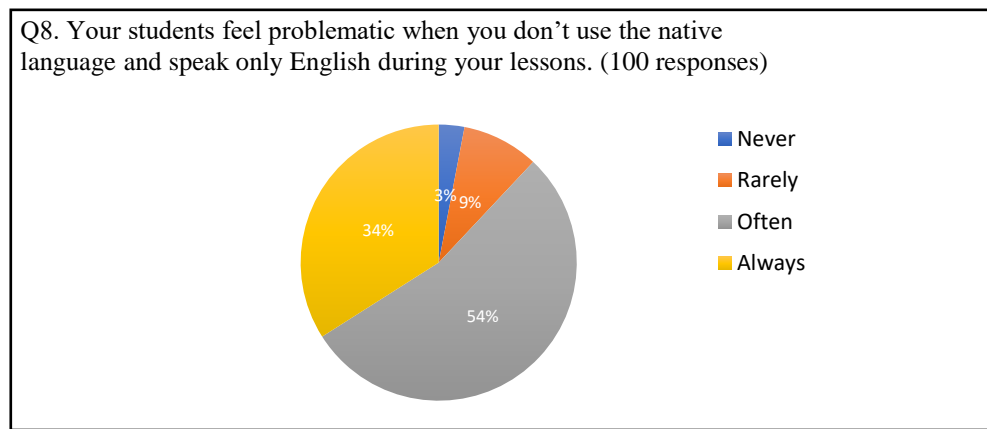
- Never
- Rarely
- Often
- Always

2% 7%
30%
61%

The chart reveals that 91 (91%) (61 [61%] Often + 30 [30%] Always) respondents have no problem in adopting the new teaching technique rather 9 (9%) (7 [7%] Rarely + 2 [2%] Never) take it as a problem. The result from the major answer shows that students were enthusiastic when they use new teaching technique during the lecture. They feel students were interested in the new thing that they never experienced before. While the result from minor answers shows that they did not get students' attention when using new teaching technique because they feel when using new teaching technique were not suit with their teaching style. They think that they were not confident when using the new teaching technique.

8. Non-Native Language

The eight domain is Non-Native Language. Chart 4.8 below shows that 54 (54%) respondents choose Often, 34 (34%) Always, 9 (9%) Rarely, and 3 (3%) Never.

Chart 4.8 Non-Native Language

Q8. Your students feel problematic when you don't use the native language and speak only English during your lessons. (100 responses)


88 (88%) (54 [54%] Often + 34 [34%] Always) respondents feel their students feel problematic when they only use English during lessons and 12 (12%) (9 [9%] Rarely + 3 [3%] Never) feel their students can understand if they use full English. The major answer said that the students learn English as a Foreign Language (EFL). Using full English when teaching EFL learners is not suitable. They once use full English when teaching and it is not running smoothly. Sometimes, they use the native language to help students understand during the lecture. The minor answer shows that they did not find any difficulty in using full English during the lecture. When using full English, sometimes the use of pictures and video

to help students understand. They also use some gestures to make students clearly understand their lectures.

9. Effective Study Material

The ninth domain is Effective Study Material. Chart 4.9 shows that 67 (67%) choose Often, 14 (14%) Always, 17 (17%) Rarely, and 2 (2%) Never.

Chart 4.9 Effective Study Material

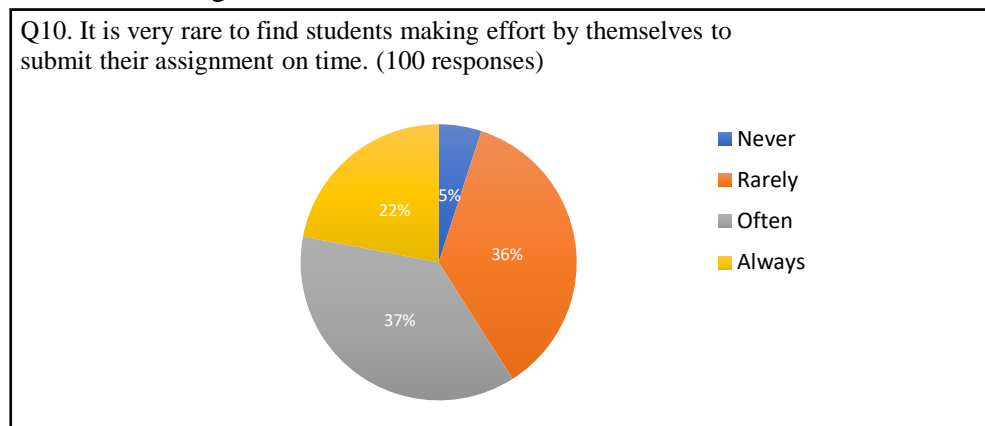Q9. Your students successfully use the study material the in class.
(100 responses)
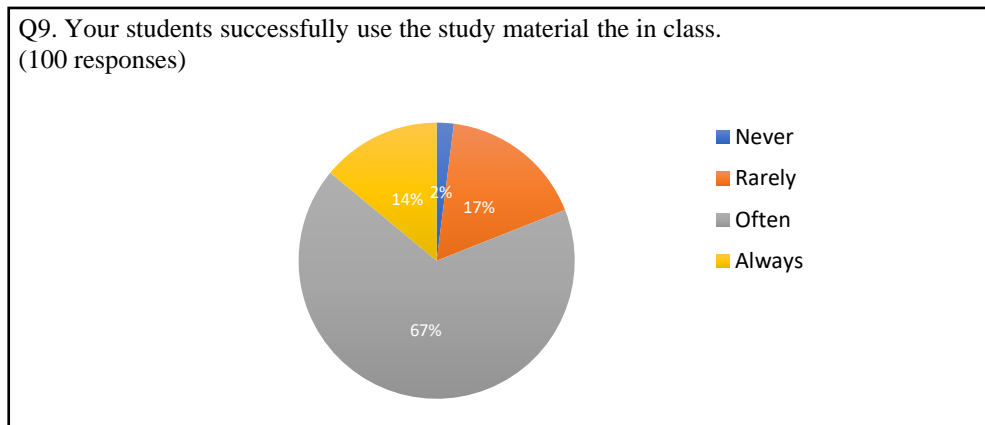
Further, 81 (81%) (67 [67%] Often + 14 [14%] Always) respondent success to use the study material you use in class, but 19 (19%) (17 [17%] Rarely + 2 [2%] Never) fail to do it. The major answers said that they were successful in using study material other than textbook they provide for extra study. It helps them a lot in teaching-learning activities. Using extra material also engaging for students. For the minor answer, they feel that using extra material for study is not effective. It is easier to use the textbook only when teaching. When using extra material for study, they feel that there is no limitation with the extra material. That makes them can't achieve the learning goal when students were learning out of topic.

10. Assignment Submission

The tenth domain is Assignment Submission. Chart 4.10 shows that 37 (37%) choose Often, 22 (22%) Always, 36 (36%) Rarely, and 5 (5%) Never.

Chart 4.10 Assignment Submission

Q10. It is very rare to find students making effort by themselves to submit their assignment on time. (100 responses)
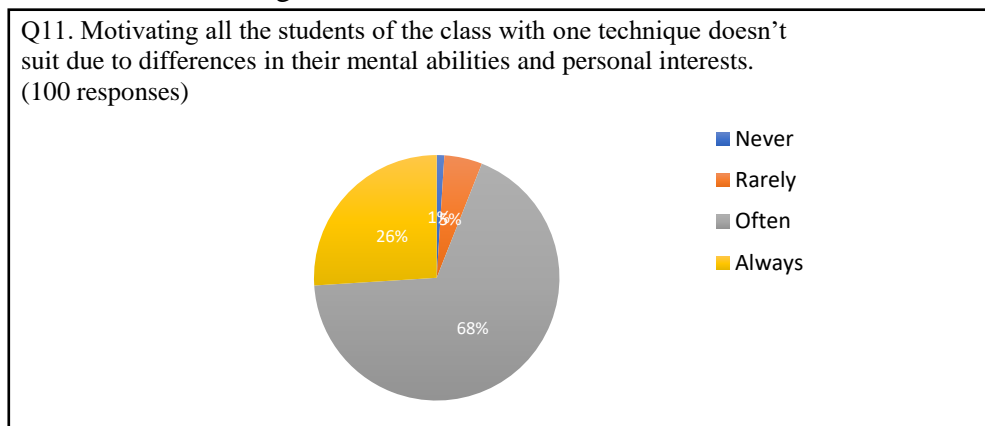
58 (58%) (37 [37%] Often + 22 [22%] Always) respondents found that it is hard to make students complete their works on time and 42 (42%) (36 [36%] Rarely + 6 [6%] Never) have found students always complete their works on time. From the result shows that the pre-service teacher did not have a good ability to persuade students to finish their work on time. Students always ask for extra time when doing work. Meanwhile, pre-service teacher always find a way to make students finish their work on time. For example, they give a reward for students who finish earlier and give punishment for the late one.

11. Motivating Student

The eleventh domain is Motivating Student. The chart 4.11 shows that 68 (68%) respondents choose Often, 26 (26%) choose Always, 5 (5%) Rarely, and 1 (1%) Never.

Chart 4.11 Motivating Student

Q11. Motivating all the students of the class with one technique doesn't suit due to differences in their mental abilities and personal interests. (100 responses)

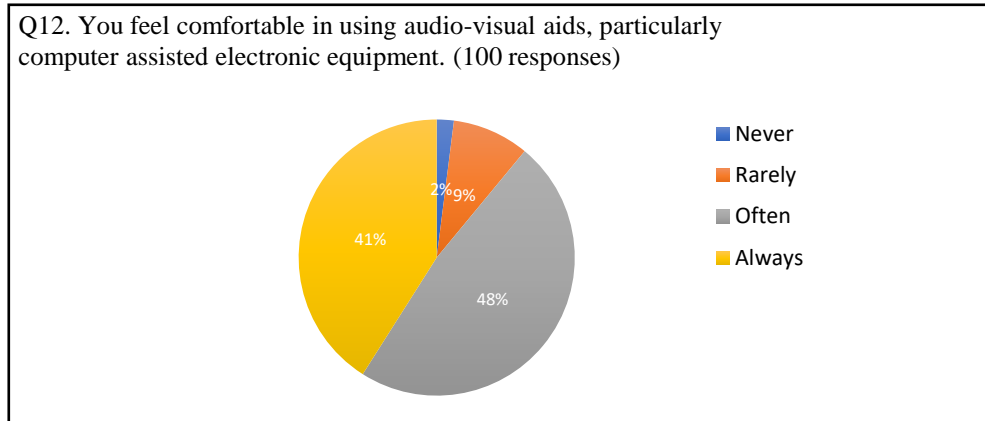- Never
- Rarely
- Often
- Always

1% 1%

26%

68%

Another indicator shows that 94 (94%) (68 [68%] Often + 26 [26%] Always) respondents agree that more than one technique was needed to handle the differences of students' mental abilities and personal interests meanwhile only 6 (6%) (5 [5%] Rarely + 1 [1%] Never) able to do it. Most of the respondents feel it as a problem. They must use more than one technique to motivate students during the lecture. Due to differences in students' mental abilities and personal interests, the pre-service teacher needs to adapt to their students. because of those differences, one technique is not effective to motivate all of the students. While from the minor answer shows that they succeeded to use one technique to attract all of the students by rewarding them. The reward always in the form of snacks, stationery, and even accessories (key chain, pin, etc.). It is cost more for them but they were successful to motivate the students.

12. Audio-Visual Aids

The last domain is Audio-Visual Aids. Chart 4.12 shows that 48 (48%) choose Often, 41 (41%) Always, 9 (9%) Rarely, and 2 (2%) Never.

Chart 4.12 Audio-Visual Aids

Q12. You feel comfortable in using audio-visual aids, particularly computer assisted electronic equipment. (100 responses)

89 (89%) (48 [48%] Often + 41 [41%] Always) respondents feel it is necessary that using visual-audio aids to improve their teaching and they don't have a problem with it, only 11 (11%) (9 [9%] Rarely + 2[2%] Never) have problems in using visual-audio aids. The major answer said that using Audio-Visual Aids help them in teaching-learning activities. It helps them to get students attention, to apply new teaching technique, to deliver the learning material and many more. It also helps them to gets students a better understanding. Meanwhile from the minor answer said that they feel better when using conventional ones. Like using textbooks, blackboards and even went to the library. They can't teach well when using visual-audio aids. It is needed more preparation and certain equipment such as Laptop, Projector, Speaker, etc. when using visual-audio aids.

In summary of all the explanations above, the problems faced by the pre-service teacher in English Language Education Program in IAIN Kediri will be explained in the table 4.2 below.

Table 4.2

The order of the most problematic domains

NO	Domain	Responses (Always + Often)
1	Motivating Student	94
2	Student Behavior	90
3	Non-Native Language	88
4	Class Size	87
5	Rowdy Students	76
6	Individual attention	69
7	Assignment Submission	59
8	Discipline Maintenance	56

The explanation above showed that more than half of respondents feel that they faced problem with 8 out of 12 domains (Q1, Q2, Q3, Q4, Q5, Q8, Q10, Q11). The items Q1 (Class size), Q2 (Student Behavior), Q8 (Non-native Language), and Q11 (Motivating Students) were had more than 80% respondents feel have difficulty in those items. Meanwhile, Q3 (Rowdy Students), Q4 (Individual Attention), Q5 (Discipline Maintenance), and Q10 (Assignment Submission) got more than 50% of the respondent have the problems with those items. For the rest of the items (Q6, Q7, Q9, Q12), more than 80% respondents don't take it as a problem.

The result of the questionnaire showed that mostly the pre-service teachers had problems with motivating students. Because of the differences of

students 'characteristic, the pre-service teachers need more effort to adapt with their students. More than one technique is required to motivate all of the students. When they failed to motivate students, the learning activities will be not very effective and it can affect students' understanding about the lesson. The pre-service teacher also had difficulties in using full English when teaching. Using full English when teaching make the students' hard to understand the lessons. Sometimes, they use the native language and also use some pictures, video and gestures to helps students understand about the lessons.

B. Discussion

This chapter discusses the result of the research with the aim of the study to know the students' perception and problem faced by pre-services teachers in managing classroom during their teaching internship programs. Nath (2015) mentioned that the pre-service teacher faced many challenges in implementing effective classroom management. The research problem of this study was to find out the problems faced by pre-service teachers in managing classroom during their teaching internship programs. The findings of the research showed that the pre-service teacher mostly faced the problems within 8 out of 12 domains of classroom management. Those domains are Class Size, Student Behavior, Rowdy Student, Individual Attention, Discipline Maintenance, Non-Native Language, Assignment Submission, and Motivating Student.

Class Size domain was the first problem that faced by pre-service teacher. The data result shows that more numbers of students than standard number in one classroom had effects on teachers' performance. The result of the present study is in line with Sarwar (2001), Sarwar mentioned that a large class size created uncomfortable feelings in teachers. The result shows that a large class size is a crucial problem. The pre-services teachers can't focus on all students during the lecture. It is supported by theory from Tahir et al. (2018). Tahir mentioned that more than 30 students in one class takes more effort to control than the less.

Student's behavior in the class has the significant effect in the classroom. Molins and Clopton (2002) mentioned that the teacher should be concern with student's behavior since student's behavior has the big impact in the classroom. It is in line with the interview result of the present study. The result showed that with different students' characteristic, it is hard for pre-services teachers to handle the students' behavior. Noisy students and passive students need different treatment (Tahir et al 2018). When they failed to motivate all of the students, it caused the other problems such as students were lack of attention, lack of motivation, and less participation.

The result showed that the pre-service teachers were faced by problems in motivating all of the students with different character. The result is supported with the theories from Doyle (1979) and Yaacob et al. (2018). (Doyle (1979) said that the selection of appropriate the teaching methodologies is important to create conducive teaching-learning condition. According to Yaacob et al.

(2018), student's motivation can have negative and positive impact on student's learning. Some problems could appear when pre-service teachers fail to motivate all of the students. Behavioral problems of students such as lack of attention and less participation, Rowdy students whom created disturbance in class, and some students who feel ignorant are problems for pre-service teacher.

Motivating all the students with same technique has been found not much successful because of variation in mental capabilities of the students (Tahir et al 2018). Because of the variety of student's characteristic, pre-service teachers need to use different technique in order to be able to keep students' motivation. According to Khatri (2016) variety of techniques is needed to be successful in the classroom management.

For example, teacher gives rewards for active students and punishments for rowdy students, using group discussion to make easier in giving attention to all students, or use pictures, songs and videos to students during lecture. According to Tahir and Qadir (2012) different teaching methods and techniques such as student teacher interaction, peer work, group talk should be applied to improve students' classroom participation. Giving rewards to students whom submitted their works on time can be a technique to make students submitting their work on time. Due to lack of experience, it is hard for pre-service teacher to maximize the appropriate techniques. Those condition made the teaching-learning activities were not effective.

Cortez et al. (2016) said that mother tongue is a base for teaching language. When the pre-service teacher only uses full English during lecture without using some native language, it made the students hard to understand. Students usually feel uncomfortable if the teacher only use English when teaching. Teachers should use native language and English simultaneously. It is necessary for teacher to use some gestures when they use English during lecture to help students understand. Teacher can use visual-audio aids to help their lecture when using full English. The result of the present study is accordance with the result of previous study conducted by Mudra (2018). The challenges in classroom management are influenced by learners' noises, chats, and lack of attention. Teachers' lack of knowledge on teaching strategies also affects the way they treat the students.

The result of this study can be used as reference for pre-service teacher so that they will know the challenges that they could face during their teaching internship program. This study also can help another researcher that conduct similar study. All in all, pre-services teacher faced some problems in managing classroom during their teaching internship programs. Lacking of experience and teaching hours made them faced some problems. Yet, the pre-services still needed more experience to handle various student' characteristic.