

Chapter One

Introduction

This chapter is divided into several parts, background of the research, statement and limitation of the problems, the research questions, and the objectives of the research. The significance of the research and outline of the research are also presented in this chapter.

Background

Education Departments usually have a training program for their students to practice teaching. Teaching practice is a training field before the student-teachers become teacher in the future. They have to practice their knowledge about teaching that they have learned in previous semesters in internship program. Student-teachers may get a chance to learn more about classroom management knowledge in their college classes (Allen, 2010). The purposes of teaching practice for student-teachers are to learn and improve their skills on classroom management and responsibilities in their teaching.

For a prospective teacher, teaching practice is a vital thing that student-teachers must do before entering a real teaching life, because a teacher without teaching practice will lack of experience. Teaching practice is basically a stage to know how far student-teachers' ability as a future teacher to understand the way to overcome problem in teaching. During teaching practice, a student-teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 1995). In other words, student-teachers have the opportunity to see their role as a real teacher in the classroom. Practice will give student-teachers more knowledge and experience about teaching.

Teaching practice is needed because students will get new knowledge and experience about classroom management in their practices. Classroom management is important to make the class effective and students' learning goals achievable (Sowell, 2013). Classroom management has a benefit in teaching and learning process. A good classroom management will maintain students' motivation and enthusiasm to learn as well as to keep classroom conducive and comfortable. It deals with technique in classroom settings which include how to arrange the seats in the class, prepare material before the class, and set up the classroom. Classroom management needs the teacher's ability of seating arrangements, giving instructions, setting up pair and group work, monitoring, using students' names, starting the lesson, finishing the lesson, and the group (Gower & Walters, 1988).

In order to make the class run well, teachers are required to have a classroom management skill to handle the problems that should be encountered while they were teaching. Student-teachers cannot always guess how long the activities work well. When the plan A does not work, the teacher should prepare another plans to give learning objective (Zukerman, 2007). However, not all teachers especially student-teachers have the ability to handle various problems that they faced during teaching practice. Such problem was once experienced by the researcher when she conducted teaching practice in MA Mualimat Yogyakarta. The researcher found some problems in classroom management. Some students did inappropriate things such as talking aloud, made some noise, and some students were not interested in the class. That situation made the class become not effective for learning process. The researcher did not know yet how to handle or control the students in class, and how to make them cooperate with the researcher as the teacher. The problems was happen around of the researcher in EED of UMY. Based on the

background state above, the researcher was interested in conducting the research entitled “Classroom management strategies of EED of UMY student-teachers”.

Classroom management is an important skill that student-teacher should have when they conduct teaching practice. Characteristics of a good classroom management is that teacher could make the students feel comfortable in the classroom. They are required to anticipate the problems and prepare the strategies in the classroom. In this research, the researcher wanted to explore the problems and the strategies in real teaching life. So, the result of this research provides the information on the strategies that can be applied by other student-teachers. Therefore, identifying the problems and strategies of classroom management implemented by EED of UMY’s student-teachers is important.

Statement and Limitation of the Problem

Classroom management is divided into several scopes. They are characteristics of classroom management, benefit of classroom management, problems in classroom management and strategies of classroom management, advantages and disadvantages of classroom management. When student-teachers are teaching in front of the class, the student-teachers should have knowledge on how to manage the classroom and make the students’ interested, happy, comfortable, and make them easily get the knowledge. Based on the researcher’s experience, she found some problems like the students were not interested, students asked to go out of the class, students felt bored in class, and students were not serious. This research focused on problems and the strategies in conducting classroom management by student-teachers of EED of UMY in their teaching practice. In this research, the strategies were general strategies which might be implemented to solve several problems.

Research Questions

Based on the limitation of the problem, there are two research questions formulated:

1. What are the problems faced by EED of UMY student-teachers in implementing classroom management during teaching practice?
2. What are the classroom management strategies implemented by EED of UMY student-teachers in their teaching practice?

Objectives of the Research

Based on the research questions above, the objectives of this research are:

1. To explore the problems faced by EED of UMY student-teachers in implementing classroom management during teaching practice.
2. To explore the classroom management strategies implemented by EED of UMY student-teachers in their teaching practice.

Significance of the Research

This research would give some significance for the student-teacher, teachers and the researcher.

Students. Students can take the result of this research as a reference because the result of this research provides the problems and the strategies on classroom management. Thus, by knowing both the problems and the strategies in classroom management, the student-teachers will be more prepared and can anticipate the problem on classroom management, so they will be better in controlling the student in their classroom.

Teachers. From the result of the research, teachers can get the information about how the student-teachers manage the classroom on their teaching practice. The teachers can give feedback about how to be more effective to conduct the class when they coach student-teachers in their teaching practices.

The researcher. This research is beneficial for the researcher, because the result of this research reveals strategies to overcome the problems in classroom management that can be used as the references to handle teaching practice in the future.

The Outline of the Research

The first chapter is introduction. This chapter is divided into some parts. They are the background which tells about the reason why the researcher chose this topic. The statement and the limitation of the problem discuss the problem of this research and its focus which is the problems and strategies in classroom management. The research questions of the research, the objective of the research, significance of the research discuss the benefits of this research for some people and the last is the outline of the research.

The second chapter discusses the literature review. Literature review talks about the related theories from some experts and books. Some theories support the reasons and the opinion from the researcher. The next is review of related study. It discusses the similar research that can be used as references of this research. The last is conceptual framework which discusses the concept of this research.

The third chapter presents methodology of the research that includes research design. The researcher used descriptive qualitative as research design. The researcher chose EED of UMY as a setting and four students of EED UMY batch 2013 as the participants of this research.

Lastly, third chapter tells about data collection method used in this research which was interview. To analyze the data the researcher used coding and content analysis.

The fourth chapter presents finding and discussion. In this part, the researcher reveals the problems and strategies in classroom management derived from the result of data analysis. The findings are followed by the discussion that relates the findings to the supporting theories.

The fifth chapter discusses the summary of this study. This part presents about the conclusion to sum up the findings about the problems and strategies in classroom management. Suggestion and recommendation addressed to the next researcher, teachers and the student-teachers are also provided in this chapter.