

## **Chapter Two**

### **Literature Review**

This chapter explore some theories about classroom management, problems faced in classroom management, strategies applied in classroom management, and student-teachers' teaching practice. This chapter also contains review of related study and conceptual framework.

#### **Classroom Management**

Classroom management is the basic component in teaching practice that is used to make the class more organized. Classroom management will help teachers or student-teachers handle the class. Hannah (2013) further analyzed that classroom management has a big role in students' discipline. Classroom management can handle the students' attitude to be more discipline in the classroom. Classroom management is a challenging skill for student-teachers. Classroom management may be among the most difficult challenges for beginning teachers (Gordon, 2001).

Classroom management is the way to handle students' inappropriate behavior in classroom. According to Oliver, Wehby, and Reschly (2011) classroom management is defined as a collection of classroom procedures implemented by teachers in classroom settings with all students for the purposes of supporting behavior, preventing and reducing inappropriate behavior. Classroom management is a main major which includes talent, skill, energy and ability from the teachers or student-teachers to organize the class. Classroom management is a complex skill consists of more than ability to influence and control students' manners, and there remains a much impression that classroom management is mostly about 'discipline' (Allen, 2010). Therefore, classroom management can reduce the unpredictable behavior from students.

Classroom management is a system of proactive and reactive strategies employed to influence the physical and social space of the classroom (Little & Akin-Little, 2008). Classroom management is the important ability that every student-teachers should have in order to make students achieve the learning goals. Classroom management diminish students' misbehavior and make student more controlled. To sum up, classroom management has a big role for success of teaching.

### **Problems in Classroom Management**

There are many problems in classroom management during teaching practice such as lack of confidence of student-teachers, lack of teacher's knowledge or unprepared material, lack of student's motivation to learn, and students' misbehavior.

**Lack of confidence.** The lack of confidence makes student-teachers feel uncomfortable in front of the students. Student-teachers feel anxious to teach the student. Some secondary school English teachers in Asia are often lack confidence in conducting communication activities in English because the teachers themselves feel that their own proficiency is not sufficient to engage in communication or deal with students' unforeseen needs (Littlewood, 2007; Li, 1998). Sutton, Mudrey-Camino and Knight (2009) also highlight that teachers may feel happy when the teacher met the students who follow directions, frustrated when students cannot grasp a concept, angry with student's misbehavior, disappointed with lack of effort, and anxious when competence is challenged.

**Lack of knowledge or unprepared material.** Teachers may get a problem when they have to teach a subject of study which they have little knowledge (Tavakoli, Nasri, & Rezazadeh, 2013). Student-teachers may get some problems when they have to teach about the material that

they have not prepared yet. They will be embarrassed when the students know more than student-teachers. They argued that teacher may be aggravated when the students' knowledge of the special subject is more than theirs. Improving the preparation of teacher's material tends to focus on which subject courses as the material is important in order to be qualified to teach (Ball & McDiarmid, 1989).

**Lack of student motivation.** Effective class occurs when both of teacher and student can achieve learning goals. When the teacher can make the students get involved in classroom, it may help teacher to deliver the material. Therefore, student's interest is needed in learning. According Sasidher, Vanaja, and Parimalavenu (2012) lack of student motivation causing students to be uninterested and lazy, is considered as one of the important factors leading disruptive behavior. Students' motivation is the most important component of learning (Wieman, 2013). Some students who were not interested in the material or even with the class are hard to achieve the material. Wieman stated students who have high motivation will learn easily, and make the class fun to learn, while unmotivated students will learn very little and make the class uncomfortable.

**Student's misbehavior.** According to McPhillimy (1996) some issues related to students' misbehavior are students who are always asking out to the toilet, having too-high noise level, being unable to identify the perpetrator of an offence when all deny guilt, a playground dispute which continues in the classroom, refusing to do what teacher is told, and swearing in the classroom. The teachers feel angry with those students who not follow the regulation, but the teachers try to calm down herself to make the class keep successful. Teachers who attempt to regulate their anger and frustration through reappraisal report stopping and thinking, and

reminding themselves that they are teaching kids (Sutton, 2009). Moreover, a student-teacher as a teacher should try hard to handle a misbehavior student in order to achieve learning goals.

### **Strategies in Classroom Management**

Classroom management is one of the big problems of pre-service teachers (Merç & Subaşı, 2015). Student-teacher must set the strategy to handle and solve the problem on classroom. Classroom management is basic to improve academic and behavioral outcomes to manage students' behavior disorders (Oliver, Wehby, & Reschly 2011). Effective classroom management strategies can help pre-service teachers to create such an environment, ranging the activities to improve teacher-student to rules the regulate student behavior (Korpershoek, Harms, Boer, Kuijk, & Doolaard, 2014). Effective classroom management may help teachers to teach students how to be responsible and control themselves (Gordon, 2001). So the students will be more responsible on their attitude.

According to Evertson and Weinstein (2006) there are five types of action to handle the classroom management. Teacher must develop caring, supportive relationships with and among students. Teacher must organize and implement instruction in ways that optimize students' access to learning. Teacher must encourage students' engagement in academic tasks, which can be done by using group management methods. For example is establishing rules and classroom procedure. The teachers also have to promote the development of students' social skills and self-regulation. Teacher must use appropriate interventions to assist students with behavior problems.

**Create comfortable environment.** As a teacher, ensuring that all students can learn in a safe environment is a prime objective. The environment depends on how the student-teachers manage the classrooms (Blackburn & Hays, 2014). There are many things that can affect this

environment. “There are physical elements such as wall art, arrangement of desks, or resources” (Hannah, 2013, p.1). Hannah argued that the way student-teacher organizes and control the classroom will create a positive or even negative impact for students.

**Warn the students.** The teacher should let the student know what consequences if they do inappropriate behavior (Hannah, 2013). To make the student follow the rules, the teacher must make sure that the students know the consequences of inappropriate behavior. For example, when students do a bad manner, teacher should know what they have to do. Before the class, teacher can explain about the regulation of the class. Some teachers have a different way to handle those problems, for example is giving them a warning or punishing them in simple way.

**Explain the learning goals.** On the other hand, a teacher cannot expect that the students would be interested in the material that is going to be used in learning process. If the students are not interested in the material then they will not understand that the subject is important. Hence, the instructor, an expert in the subject, is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn (Korpershoek, et.al. 2014). That is the teacher job to tell student about the learning goals.

Strategies in classroom management are ways to overcome or handle the problems in classroom management. Student-teachers are required to anticipate the problems and may cover students’ misbehavior in classroom. The student-teacher should let the students know what to do, how to do and when to do, so the students are expected to follow the rule of the class.

### **Student-teacher’s Teaching Practice**

Much attention has been drawn to student-teacher’s teaching practice. Hamaidi, Al-Shara, Arouri and Awwad (2014) mentioned that teaching practice is one of the core and central

elements of Pre-service Teacher Education Programs (PTEP). It gives student-teachers the opportunity to examine the knowledge they gained during the theoretical study and practice this knowledge into action. Similarly, teaching practice is considered as an essential factor of pre-service teacher (Kiggundu & Nayimuli, 2009). Teaching practice has a big role on the preparation to be teacher. Pre-service teachers have a big hope from practicum, based on their experience and observation when they were in practicum and preparation from their university about environment where the practicum takes place (Choy, Wong, Goh, & Low, 2014).

To be successful in teaching, the teaching practice program is the best way. “In order to achieve the standards required for qualified teacher status, a student-teacher is required to do teaching practice in at least two schools” (Kiggundu & Nayimuli, 2009, p. 437). In short, student-teachers on their teaching practice helps students learn the teaching skill and improve the teaching knowledge that they have ever got in the university.

### **Review of Related Study**

There are many studies related to this research, but the researcher only took two related studies. The first is a study conducted by Zuckerman (2007) entitled “Classroom management in secondary schools: A study of student-teachers’ successful strategies”. This study identified some successful strategies for teachers, including student-teachers in order to prevent or manage a classroom discipline problem. This study was conducted to 141 science student-teachers who were divided into 18 groups. Each group consisted of 3 to 12 student-teachers. They were asked to submit account or reflection about classroom management during the sixth week of their teaching practice. Their teaching practice used combination of 18 discipline classroom

management strategies from Levin and Nolan (2003). There were 141 student-teachers as participants, however, only 68 student-teachers' reflection analyzed for this study.

After analyzing the account from 68 student-teachers, the study reported that some student-teachers were satisfied with the use of strategy or combination of strategies from Levin and Nolan (2003). There were some strategies that student-teachers successfully used. The first is prevention that included that the student-teachers prepared the lesson plan, classroom routines, classroom rules, classroom norms and seating arrangement. The second one is managing common discipline problems which were divided into two interventions, namely proactive and reactive intervention. The proactive intervention included changing pace, no punitive time out, interest boosting, redirecting off-task behavior and cues. Reactive interventions were nonverbal, sequences of nonverbal to verbal and verbal. The last is managing chronically disruptive children which was also divided into proactive and reactive intervention. Proactive intervention included relationship building and breaking the discouragement cycle and reactive intervention was divided into changing a seat, a conferring and record keeping.

The strength of this study is the researcher provided the list of the strategy of classroom management from Levin and Nolan (2003) used by the participant, it helped the researcher so the researcher does not need to make or find out the other strategies. Meanwhile, the weaknesses of this study that the researcher did not clearly mention about the method that the researcher used to collect the data, the researcher only mention that the participant asked to make an account about their teaching practice. This study can be used as a reference in making questions to collect the data to complete the researcher thesis, because this study provides a list of the strategies of classroom management.

The second study related to this research is from Merç & Subaşı (2015) about “Classroom management problems and coping strategies of Turkish student EFL”. The aim of this study is to know what are the student-teacher problems in classroom management and the strategies that student-teachers employ to cope with the classroom management problems, and to know the sources of the strategies that student-teachers employ to deal with the classroom management problem. The participants of this study were 12 student-teachers chosen, all participants were 4th year students at Anadolu University, Faculty of English Language Teaching Department who were enrolled in the teaching practicum”. They were asked to submit account or reflection about classroom management during their teaching practice. The data that has been collected were analyzed used qualitatively and quantitatively.

This study found some problems such as noise in the classroom, lack of student participation, dealing with naughty students, followed the noise issue, uninterested students, students’ talking without permission, and hyperactive students in the class. The researcher have produced 142 different solutions for 117 problems mentioned, which meant that some problems were tried to be solved by means of more than one strategy. For the pupil-based problems, the most frequently used strategies were ignoring the problematic situation or individual student, warning the students about the misbehavior, and use of body language such as mimes, gestures, and establishing eye-contact. There were also other strategies that were sparingly used such as rewarding the students, keeping silent, changing students’ seats, showing individual interest to the problem students, and even punishing them. And the student-teachers reported using the classroom management techniques that their previous teachers used to employ. The strength of this study is has similar purposes with my research. Meanwhile there are no some big



weaknesses of this study. This study can be used as references of this study, because the purposes of this study are similar.

### **Conceptual Framework**

The title of this research is Classroom Management Strategies of Student-Teacher of English Education Department of Universitas Muhammadiyah Yogyakarta. From the title, the researcher is going to do a research based on two research questions: to know what are the problems faced by EED of UMY's student-teachers in the classroom management during teaching practice and what the classroom management strategies to solve the problem. The conceptual framework is presented in the following figure.

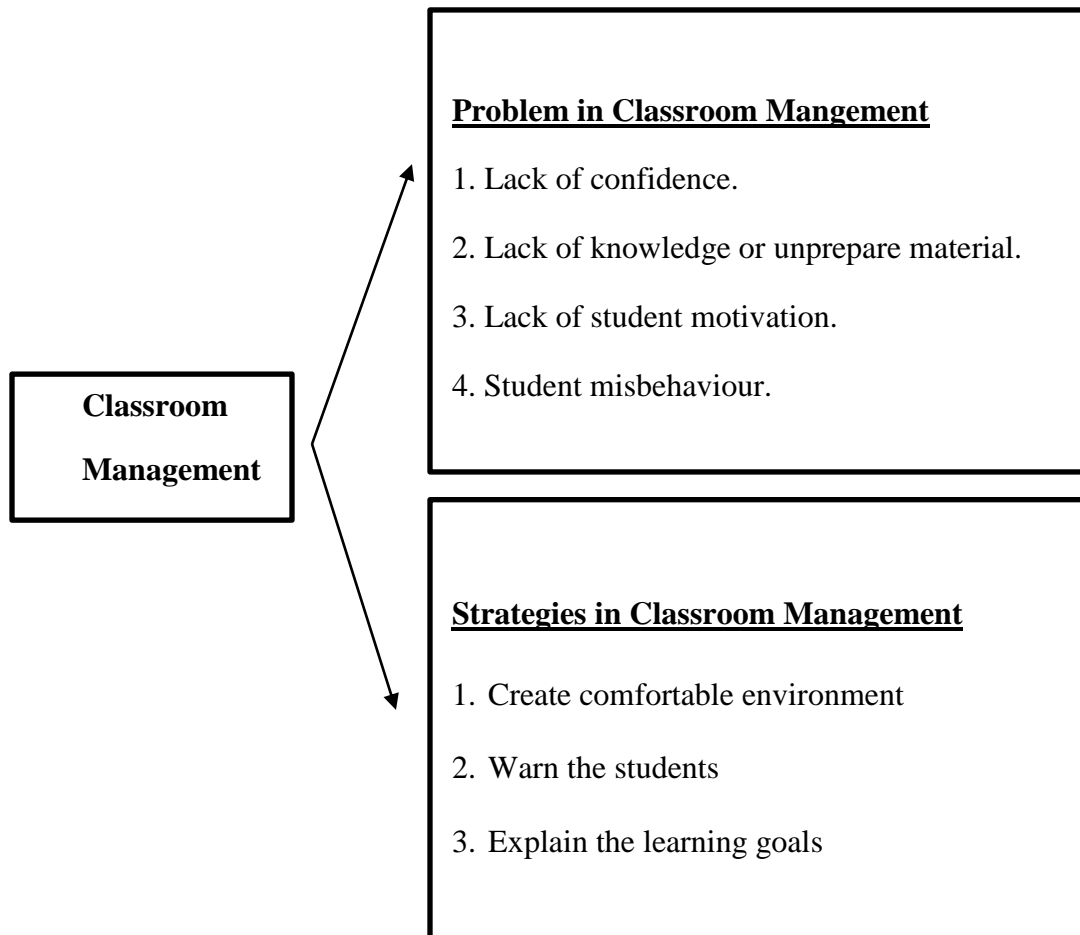


Figure 1. Conceptual Framework Graphic