

## **Chapter Four**

### **Finding and Discussion**

This chapter discusses the result and the findings of the problems faced by the English Education Department of Universitas Muhammadiyah Yogyakarta student-teachers and their strategies in classroom management during their teaching practice. The researcher has interviewed four participants who are the student-teachers of English Education Department batch 2013. In this report, the researcher did not mention their names and only gave initials P1 (Participant 1), P2 (Participant 2), P3 (Participant 3) and P4 (Participant 4).

After analyzing the data, the researcher found two main points to be discussed. The first point is about the problems they faced when teaching practice, it discusses what the classroom management problems coming from the teachers, the students and facilities of the school. The second point is about the strategies that they used to solve those problems in classroom management. Here, the researcher found new problems which there is not stated yet in the literature review, so the researcher related it to new theory.

#### **Problems in Classroom Management**

**Problems in classroom management coming from teacher.** In this part, the researcher asked about what problem in classroom management coming from the teacher first. After analyzing the data, the researcher found some problems in classroom management coming from the teachers. There are five points that will be discussed in this part.

***Finding 1: Feeling unconfident.*** Based on the result, participant one states that she feels unconfident as shown from her statement below:

(P1.9) From my personality, the problem when I taught is unconfident

Based on the statement, student-teacher feel unconfident when they teach the student in classroom. The statement is related to Littlewood (2007) and Li (1996) state that some secondary school English teachers in Asia 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' unexpected needs. Unconfident feeling can make student-teachers difficult to deliver the material and build a communication to the students in classroom.

***Finding 2: Feeling uncertainty.*** Based on the result of data analysis, the researcher found that some student-teachers feel uncertain whether what they teach was correct or incorrect. They were participant one and participant two as seen in their answers below:

(P1.10) I still feel whether correct or incorrect what I taught

(P2.12) When teaching senior high school I am questioning the material which is asked by the teacher is not suitable with what should be taught.

Some students feel uncertain on the material that they explain to the students, whether it was correct or incorrect. This feeling of uncertainty might because they do not have enough knowledge about the material. Based on Tavakoli, Nasri, and Rezazadeh (2013), teachers may get a problem when they have little knowledge on the material they have to teach. The student-teachers' uncertainty was relevant as it would be a big mistake if the material they delivered was incorrect.

***Finding 3: Feeling afraid.*** After analyzing the result of the data, the researcher found another problem that student-teachers faced in teaching practice. It can be seen from their answers:

(P1.12) Also afraid when sometimes get the question that maybe we do not know the answer.

(P2.14) If I give the task, I am afraid when they ask me, I cannot answer.

(P2.15) I am afraid I cannot manage myself.

Based on their answer, student-teachers sometimes feel afraid when they got the question from the students, they could not answer that question. The statements were related to Tavakoli, Nasri, and Rezazadeh, (2013) who stated that teachers may get a problem when they have to teach subject of study which they have little knowledge. It will make the student-teacher feels embarrassed when they cannot answer the student's question.

***Finding 4: Feeling under pressure.*** The next problem faced by student-teachers in classroom management when they did teaching practice was the student-teacher felt under pressure when they taught. That was mentioned by participant two:

(P2.10) For myself sometimes is under pressure

The participant's feeling under pressure stated above is in line with Gold and Batchelor (2001) who stated that teaching practice contributes to student-teachers' feeling stressed and even burned out before entering the profession as qualified teachers. Feeling stressed when teaching can make the class not run well or even cause the bad result for the final outcome of learning process.

***Finding 5: Feeling confused to teach.*** The last problem that the researcher found in classroom management coming from the teacher was student-teachers' feeling confused on how to teach the students. This problem was mentioned by two participants as seen in their statements below:

(P3.11) For me, maybe because I am still a student, a student teacher, so I feel confused on what I want to teach, what the material is, then where I should look for the material to make it suitable with the standard competency (SKKD).

(P4.5) Maybe because there is no experience yet, so making me confused on how to make the students pay attention to me.

The statements shows that student-teachers felt confused on how to teach the students because they did not have enough experience. This is in line with Gialo and Little (2003) who stated that lack of teachers' experiences may give a risk to their abilities to teach and manage a classroom. When the student-teachers do not have experience in teaching, it is difficult for them to know what they have to do in classroom.

**Problems in classroom management coming from students.** Besides the problem faced by student-teachers in classroom management coming from the teacher, there were problems in classroom management coming from the students. After analyzing the data, the researcher found some problems coming from the students.

***Finding 1: Different student's proficiency.*** Participant one mentioned that she faced the difficulties when she taught the students because of the different level of students' proficiency as seen in their answers:

(P1.13) Sometimes, the students' level is different, that is my difficulty.

(P1.18) They also have very low proficiency.

The participants' answers confirmed Valentic (2005) who stated that students who have different language proficiency also have different attitudes towards learning a language and self-discipline. This statement was related to the problem faced by participant one in her teaching practice. When the students have different language proficiency, it make the student-teachers difficult to teach them.

***Finding 2: Students' low interest.*** The next problem faced by student-teachers in classroom management coming from the students was that the students were not interested in learning English. That was mentioned by participant one as seen below:

(P1.15) First problem, maybe they were not interested in English, they thought maybe English is not important.

(P1.21) It is like they do not take English lesson seriously.

(P1.20) From 40 students in class, only five, six even only three who came

The students' low interest in learning English contributed the problem to the student-teachers. That the students skipped the class complained by participant one was probably caused by the fact that it was not compulsory for the students to join the student-teacher' class as extracurricular program. Therefore, the students' motivation take part in joining the class. According to Wieman (2013) the 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.

***Finding 3: Overactive students.*** Another problem in classroom management coming from the students was that some students did not want to be quiet. They ran here and there, crying, jumping, and shouting in the classroom. These problems were mentioned by all participants.

(P1.16) When I teach they do not want to be quiet, they run here there.

(P3.15) Sometimes they ask to go out

(P4.9) Sometimes there are students crying in the class.

(P4.10) There is students who yells out.

(P3.34) Sometimes there are students who knock the table, sit on the table and stand up on the table

According to McPhillimy (1996) some issues related to classroom management include the students who always ask out to the toilet, have so high noise level, have a playground dispute which continues in the classroom, refuse to do what teacher is told, and swear in the classroom. McPhillimy's statement was reflected in the problems faced by the student-teachers coming from the students who were overactive. Those students' misbehavior can affect the teaching learning process, so the class will not be conducive.

***Finding 4: Students' laziness.*** The next problems in classroom management coming from the students faced by student-teachers was meant that they feel lazy to learn. That problems are mentioned by participant one and participant three as seen based on their answer:

(P1.19) Besides, they don't want to study when I give the task.

(P3.33) Sometimes the students are lazy.

Based on the participants' statements, the students were lazy to study and this condition was considered as problem for the student-teachers. It is in line with Sasidher, Vanaja, and Parimalavenu (2012) that lack of student motivation causing students to be uninterested and lazy, is considered as one of the important factors leading disruptive behavior. When the students feel lazy to study, it difficult for the students to understand the materials.

***Finding 5: Disrespectful students.*** Another problem in classroom management faced by student-teachers in their teaching practice coming from the student was that sometimes the student do not respect the student-teachers. Sometimes the students reject when the teacher ask them to do the task or come to front of the class, even the student resist the teacher. There some participants who answer same problems which were participant one, participant two and participant three. It can be shown from the statements below:

(P1.22) We were still young, so maybe they don't feel afraid and respect us.

(P2.17) When I ask them to come in to the class, they don't want, even they fought me.

(P3.18) For example when they are asked to come to in front of the class, they straightly refuse.

Based on those statements, the students' attitude could be considered disrespectful. This problem is in line with Demir (2009) who listed misbehaviors of students such as students' coming unprepared to the classroom, their lack of attention, speaking without permission, and being disrespectful to the teacher. The disrespectful students are potential to make the class uncondusive.

***Finding 6: Students' grouping.*** The next problem that the researcher found was that the students have their own group, it means that the students just want to gather with their close friends. It can be shown by the participant two's answers:

(P2.19) Sometimes they gather with their own group.

(P2.20) When making group, for example, we have divided them, but they say I want to be with my group

The participant's statements are in line with Richards (1998) who state "most students liked to choose their own partners or group members and usually wanted to work with students from similar cultural background" (p.275). If the students just want to gather with their close friends, it might make the class unconducive because the ones who were not chosen in certain group will feels disappointed and lazy to learn.

***Finding 7: Different students' characteristics.*** The last problems in classroom management coming from the students is because the students have different characteristics, the participant four believes that their different characteristics define their performance and attitude in classroom too. This evidence is seen in the statement below:

(P4.6) Because characteristics and attitude of students are different.

Her idea was supported by Ferlder and Brent (2005) who argued that students have different motivation level, different characteristics in learning, and different responses to specific classroom environments. Different characteristics of the students can affect their attitude toward teaching learning process in classroom. When the students have good attitude it will helps the teacher, meanwhile bad attitude can make the teacher difficult to handle the class.

**Problems in classroom management coming from facilities.** In the previous paragraph, it has been discussed about the problems in classroom management faced by student-teacher in teaching practice caused from the teachers and the student. In this part the discussion deals with the problems in classroom management coming from the lack of facilities.

***Finding 1: There is no audio speaker and LCD.*** The problems in classroom management caused by the lack of facilities such as audio speaker and LCD was mentioned by all participants.

(P1.23) There is no audio speaker and there is no LCD.

(P2.22) In elementary school, there is less facility, like when we want to play video or something like that, there is no facilities like LCD.

(P4.12) The facilities are only table, chair, marker and white board.

When there is no speaker audio or LCD in the classroom, it can obstruct the learning teaching process. The teacher will be unable to deliver the material which only can work if the facilities are available.

The finding and discussion above was explain the problems in classroom management which are coming from teacher, students and facilities. The result shows that there are 13 problems which are student-teachers' feeling unconfident, feeling uncertainty, feeling afraid, feeling under pressure and feeling confused in teaching during their teaching practice. Meanwhile, the problems in classroom management coming from the students included different student's proficiency, students' low interest, overactive students, students' laziness, disrespectful

students, student grouping and different students' characteristics. Another problem in classroom management came from the lack of facilities such as there is no audio speaker and LCD.

The second research objective of the research was to explore strategies implemented by the student-teachers during their teaching practice. The following is the findings dealing with the student-teachers' strategies in classroom management.

### **Strategies in Classroom Management**

#### **Strategies in classroom management in handling problems coming from teacher.**

The researcher found four strategies to overcome the problem coming from the teacher. These strategies were applied not only to solve one single problem. It may be used to handle several problems indirectly.

***Finding 1: Preparing themselves.*** After analyzing the result, the researcher found out the strategies to overcome the problems when the student-teachers feel unconfident or lack of proficiency as seen in their answers:

(P1.24) For example I feel unconfident because I lack of proficiency, I am not good when teaching, so I have to prepare myself.

(P3.23) Asking the practicum coach how to be good.

(P3.24) Asking for the suggestion from a family who has teaching experience.

Based on their ideas which stated that the student teacher prepare themselves more as a strategy is in line with Kantor (2011) who stated that teachers need to be well-prepared during their study and also need to develop their abilities to deal with students' differences (Kantor,

2011). This strategy was applied in handling the student-teachers' feeling unconfident, lack of proficiency and experience in teaching.

***Finding 2: Mastering the material.*** Another strategy in classroom management to handle the problem coming from the teacher is to master the material. This was applied when they did not really understand the specific subject to teach as seen in the participant's answer:

(P1.25) I feel afraid what I teach is not good enough and lack of the mastery of the material, so I have to really master the material.

The strategy by mastering the materials mentioned by the participant is in line with Sieberer-Nagler (2016) who said that it is important for teachers to have an in-depth understanding of the topics that they teach. Understanding the material was important for the teacher in order to make them more prepared before teaching and make the classroom more conducive.

***Finding 3: Predicting the questions.*** Based on the result of data analysis, another strategy in classroom management to handle the problem coming from the teacher is predicting the questions. This evidence is seen in the statement below:

(P1.26) I think of some questions that maybe I would ask to the teacher if I were the student.

The strategy applied to handle the problem when the student-teachers felt afraid if they could not answer the question from the students was by predicting the questions that the students may ask. By predicting the possible questions from the students, the student-teachers can control their feeling as well as control the class.

***Finding 4: Practicing more.*** The next strategy to overcome the problems in classroom management coming from the teachers was by having more practice in teaching. It was mentioned by participant four, as seen in her answers:

(P4.15) For myself is practice more.

The strategy applied in classroom management was by practicing more in their teaching. By having more practice, the student-teachers can cope their feeling afraid, uncertain, unconfident, confused, and under pressure. This strategy also can minimize the problems deriving from the students, so the students will be well controlled.

**Strategies in classroom management in handling problems coming from students.**

After analyzing the problem faced by student-teachers in classroom coming from the students, here discussed the strategies to overcome those problems. The researcher found 7 strategies to overcome the problem coming from the students.

***Finding 1: Asking good cooperation from school.*** The strategy implemented in classroom management to overcome the problem coming from the students was by asking for good cooperation from school. This strategy is based on the participant's answer:

(P1.28) Maybe the staff of the school should give an understanding to students and school teachers too that the program we give is beneficial for the students.

(P1.32) There should be any coordination between school and us as the student-teachers.

Asking for coordination or cooperation from the school is good to make the students aware of the benefits of the program. A good cooperation or coordination is needed especially

when the students are reluctant to follow the student-teachers' guidance. It will also make them follow the rules made by school.

***Finding 2: Physical activity.*** Another strategy to handle the problem faced by student-teacher coming from the students is by making some physical activity to control the overactive students in the classroom. All participants mentioned that the only way to control the overactive students is by making some fun activity related to physic so the students can learn and play at the same time. This can be evidenced from their statements:

(P1.31) Making the activity that make the students happy and include the physical activity such as move and move or sing a song because they don't want to be quiet.

(P2.23) Elementary school students is happy when I give the games

(P4.17) There should be any games or activity which have advantages related to material.

The statements above support Reig, Paquette and Chen (2007) who argued that physical activity is a useful strategy for student-teachers and that they must develop the time management skills to ensure that physical activity is part of their teaching style. The physical activity can make the students who do not want to be quiet and so noisy learn.

***Finding 3: Getting closer with the students.*** The next strategy to overcome the problem when the students refuse to learn and be silent was by getting closer to the students. It is mentioned by participant two and participant three.

(P2.25) I try to ask what is your hobby? Before the class end, I ask them what their hobby, where they will go today? From that I try to know their daily life.

(P3.27) I usually try to get closer to the student and ask “is there any problem?”

(P2.24) I try to put myself in their position as a junior high school student

Sieberer-Nagler (2016) share some ideas that it is very important for teachers to understand their students, various learning styles, personal needs and characteristics. The strategy to getting closer with the students is a good way to understand what they want. So the teacher will know what they should have to do.

***Finding 4: Warning the students.*** The strategy to handle the problems coming from the students when the students disturb the other friends is warning them. It is mentioned by participant two.

(P3.10) We can talk to the point to the student to do not disturb

Her strategy is in line with Dunbar (2004) that “inappropriate behavior should be followed by consequences rather than punishment” (p.4). When there is a student who disturbs other friends or misbehaves in classroom, warning is the simple way to handle the students than punish them. It is better to give warning or simply consequences than give them punishment, because punishment can give bad effect to the students.

***Finding 5: Arranging the seat.*** When the students prefer to join only with their close friend or group, the strategy to overcome that problem is student-teachers arrange the seat of the student by rolling the seat every week. The statement was mentioned by participant two below:

(P2.29) I manage the seat, so if every week I come to the class I will always roll the seat,  
so they will be more joining the others

Her strategy is in line with Gower and Walters (1988) who state that 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 grouping.

***Finding 6: Asking the students to use English.*** Another strategy to overcome the student's misbehavior is asking them to use English when they ask permission to go out from the class with every reasons. It will help them to improve their speaking. It is mentioned by participant 3. It can be seen from her answer:

(P3.16) But in order to make their English good enough, I ask them to use English

By asking the students to use English when going out of the class, the students will get used to using English. This strategy is also useful to control the students to prevent them to go out of the class often.

***Finding 7: Speaking louder.*** The next strategy to overcome the problems in classroom management dealing with the students especially the students' noise is that the teacher speak louder. It is mentioned by participant one:

(P1.14) Sometimes when I teach, I have to shout out and shout out until dizzy

When students are so noisy with their own business during student-teachers' material delivery, teachers speak louder too in order to make the students pay attention to the student-teachers.

**Strategies in classroom management coming from facilities.** After analyzing the problem faced by student-teachers in classroom coming from the facilities, here discussed the strategy to overcome that problems.

***Finding 1: Making and bringing teaching aid by themselves.*** After discussing the strategy to overcome the problems in classroom management related to the teacher's factor and student's factor, this part discusses the strategy to overcome problem related to facilities. When there is no teaching aid or less of facilities from the school, the student-teacher make or bring teaching aid by themselves. It is mentioned by participant one and participant four below:

(P1.34) When there is no audio or speaker, we make little teaching aid like flashcard or for example scrabble that can make them interested in English.

(P4.13) The other media like picture or teaching aid, we have to prepare them by ourselves

Sometimes there is school which has limited facilities like there is no audio speaker or LCD that will help teachers when delivering the material. However, the student-teacher can use the strategy by preparing all the things and bring the teaching aid to the school.

Based on the finding and discussion above, found there are 12 strategies in classroom management implemented by students-teachers in their teaching practice. The strategies in handling problems coming from teacher are preparing themselves to handle lack of experienced and unconfident feeling , mastering the material to handle uncertain and afraid feeling, predicting the questions to handle afraid feeling and practicing more to handle their confuse and unconfident feeling . Meanwhile, strategies in handling problems coming from the students included asking good cooperation from school to make the students follow the rules, conducting

physical activity to make the students learn, getting closer with the students to know what the students' want, warning the students to control students' misbehavior, arranging the seats to make students more joining the others, asking the students to use English when they want to go out from the class and speaking louder to get the student's attention. The strategy was making and bringing teaching aid by themselves was to solve the lack of facilities.