

Chapter Two

Literature Review

This chapter discusses of some theories related to students' classroom management ability during teaching practicum and after teaching practicum. The first section discusses about ability, classroom management and teaching practicum.

The Definition of Classroom Management Ability

The definition of ability. Before researcher explained about classroom management and teaching practicum, first, researcher would explain about definition of ability. The reason because the research about students' classroom management ability after conducting teaching practicum. According to Meriam Webster online dictionary, the definition of ability is the quality or state of being able (*ability* of soil to hold water) *especially*: physical, mental, or legal power to perform. Another definition from Longman online dictionary, ability is the state of being able to do something. Thus, it can be concluded that the ability is an action to do something, either physically or mentally.

The definition of classroom management. Classroom management is the ability of teachers to organize classes in order to run properly. Classroom management related to classroom activities. A good teacher needs classroom management ability that will support the teaching and learning process. According to Wong (2012) Classroom management refers to all the things that a teacher does to organize students, space, time, and materials so that student learning can take place. It

comprises a plan—a set of procedures that structure the classroom so the students know what to do, how to do it, and when to do it in a classroom. So, classroom management is a set of activities performed by teacher. Classroom management itself is related to the student and materials, as has been mentioned above. Larrivee (2005) noted that “classroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies and an organizational structure to support productive learning”. Classroom management is a very useful thing for student teachers and teacher for managing their classroom. Classroom management in general is a common and serious concern of both pre-service and in-service teachers (Gee, 2001). It is not only teacher who need classroom management while teaching. The prospective teachers who are doing teaching practicum also need classroom management when teaching.

Finally, it can be concluded that classroom management ability is the process by a teacher to act when in the class. Classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006).

Classroom Management during Teaching Practicum

Practicum is trainings for student teachers who used to do the real teaching. The student teachers will be faced the class directly. During the practicum, student teachers will perform activities related to the classroom and students. Student teachers need a way to overcome the class and their student. Classroom management

can be used by student teachers during teaching practicum. The aim is to set up a class to run as expected. According to O'Sullivan & Tsangaridou (1992) found that pre-service teachers focused their attention on student control during practicum experience. Student control is one of the classroom management abilities as described in the definition of classroom management.

To know the things done by the students during the practicum, researcher was used some sources of classroom management. Classroom management activities will be related to some process that is when start the class, while the class is in progress and the last is about ends the class. Smith & Laslett (2002) stated that there are four rules in the management class, there are (a) get them in, (b) get them out, (c) get on with it, and (d) get on with them.

'Get them in' activities. It is related to the time when student-teachers start the classes. The teacher will perform some way related to the greeting, seating and starting in 'get them in' activities. When a teacher is opening a class, the first thing that they will do is give a greeting to the students who are in class. Greeting here means the condition when the teacher ask student to enter the classroom. Managing is important to do since the beginning because it will affect students in learning. The most important piece in class management occurs before students ever enter the classroom. Teachers who are prepared and organized prior to class have fewer behavioral problems because students are usually engaged in learning during class time, Nicole (2009). Besides, asking student to enter the class, there are another part in get them in, it is seating arrangement.

Seating arrangement. In the ‘get them in’ activities also found the discussion of seating arrangement. Usually teachers will perform a variety of ways to arrange the seating of students. Adjusting the seat was important to do because the seat may affect the achievement of every student. According to Smith & Laslett (2002) although arrangements will vary according to the type of lesson, age of pupils and nature of activity, it is important that initially teachers decide where children should sit. The seating arrangements can affect students’ achievement. Student seating location within the classroom has proven to have an impact on student participation and achievement (Hastings & Schwieso, 1995; Perkins & Wieman, 2005; Wannarka & Ruhl, 2008).

Type of seating arrangement. There are several types were found to arrange seating. Seating arrangements consist of the u-shape, rows and columns, the fan, the semi-circle, and the clusters which are also referred to as small groups of desks (Hastings & Schwieso, 1995; Kaya & Burgess, 2007; Marx et al., 2000 cited in Fernandes, 2012).

Start the class. A teacher can do a variety of things to start a class, whether to review the lessons they have learned previously, or with a game that will lure the spirit of the students and it usually referred as building knowledge or warming up.

‘Get on with it’ activities. ‘Get on with it’ activities are related to the learning material provided by the teacher, including content and manner. *Content.* Teacher should think a way to handle classroom, if there are material that not accordance with the student. It required some preparation by respondent before teaching. Planning is

the most important thing for a teacher before teaching. If the plan has been prepared then the class will go well and help us in the classroom management. According to Barney & Pleban (2006) classroom preparedness is the second thing that discussed during the interview conducted to pre-service teacher. Pre-practicum interview showed pre-service teacher respond that many student felt that if they were prepared for the lesson it would be beneficial in managing class. We need preparation before teaching to face the problems that sometimes arise. Lesson plans and syllabus can be used by teacher as a plan before teaching. The reason is to avoid the problems occur when teaching. Effective classroom managers foresee confusion and make modifications to lesson plans before confusion begins. Making sure materials are readily available helps move the lesson along smoothly and curbs classroom distractions, Nicole (2009). Get on with in, there are also discussion about manner. *Manner*. Manner is how a teacher attitude to students who have learning differences.

‘Get on with them’ activities. ‘Get on with them’ activities are included who's who and what's going on. In the ‘get on with them’ activities, "them" here means the student. *Who's Who* is the teacher identify who their students.

Handle student in the group. To recognize the students in the classroom, the teacher can adjust them in a group in order to make it easier to recognize. According Smith & Laslett (2002) keeping the same seating plan, at least for the first few meetings with a group enables the teacher to use names correctly albeit at first by discreet reference to the plan.

Communication with the students. Communication or interact with student is one approach that can be done by the teacher to establish good communication with students. As has been mentioned above that the interaction is one way for teachers to control students. In the part of student-teacher communication, teacher can give praise or feedback to students. This opinion accordance with Sprick&Daniels (2010) stated that Interact positively with students. When students are behaving responsibly, the teacher gives them attention and specific descriptive feedback about their behavior. Moreover, *what's going on* is the way to handle class by looking at the classroom atmosphere and students situation.

‘Get them out’ activities. ‘Get them out’ activities is how a teacher to end the lesson. In get them out there are two things that the teacher will do, which is concluding and dismissing. This part will be focused on how to handle the class teacher at the end of lessons. There are some process to stop the class and dismiss. Gray and Richer (1988) cited in Smith & Laslett (2002) point out how valuable it is to use this time to give positive feedback to pupils, praising good work and reassuring those who have had difficulties that next time things will be different. Smith & Laslett (2002) said it is an opportunity to refresh, restate and reinforce the theme of the lesson.

Classroom Management after Teaching Practicum

The ability of a teacher in teaching is influenced by many factors, primarily through the activities of practice or experience in teaching. Student teacher needs a container for student teaching practice. It is also carried out by the education

department of English, UMY. Students are trained to teach through practical activities, at there. These activities can be used as a training or observation of students before becoming a teacher. In addition, teaching practicum also used for student to improve the ability to handle the class. The practicum is ground for student observations before becoming a real teacher. Student can also learn through teaching practicum that they do. In the classroom, teacher needs a guideline that will use to solve the problems. Teachers will use their ability to handle the class. However, to handle the class is not an easy thing. Student can not directly handle the class if they do not know how. Therefore, the practicum is training for student classroom management ability. It was also proved in a study stated that students went through their practicum experiences, overall their comfort level increased in regard to classroom management issues, teaching to a variety of learners and adolescent development issues, (Wyss, Vanessa L; Siebert, Cathy J; Dowling, Karen A, 2012)

The study of some 40 junior high school teachers randomly assigned to experimental and control groups, Emmer, Sanford, Clements, and Martin (1982) cited in Marzano, Marzano & Pickering (2003) found that teachers' skills at classroom management could be significantly improved even by the simple intervention of providing them with a manual and two half-day workshops.

Teaching Practicum

The definition of teaching practicum.Practicum is a program where the student teachers training to become an actual teacher. The practicum, student teachers candidate will directly teaching students in the classroom. Practicum is one of the

prospective teacher education program used to train and prepare them to teach future. According to Tuli and File (2009) practicum is considered to be the most highly valued component of teacher education program that aim to prepare teachers who are thoughtful, reflective and inquiring. This opinion was also expressed by ÇELİK(2008). It has long been accepted that practice teaching (practicum) in teacher education constitutes a major component of the professional education and the development of pre service teachers before they go on to the actual teaching profession.

In addition, being one education program that guides student teachers for teaching, practicum dalah place for student teachers directly into teacher training. Thus, teaching practicum conducted to increase experience of each prospective teacher in teaching. According to Zeichner (1996) suggests that the practicum should be a time for growth and learning, where pre-service teachers come to understand the broader implications of being a teacher, and to appreciate the ultimate aim of teaching: to help children learn. Schulz (2005) sees a need for a change towards “a practicum experience that provides teachers candidates with opportunities for inquiry, for trying and testing new ideas within collaborative relationships, and for talking about teaching and learning in new ways” (p. 148).

As stated in the *teaching practicum guide book* that has been made by EED UMY that the practical activities carried out to establish student competencies. In addition, the guide book also said that teaching practicum has been done for the

students first semester until students of sixth semester. Practical activities itself, include: preparation, execution, and evaluation laboratories.

Benefit of teaching practicum. Practicum teaching has many benefits for prospective teachers. Through the training student teachers can get a variety of experiences, especially in teaching. The experience will be useful in the future when student teacher becomes a teacher.

Another benefit from teaching practicum is to build relationships between students and teachers, as well as to train them to deal directly with the school. Smith and Lev-Ari (2005) as cited Trent (2013) suggest that developing shared understandings and connections between student teachers and school-based supporting teachers could begin from the perceptions of the pre-service teachers themselves about their practicum experiences.

Teaching practicum also has benefits for understanding the role of teachers in school and they can also learn from the experiences they have had during the practicum. Research examining student teacher practicum reveals that the practicum component of a teacher training program has an important impact on their future careers (Myles, Cheng, & Wang, 2006; Rozelle & Wilson, 2012 cited in Gan 2013). Zeichner (1996) contended that a practicum is educative if it helps teacher candidates to understand the full scope of a teacher's role, to develop capacity to learn from future experiences and to accomplish the central purpose of teaching.

Conceptual Framework

There are many factors to help student improve their skills in teaching. Teachers will always be faced with activities related to school and classroom activities. Student needs ability to make all activities in the classroom running smoothly, that is ability to handle class or classroom management. So that student needs teaching practicum.

Then, researcher determines students' classroom management ability in practicum and after joining teaching practicum. The researcher made a concept of classroom management ability in during practicum and after teaching practicum. The concept has been discussed above by using several references that will strengthen these results. These concepts were linked into one, and then the researcher known the outcome of these linkages.

So, teaching practicum affected our classroom management ability because student will practice in sustainable and they will be more able to deal with the class and the students. Student also has more experience and they will be more mastering classroom management.