

ENGLISH EDUCATION STUDENTS' CLASSROOM MANAGEMENT PROBLEMS DURING THE SCHOOL PRACTICE PROGRAM

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Abstract

This research aims to answer two research problems, namely: What are the English Language Education Study Program (ELESP) practice teaching students' classroom management problems during the School Practice Program? Second, what are the solutions to the ELESP practice teaching students' classroom management problems during the School Practice Program? To answer the research problems above, the researcher used a quantitative method in the form of descriptive research. The instruments were a questionnaire and an interview. Based on the data gathered, most of the practice teaching students gave positive responses on the close-ended statements distributed to the students of the English Language Education Study Program of Sanata Dharma University, Yogyakarta. From the four classifications of classroom management components, the researcher found that management of discipline was the only classification received negative responses. Besides, the open-ended question generated other problems. As a result, a total of eight problems were found based on the questionnaire analysis and were categorized into teacher factors, student factors, and school factors. Furthermore, the major solutions to the problems were setting rules, designing interesting learning activities, approaching directly, and giving caution and rewards. Finally, the researcher also gave recommendations to ELESP lecturers, future practice teaching students, and future researchers.

Keywords: classroom management, English education, School Practice Program

Introduction

The School Practice Program is a compulsory subject for all students of the English Language Education Study Program of Sanata Dharma University. After accomplishing Micro Teaching subject, students can take this subject in the next semester. However, it is very different from Micro Teaching subject in which students practice teaching their classmates and lower grade students. The School Practice Program requires practice teaching students to teach real students in a certain Junior or Senior High School. From the difference between School Practice Program and Micro Teaching subject, it can be seen that School Practice Program is a kind of new challenge for ELESP students since it requires them to practice teaching in the real context called classrooms.

Despite the challenge above, the researcher believes that the School Practice Program is not enough for ELESP students to acquire real teaching management. While



teacher preparation programs are dedicating more time to the study of classroom management and working with challenging students, such programs alone cannot successfully address the myriad issues that teachers face in motivating students and addressing student behavior problems (Wiseman & Hunt, 2014). Practice teaching students have to spend more time after they have entered the profession. Teachers themselves must remain active learners and continue to develop their skills in working with their students to develop classrooms that are active, positive, safe, and successful learning environments (Wiseman & Hunt, 2014).

In addition, motivating students and managing students' behavior are challenges of critical importance to today's teaching profession. Therefore, it is important for practice teaching students to be ready with their profession as early as possible. In relation to the issue, the researcher aims to find out the classroom management problems during the School Practice Program. The reason why focusing on classroom management is that it is an important aspect to succeed learning goals in teaching. As stated in Olive and Reschly (2007), the ability of teachers to organize the classroom and manage behavior of their students is critical to achieving positive educational outcomes. They state that although it does not ensure effective instructions but it establishes the environmental contents that make good instructions possible. It is also stated in Hue and Li (2008) that how a teacher manages the classroom will have an important influence on whether most of the time is spent on promoting learning or on confronting management and discipline problems.

Despite the crucial term of classroom management, as beginner teachers, practice teaching students have to deal with real teaching management such as managing learning, managing discipline, and other teaching activities they are not accustomed to. As stated in Quanglia (1989), classroom management is the most seriously perceived problems of the beginning teacher. As a result, practice teaching students who can be considered as beginner teachers will certainly experience problems and it is important for them to be capable of managing classroom to make effective instructions possible. Since practice teaching students who can be considered as beginner teachers are likely to experience problems in dealing with classroom management, the researcher aims to find out the problems. Besides finding the problems, the researcher also aims to find the solutions to the problems. Finding the classroom management problems during the School Practice Program and the solutions to the problems will surely help practice teaching students increase their readiness on their teaching profession as well as enable them to do a better practice. Therefore, the aims of this research are to find the classroom management problems during the School Practice Program and the solutions to the problems.

To specify what the researcher aims to find out, two research problems are formulated as follows. First, what are the ELESPP practice teaching students' classroom management problems during the School Practice Program? Second, what are the solutions to the ELESPP practice teaching students' classroom management problems during the School Practice Program?

School Practice Program

The School Practice Program is a compulsory subject for all students of the English Language Education Study Program of Sanata Dharma University. It is the continual subject from Micro Teaching subject. Through this subject, students will experience real

teaching management in a certain Senior or Junior High School, which is done as the form of teaching practice.

Practice Teaching Students

Practice teaching students in this research refer to the students of the English Language Education Study Program who have taken or are taking the School Practice Program subject. They are eighth semester students of the English Language Education Study Program of Sanata Dharma University batch 2011. Practice teaching students are the subjects of this research.

Classroom Management

Classroom management refers to teachers' ability to organize the classroom teaching and learning. It consists of two major abilities. The first one is to manage what is done in the classroom and the second one is to manage students' behavior in teaching and learning activities. In this research, classroom management is considered as the most important aspect in teaching because it enables to make effective instructions possible.

Literature Review

Effective Teacher

Definition of an Effective Teacher

The definition of an effective teacher may vary because experts have their own view to define how and what an effective teacher is. As cited in Darhim (n.d.), an effective teacher is a teacher who can motivate students to learn and increase their motivation to learn based on students' willingness. In another definition, an effective teacher is a teacher who is obviously able to increase his/her students' knowledge (Clark, 1993). Moreover, as stated in Vogt (1984), an effective teacher is a teacher who has the ability to provide instructions to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. Therefore, an effective teacher is needed just like what stated in Tauber (2007), no classroom management technique will be effective for long if effective management and engaging teaching are absent.

According to Stronge, Tucker, and Hindman (2000), an effective teacher is a teacher who can adapt the changing in the school and navigate successfully complexities of the classroom. The changing can be some changes in terms of students, curriculum, building issues, colleagues, administrators, finances, health and safety concerns, families, communities, and a host of other influences on the daily lives of a teacher. Therefore, an effective teacher can be defined as a teacher who can make students learn and understand what they are progressively learning with his/her way and effectiveness of teaching.

Characteristic of an Effective Teacher

From the various definitions of an effective teacher, the characteristics of an effective teacher are also variant. According to Collins (1990), an effective teacher is mentioned as having five characteristics. Those characteristics are an effective teacher: 1) is committed to students and learning, 2) knows the subject matter, 3) is responsible for managing students, 4) can think systematically about their own practice, and 5) is a

member of the learning community. Those characteristics show that an effective teacher does not only master the subject to teach but also needs to develop his/her competency by being a member of the learning community. Other characteristics also show that an effective teacher is the one who shall be responsible for managing students. Therefore an effective teacher should think of two aspects, which are the mastery of the subject and his/her students.

In addition, Stronge, Tucker, and Hindman (2002) suggest that an effective teacher has six qualities. Those qualities are categorized into: 1) prerequisites of an effective teacher, 2) a teacher as a person, 3) classroom management and organization, 4) organizing for instruction, 5) implementing instruction, 6) monitoring students' progress and potential. One of the qualities is prerequisite of an effective teacher. It is related to a professional teacher because it defines that an effective teacher should have prerequisites which also include verbal ability, content knowledge, educational coursework, teaching certification, and teaching experience. However, the other qualities show the identical characteristics of an effective teacher as stated previously.

Similarly, Muijs and Reynolds (2005) mention an effective teacher is to have these following characteristics: 1) having a positive attitude, 2) developing a pleasant social/psychological climate in the classroom, 3) having high expectations of what pupils can achieve, 4) communicating lesson clarity, 5) practicing effective time management, 6) employing strong lesson structuring, 7) using a variety of teaching methods, 8) using and incorporating pupil ideas, 9) using appropriate and varied questioning.

Furthermore, according to Hue (2005), an effective teacher has common approach to promoting classroom discipline. It includes these following features: 1) adopting effective approaches to teaching and learning, 2) having plans for avoiding disruption, 3) establishing a positive relationship with students, 4) using knowledge of individual students and the class to develop appropriate strategies for discipline 5) being sensitive to the influence on classroom management factors such as the student seating plan, the arrangements for floating classes, and the examination schedule.

Moreover, Jones, Jenkin, and Lord (2006) have their own view about an effective teacher. They find that an effective teacher has these characteristics: 1) a professional but relaxed appearance, 2) using of exaggerated facial expressions, e.g. a gaze or raised eyebrows, 3) confident and relaxed non-verbal behaviors, e.g. relaxed shoulders, resting on one leg, sitting down when a pupil is standing, hands loose – not clenched, 4) illustrative gestures to show how the class should respond, 5) kneeling or getting down to the level of the child, 6) controlling gestures, 7) smiling face, 8) self-pointing gestures, 9) calm and relaxed quality of voice for the majority of the time, and 10) resistance to pupil-instigated interruptions.

What Makes an Effective Teacher Effective

An effective teacher can be effective or can be less effective. According to Muijs and Reynolds (2005), there are factors influencing the teacher's effectiveness. They state that teaching methods are context specific, what is needed for a teacher to be effective can vary depending upon factors such as: 1) the type of activity in the lesson, 2) the subject matter, 3) the pupil backgrounds (such as age, ability, gender, socio-economic status and ethnicity), 4) the pupils' personal characteristics (such as personality, learning style, motivation and self-esteem), and 5) the culture/organization

of the department, and school . It can be seen that the teacher's effectiveness is influenced by some factors. The factors can come from the students, the organization, and the teacher himself/herself.

Classroom Management

Definition of Classroom Management

Classroom management can also be defined differently from one to another. As cited in Oliver and Reschly (2007), classroom management is the ability of a teacher to organize the classroom and manage behavior of his/her students that is critical to achieving positive educational outcomes. Moreover, in Yasar (2008), classroom management is defined as all efforts that a teacher takes in order to maintain classroom activities including learning, social interaction, and students' behavior. Hue (2005) also mentions that classroom management refers to the teacher's actions which lead to the creation of a learning environment where positive interpersonal interaction is promoted and effective learning is facilitated. It aims to enhance the cognitive, personal and social growth of students, developing in particular their self-motivation, self-understanding, self-control, self-evaluation, and self-management.

Moreover, Hue (2005) characterizes classroom management into three basic concepts. The first concept is managing classroom behavior which refers to managing the actions or reactions of classroom participants. The second concept is disciplining which means the act of responding to misbehaving students in an effort to restore and maintain order, authority, and control. The last concept is managing misbehavior which refers to managing behavior that interferes with teaching, violating the right of other students to learn, and sometimes makes them feel psychologically uncomfortable and physically unsafe. Nevertheless, Hue and Li (2008) also say that classroom management is concerned not just with discipline and students' behavior but, in a wider sense, can be considered a mean by which the broader purposes of classroom life can be achieved.

Hue and Li (2008) also specify the term of classroom management into smaller components. They state that classroom management can be very taxing, especially for novice teachers and will be much easier to learn if it is broken down into smaller components which include: 1) management of physical environment, 2) managing of learning, 3) classroom procedures and rules, 4) management of discipline. Those components refer to what a teacher needs to manage in the classroom. In other words, what a teacher needs to manage based on the four components includes the class, the learning, the procedures and rules, and the students. The description of four components of classroom management by Hue and Li (2008) can be seen as follows:

1. Management of Physical Environment

Teachers need to create the best possible physical environment to ensure that their students have a comfortable and pleasant atmosphere in which to learn such as ensuring appropriate heating and ventilating, ensuring a good classroom condition, enabling active participation from students by setting a good seating arrangement.

2. Management of Learning

Teachers must prepare learning objectives, select content, prepare teaching and learning materials, and design activities with the goal of devising a curriculum that meets their students' diverse needs. It includes an effective planning, making enjoyable

and challenging learning, and giving effective instructions. In other words, this management includes the ability to select appropriately what to teach and how to teach.

3. Classroom Procedures and Rules

Teachers have to set guidelines for the smooth and efficient running of classrooms as these are important for conveying their expectations, for establishing classroom norms, and for “house-keeping” purposes. The housekeeping purposes include entering and leaving the classroom, accessing to the materials, talking and listening in the classroom, and passing out the exercise books.

4. Management of Discipline

Apart from such guidelines, teachers need to set up a discipline system to deal with difficult and bad behavior. It includes the need of direct intervention, giving appropriate praise or reinforcement, and tolerating certain behavior. Teachers do not only need to handle what disrupts the classroom activities but also manage the students’ behavior that causes the disruption than ignoring the misbehavior and let it happen.

Importance of Classroom Management

Each individual has different characteristics, needs, and ability to learn. It has been noted that classroom management skills are essential in the classroom for a teacher to get anything done (Brophy & Evertson, 1976). Poplin et al. (2011) also mention that classroom management skills are important factors in enhancing students’ achievement and in schools successfully serving very diverse students. Having good classroom management is important to enhance students’ achievement due to the fact of diverse students. As stated in Oliver and Reschly (2007), the ability of a teacher to organize the classroom and manage behavior of their students is critical to achieving positive educational outcomes. It becomes clear that classroom management is an important aspect to enable students to achieve the goals of learning. Moreover, from the importance of classroom management, it can also be concluded that students’ success depends greatly on how effective a teacher manages the classroom.

Goals of Classroom Management

Defining the goals of classroom management can also vary. It depends on the focuses. According to Hue and Li (2008), there are two specific goals of classroom management. Those specific goals are listed as follows:

1. Creating a Positive Learning Climate in the Classroom

Effective teaching and learning can take place only if there is good order and a positive learning climate in the classroom which include supportive students, respectful relation between students and a teacher, and between students and students. Therefore, the goal of classroom management is to make effective teaching and learning in the classroom as it attempts to create a positive learning climate in the classroom.

2. Promoting the Growth of Students

Classroom management is to promote the growth of students, in terms of their personal, social, and emotional selves. There is a commonly held perception that classroom management, particularly when it refers to discipline and punishment, is related to reactive control and sterile practices. However, classroom discipline shall

never be considered in isolation from the students' academic, personal, and social growth. This is because positive classroom management has enormous potential to increase students' motivation, learning, self-esteem, and more specifically, positive disciplinary practices can give students a sense of achievement and of control over their classroom behavior.

As indicated above, classroom management has two basic goals which include creating and maintaining a positive learning climate and promoting students' whole-person growth. Moreover, it is also mentioned that positive classroom management can increase students' motivation, learning, and self-esteem. A teacher has the ability to determine students' success through his/her classroom management. In other words, good classroom management can maximize students' achievement and learning opportunity and the maximization will be based on how good a teacher manages the classroom and creates a supporting learning climate.

Factors Influencing Classroom Management Success

Some factors can influence classroom management success. The factors can be either student or teacher factors or both factors. As mentioned in Kapalka (2009), there are two factors that can influence classroom management success. Those two factors are student factors and teacher factors. The description of the factors can be seen as follows:

1. Student Factors

Some personality factors can exhibit students a difficult behavior. Of these, impulsivity is the most notable. The more prone students to quick reactions without much forethought, the more likely they are to misbehave. Often, those actions result in negative consequences that the individual does not anticipate, and the result is a negative reaction, including frustration and anger. Impulsive students require exposure to consistent consequences before they eventually begin to think before they act and start to learn from previous experience. Dealing with impulsive students is often difficult for a teacher to manage.

2. Teacher Factors

The overwhelming majority of teachers are educator professionals who want to help their students become smart and successful. When students' behavior interfere with teaching, this makes teachers frustrated because they feel that it prevents them from accomplishing the goals of learning. When frustrated, many teachers lose control over their own reactions and a conflict ensues. Consequently, helping teachers manage their own reactions is an important component of effective students' behavior management.

Issues on Classroom Management

Discussing classroom management problems, it is closely related to classroom discipline and students' misbehavior. Both classroom discipline and students' misbehavior can influence classroom management success and create classroom disruption (Pagliaro, 2011). It has been reported consistently that 95 percent of all classroom behavior problems consistently fall into the category of class disruptions (Jones, 2000). Of these, 80 percent are talking problems such as chatting with a friend, speaking out of turn, whispering, speaking loudly, or calling out. The remaining 15 percent are movement problems such as passing notes, tossing or shooting objects

(paper airplanes, rubber bands, spitballs), fooling around, gesturing, and getting out of the seat to go to the pencil sharpener or the lavatory without permission.

The other 5 percent of problems in order of least to most severe include: 1) goofing off. Students may be off tasks, daydreaming, doodling, sleeping, or doing work not related to the lesson, 2) defying authority. Students refuse to do what the teacher wants, and may even become hostile in not cooperating with any school activity, 3) moral issues. Students may be involved in stealing, cheating, lying, or improper sexual activity, 4) aggression/violence. Students may physically or verbally attack the teacher or another student. Carrying lethal weapons to the school and dealing in or taking drugs are serious misbehavior that could disrupt the entire school. Many of these students are subjected to severe problems. These problems include homelessness, depression, tendency toward suicide, eating disorders, alcoholic parents, attention deficit and hyperactivity disorder, incarcerated parents, poverty, sexual and physical abuse, and the statistics associated with these problem areas are shocking (Marzano, 2003).

Research has indicated that new teachers especially may lack the training to handle more severe behavior and their causes as described above (Smart & Igo, 2010). Even if the teachers are experienced, they may not be able to handle more serious problems as discussed above. A teacher therefore needs to consult with the more experienced teacher in the school. From the issues discussed, it can be seen that the primary or the more serious classroom management problems refer to managing discipline than managing physical environment, learning, and also procedures and rules of learning.

Specific Problems in Managing Classroom

In regard to classroom management, there are some common classroom management problems that have been most frequently identified by teachers (Veenman, 1984). Those common problems include: 1) classroom discipline, 2) motivating students, 3) dealing with individual difference, 4) assessing students' works, 5) relationships with parents, 6) organization of class work, 7) insufficient and/or inadequate teaching materials and supplies, and 8) dealing with problems of individual students. These problems occur because of student factors and teacher factors. Some problems occur outside of the teacher's classroom management ability such as students' relationship with parents and different students, while the other problems occurring is related to the teacher's classroom management ability.

Recent Research on Classroom Management

Classroom Management Problems for Teaching Assistants

This research was conducted by Luo, Bellows, and Grady (2000). This research aimed to find four research questions in which, one of them, included the term of common classroom management problems. The respondents of this research were 749 graduate students working as teaching assistants at the University of Nebraska-Lincoln (UNL). A mailed survey questionnaire was used in order to collect the data. Moreover, from the 749 respondents, the survey yielded 304 usable responses. From those responses the researchers found some common problems experienced by teaching assistants.

The problems themselves differed from different teaching assistants' disciplines. Teaching assistants in soft pure disciplines (that includes such disciplines as English, history, communication studies, classics, philosophy, psychology, sociology, and

political science) reported the most problems than the teaching assistants in hard disciplines. Nevertheless, those responses yielded approximately the same problems which included: 1) the students challenge the teacher's comments or lecture, 2) the students are eating and/or drinking during the class, 3) the students question or contradict the teacher during lecture, 4) the students arrive late for the class, 5) the students monopolize the class discussions, 6) the students promote their own political/social agenda each time they speak, 7) the students miss the class frequently, 8) the students make comments that are offensive to the teacher/peer in the class, and 9) the students come to the class unprepared.

Classroom Management in Japanese EFL Classroom

This research was conducted by Sakui (2007). One of the aims of this research was to find teachers' difficulties in managing Japanese EFL classroom when teachers tried to teach English communicatively. All the participants chosen for this research were members of a self-study group consisting of 30 Japanese teachers of English. Interviews were used to collect the data. From the interviews, some difficulties could be found included: 1) the spatial arrangement of the classroom, 2) the students' and the teachers' expected roles, and 3) the cognitive complexity activity.

Method

Research Method

In this study, researcher used descriptive research. As mentioned in Gall, Gall, and Borg (2003), descriptive research is a type of quantitative research that involves in making careful descriptions of educational phenomena. It is also stated that a research question "what is" is very concerned with the term of descriptive study. Furthermore, the researcher used a survey as the research design. Survey research is a type of research in which a researcher can gain respondents' opinion, belief, experience, and perception (Fraenkel & Wallen, 2009).

The research was conducted in the even semester of the 2014/2015 academic year to the students of the ELESP who have ever experienced the School Practice Program subject as the intended subjects. It took place at the English Language Education Study Program of Sanata Dharma University and online by using a Google form questionnaire. The researcher opened an online questionnaire on 26th of June 2015 up to 2th of July 2015. Moreover, interviews were conducted on 4th and 5th of July 2015 at PGSD Student Hall and the interviewees' house.

In choosing the respondents, the researcher used a convenience sampling method. The reason why the researcher used a convenience sampling method was because the students in the batch 2011 were in the last semester which meant that most of them had not had credits left on subjects to take. It was not doable for the researcher to use either a random sampling or a systematic nonrandom sampling method. According to Fraenkel and Wallen (2009), at such time when it is extremely difficult or sometimes even impossible to select either a random or a systematic non-random sampling, a researcher may use a convenience sampling. Nevertheless, before deciding to use the convenience sampling method, the researcher also opened an online questionnaire on Google form which was shared on the Facebook group of the ELESP students in the batch 2011.

In analyzing the data based on the close-ended questionnaire, the researcher used frequency agreements of strongly disagree (SD), disagree (D), agree (A), strongly agree (SA). The researcher calculated the responses into percentage in order to generate conclusion from the responses. In addition, the researcher also calculated the average of the percentages had been calculated to make generalization of each classification on the questionnaire. The researcher calculated the response percentage using the formula . RA represented the response average. Meanwhile, $\Sigma responses$ represented the total responses on the item and N represented the total respondents.

Nevertheless, the researcher also divided the statements on the close-ended questionnaire into two types. The first type was a positive statement while the second one was a negative statement. In the positive statement, the highest score was strongly agree (SA) while in the negative statement was strongly disagree (SD). Therefore, in each of the items, the point was ranged from 1 up to 4, in which the score was 1 point if the answer was SD and 4 point if the answer was SA for the positive statement and vice versa the negative statement. The results of the close-ended questionnaire were presented on tables to enable easier further analysis and readers to understand the findings.

Differently, in analyzing the data based on the open-ended question, the researcher presented them into a list of problems and selected the problems which were experienced the most by the respondents. After analyzing the questionnaire, the researcher combined all the problems found based on the close-ended statements and the open-ended question to identify the major problems experienced by the respondents. Moreover, in analyzing the data based on the interview, the researcher used an audio recorder to keep the data when doing the interview. From the audio recordings, the researcher listened to them and read a list of an interview form before noting down the information and the data. In addition, the researcher presented the results of the interview into description forms.

Findings and Discussion

The Classroom Management Problems

In order to answer the first research problem, which is about the practice teaching students' classroom management problems during the School Practice Program, the researcher used a questionnaire as the research instrument to collect necessary data. The questionnaire consisted of close-ended statements and an open-ended question.

Data Presentation

Since the questionnaire consisted of close-ended statements and an open ended question, the researcher divided the data presentation into two parts. The first part would be the data presentation of the close-ended questionnaire and the second part would be the data presentation of the open-ended questionnaire. The data presentation of each part on the questionnaire was as follows:

1. Data Presentation of the Close-Ended Questionnaire

The close-ended questionnaire consisted of 15 items that were classified into four major classifications. The classifications were based on Hue and Li's theory about four classroom management components which included the management of physical environment, the management of learning, the classroom procedures and rules, and the

management of discipline. The researcher presented the results of the close-ended questionnaire as follows:

a. Management of Physical Environment

The first classification of classroom management components was about the management of physical environment. It included the ability of the teacher to create the best possible physical environment to ensure comfortable and pleasant atmosphere for the students to learn. The researcher set four statements to find the problems experienced in this classification. The results are presented as follows:

Table 1.1. The Percentage Results of Questionnaire Number 1-4					
No	Statements	Agreement Frequency Points			
		SD (1)	D (2)	A (3)	SA (4)
1.	I always have my students feel comfortable about the classroom during the learning activity.	1 (2.3%)	6 (13.6%)	26 (59.1%)	11 (25%)
2.	I always adjust the classroom condition, such as turning on the lamp when it is dark, adjusting the classroom ventilation.	1 (2.3%)	3 (6.8%)	18 (40.9%)	22 (50%)
3.	I always have my students avoid sitting in the front row when it is empty.	12 (27.3%)	20 (45.4%)	9 (20.5%)	3 (6.8%)
4.	I always have a clean classroom before starting the class.	4 (9.1%)	9 (20.4%)	23 (52.3%)	8 (18.2%)
	Average	10.25%	21.55%	43.20%	25%

From the table above, there were 43.2% “agree” responses and 25% “strongly agree” responses. As a result, the responses in this classification were positive since “agree” and “strongly agree” responses were mostly selected. It showed that most of the practice teaching students did not have problems in managing the physical environment.

b. Management of Learning

The second classification of classroom management components was about the management of learning. It included the ability of the teacher to manage learning which was well-prepared, appropriate to the students’ needs, and challenging as well as motivating the students. The researcher set four statements to find whether the practice teaching students experienced problems in this classification. The results are presented as follows:

Table 1.2. The Percentage Results of Questionnaire Number 5-8					
No	Statements	Agreement Frequency Points			
		SD (1)	D (2)	A (3)	SA (4)
5.	I start the class immediately after the bell rings.	1 (2.3%)	5 (11.3%)	19 (43.2%)	19 (43.2%)
6.	I always have my students feel motivated during learning activity.	0 (0%)	11 (25%)	26 (59.1%)	7 (15.9%)
7.	I always give my students good instructions so that there is no need of several repetitions.	1 (2.3%)	4 (9.1%)	34 (77.3%)	5 (11.3%)

8.	I always finish all teaching activities I have prepared as the class over.	0 (0%)	8 (18.2%)	28 (63.6%)	8 (18.2%)
	Average	1%	16%	61%	22%

Based on the responses, 61% of the respondents answered “agree” while 22% of them answered “strongly agree”. The percentage showed that there were positive responses on the management of learning classification. As a result the problems related to the management of learning were not likely to be experienced by most of the practice teaching students.

c. Classroom Procedures and Rules

The third classification of classroom management components was about the classroom procedures and rules. It included the ability of the teacher to set procedures and rules in the classroom such as the way students entered or left the class, the way learning material was distributed, and talking and listening rules. The researcher set three statements to find whether the practice teaching students experienced problems in this classification. The results are presented as follows:

Table 1.3. The Percentage Results of Questionnaire Number 9-11

No	Statements	Agreement Frequency Points			
		SD (1)	D (2)	A (3)	SA (4)
9.	I always have my students ask permission before entering or leaving the class.	0 (0%)	1 (2.3%)	19 (43.2%)	24 (54.5%)
10.	I always have my students raise their hand before asking or answering questions.	0 (0%)	8 (18.2%)	18 (40.9%)	18 (40.9%)
11.	I always have my students help me distribute the material for learning and teaching activity.	0 (0%)	8 (18.2%)	20 (45.4%)	16 (36.4%)
	Average	0%	12.90%	43.17%	43.93%

The table showed that most of the responses were positive. 43.17% and 43.93% of the respondents answered “agree” and “strongly agree”. As a result, the problems related to the classroom procedures and rules were not likely to be experienced by most of the practice teaching students.

d. Management of Discipline

The fourth as well as the last classification of classroom management components was about the management of discipline. This management included the ability of the teacher to deal with difficult and bad behavior. The need of direct intervention and giving appropriate praise or reinforcement were the parts of this classification. The researcher set four statements in order to find whether the practice teaching students experienced problems in this classification. The results are presented as follows:

Table 1.4. The Percentage Results of Questionnaire Number 12-15

No	Statements	Agreement Frequency Points			
		SD (1)	D (2)	A (3)	SA (4)
12.	I have some of my students in my class not pay attention to the learning and teaching activity.	0 (0%)	6 (13.6%)	31 (70.5%)	7 (15.9%)
13.	I have some students in my class busy with themselves, talking to friends and playing with their gadgets.	1 (2.3%)	6 (13.6%)	29 (65.9%)	8 (18.2%)
14.	I always ignore students who do disruptive behavior in the class.	17 (38.6%)	23 (52.3%)	3 (6.8%)	1 (2.3%)
15.	I always get impatient when dealing with disruptive students and directly give them negative reinforcement.	20 (45.5%)	19 (43.2%)	3 (6.8%)	2 (4.5%)
Average		22%	31%	38%	10%

Management of discipline as the last classification of classroom management components received negative responses on the negative statements number 13 (70.5%) and 14 (65.9%). Conversely, the negative statements number 14 (52.3%) and 15 (43.2%) received positive responses. The table showed that even the practice teaching students experienced problems which occurred because of the students' disruptive behavior, the problems management was positive.

2. Data Presentation of the Open-Ended Questionnaire

The open-ended questionnaire consisted of one question only. The question was to mention the other classroom management problems that were not listed in the close-ended questionnaire but experienced by the practice teaching students during their School Practice Program. After summarizing the responses, the researcher classified the problems experienced into two different classifications. Those classifications were internal problems and external problems. The researcher noted that the internal problems were the problems that occurred because of the teacher factors, which were the practice teaching students themselves. Conversely, the external problems were found to be the problems that occurred because of other factors outside of the practice teaching students, such as the students' disruptive behavior and the school facility.

Discussion

After presenting the close-ended and open-ended questionnaire results, the researcher analyzed the data in order to answer the first research problem about the ELESF practice teaching students' classroom management problems during the School Practice Program. From the four classroom management components which included the management of physical environment, the management of learning, the classroom procedures and rules, and the management of discipline, the researcher analyzed the results as follows: The first classification of classroom management components by Hue and Li (2008) was about the management of physical environment. In this category, there were four items to discuss. The first item was about whether the practice teaching students ensured their students had a comfortable learning class. Based on the responses,

the majority of the respondents (59.1%) answered “agree” and (25%) answered “strongly agree”. It indicated that the majority of the practice teaching students always ensured a comfortable learning class for the students. The second item was about adjusting the classroom condition. The responses for this item were positive since 40.9% “agree” and 50% “strongly agree” were selected. It meant that the majority of the practice teaching students realized the importance of adjusting the classroom condition.

The responses for the third negative item were also positive. The responses were 45.4% “disagree” and 27.3% “strongly disagree” which meant that the students were not likely to be the factor of problems on the seating arrangement. The last item received “agree” (52.3%) and “strongly agree” responses (18.2%) which also indicated that the majority of the practice teaching students were aware of their class’ cleanness before starting the lesson. Based on the highest average (43.20%) from the statements number 1-4, it could be clearly seen that the problems regarding the management of the physical environment were not likely to be experienced by the majority of the practice teaching students since the importance was understood.

The second classification of the close-ended questionnaire was about the management of learning. Four items in this classification received positive responses. The majority of the respondents answered “agree” for every item in this classification with an average percentage of 61%. It showed that the problems regarding the management of learning were not likely to be experienced by the majority of the practice teaching students. Most of them answered “agree” (43.2%) and “strongly agree” (43.2%) for the first item on this classification. The majority of the practice teaching students always started the class immediately after the bell rang. In other words, there were no problems such as the students’ lateness and learning media preparation to start the class as the bell rang. For the second item, as many as 59.1% of the respondents answered “agree”. It proved that the majority of the practice teaching students could motivate their students very well in the learning and teaching activity.

The third item on the management of learning classification received positive responses. Good instructions were always delivered by the majority of the practice teaching students. It was proved since the majority of the respondents answered “agree” (77.3%). For the last item in this classification, positive responses were also received. A total of 63.6% “agree” responses were selected by the majority of the respondents. It showed that the majority of the practice teaching students had good time management and planning on the teaching activity. Since four items received positive responses on this classification, the problems regarding the management of learning were not likely to be experienced by the majority of the practice teaching students.

The third classification of the close-ended questionnaire was about the classroom procedures and rules. In this classification, three items received positive responses. The majority of the practice teaching students applied classroom procedures. A total of 43.2% “agree” and 54.5% “strongly agree” responses were selected by the majority of the respondents. It indicated that the majority of the practice teaching students set procedure on the way the students left and entered the class whether directly or indirectly. For the second item, there were 40.9% “agree” and the same 40.9% “strongly agree” responses. It indicated positive responses for the item. The majority of the practice teaching students had the students raise their hand when asking and answering questions. In the third item, the majority of the practice teaching students used the method of distributing the learning materials by the help of the students while the rest

used other methods. It was proved since 45.4% “agree” and 36.4% “strongly agree” responses were selected. As a result, the problems regarding the classroom procedures and rules were not likely to be experienced by the majority of the practice teaching students.

The last classification of the close-ended questionnaire was about the management of discipline. In this classification, two out of four items received negative responses. For the first item, the majority of the practice teaching students answered “agree” (70.5%) and “strongly agree” (15.9%). It showed that there were problems regarding the students’ attention in the classroom. For the second item, it could be concluded that the majority of the practice teaching students also had problems regarding the students’ behavior, such as talking to friends and playing with their gadgets. The responses for the second item were 65.9% “agree” and 18.2% “strongly agree”. Nevertheless, the other two statements for number 14-15 received positive responses. The responses were positive even the selected responses were mostly “strongly disagree” and “disagree”. It was because those two items were negative statements.

The first negative statement on this classification (number 14) received a total of 52.3% “disagree” and 38.6% “strongly disagree” responses. The second negative statement (number 15) also received the same positive responses with a total of 43.2% “disagree” and 45.5% “strongly disagree” responses. The responses showed that the majority of the practice teaching students did not ignore the students who did disruptive behavior in the class and remained in control by being patient in dealing with them. It also showed that they did not give negative reinforcement to the disruptive students. In other words, the majority of the practice teaching students experienced problems regarding the students’ disruptive behavior but did not experience problems in disciplining the students.

Having discussed the results of the close-ended questionnaire, the researcher found that the problems experienced by the majority of the practice teaching students were about the students’ disruptive behavior. The problems were not about the practice teaching students but more to the student factors. In addition, the open-ended questionnaire generated more classroom management problems. The problems found were selected based on the problems which were experienced the most by the practice teaching students. Based on the analysis the researcher made, the problems generated from the open-ended question could be classified into two major classifications. The classifications were as follows:

1. Internal Problems: the internal problems were the problems that occurred because of the teacher factors or the practice teaching students’ classroom management ability.
2. External Problems: the external problems were the problems that occurred outside of the teacher factors, but occurred because of other factors such as the student factors and the school factors.

From those two classifications, it could be seen that the problems in each classification had its own factors to occur. While the internal problems occurred because of the teacher factors, the external occurred because of the student and school factors. The researcher explained the problems based on the open-ended question starting from the internal problems and followed by the external problems.

In the internal problems classification, the cause of the problems was the teacher factors. Based on the open-ended question, the problems occurred because of the teacher

factors were related to the practice teaching students' unclear instructions and difficulty in enabling the students' active participation and encouraging them to speak in English. For instance, it was mentioned that the teacher spoke too fast which made the students confused and when the practice teaching students used English instructions, sometimes the students did not understand. Moreover, the respondents also mentioned that it was difficult to build an English environment. If the practice teaching students spoke in English, the students always responded by using *Bahasa Indonesia*. Some of the students also did not want to speak in English when asked to perform a certain task.

Differently, the source of the external problems classification was divided into the student factors and the school factors. The problems arising from the students happened when the students misbehaved and did disruptive activities such as being busy with themselves, not paying attention, talking to friends, walking around the class, working on a task of another subject, and playing with their gadgets. Those disruptive behavior problems were often mentioned in the open-ended questionnaire. Moreover, some of the students entered the class lately. It was mentioned that the students still stayed in the canteen even the bell had rung. The students were often late in entering the class especially when having a morning class and after doing an outdoor activity such as having a break, sport course, and other outdoor activities.

It was also mentioned that the students did not submit take-home assignments. The students often gave some reasons for not submitting their takehome assignments. In addition, some respondents mentioned that the closerelation between the students and the teacher could affect the learning activity. The problems happened when the misunderstanding made the classroom become not conducive. It was mentioned that the students considered the practice teaching student as a friend and acted whatever they wanted in the class. In other words, the students could not place themselves and misunderstood their close-relation with the teacher in the classroom learning.

The second source of the external problems was the school factors. Some respondents mentioned that the school facility could be problems in the management of learning such as when the practice teaching students were to use a projector to deliver the learning material using a PowerPoint presentation. The problems happened when the school had either an incomplete facility or the school had a complete facility but not in good condition. It was mentioned that the practice teaching students experienced an error when using a projector. When the practice teaching students were about to teach, the projector did not work.

In addition, it was also mentioned that the school's inconsistent time allocation became problems for the practice teaching students. It could disturb the time management that had been planned. In other words, the practice teaching students could not finish all the learning activity as expected. The problems happened when the school reduced the time allocation in every meeting on a certain day because the teachers had to have a meeting or other school activities. When the learning activity in the class was on going, the bell as a sign of the end of the learning session rang earlier. As a result, the learning activity was unfinished and the goals of learning were not fully accomplished.

Having described the problems generated from the open-ended question, the researcher analyzed and combined all the problems generated from the closeended statements and the open-ended question. The problems were categorized into three categorizations. Those categorizations included the teacher factors, the student factors,

and the school factors. Thus, the overall problems found based on the questionnaire were as follows:

Table 1.5. The Classroom Management Problems Based on the Questionnaire	
Source	Specific Problem
Teacher Factors	1) The teacher's instructions were not clear enough.
	2) The teacher had difficulty encouraging the students to speak English.
Student Factors	3) The students did disruptive behavior in the classroom such as talking to friends, playing with gadget, walking around the class, working on a task of another subject, and other disruptive activities.
	4) The students did not submit take-home assignments.
	5) The students were always late in entering the classroom.
	6) The students misunderstood the teacher-student close relation in the classroom learning.
	7) The school had inconsistent time allocation on certain special days.
	8) The school had an incomplete facility or had a complete facility but not in good condition.

A total of eight classroom management problems were found based on the close-ended statements and the open-ended question. The first two problems occurred because of the teacher factors. The next four problems occurred because of the student factors. Moreover, the last two problems occurred because of the school factors. After finding those eight problems above, the researcher explored the solutions below.

The Solutions to the Classroom Management Problems

In regard to the eight classroom management problems during the School Practice Program that had been identified and found based on the questionnaire, the researcher conducted an interview with four English Language Education Study Program students who were the members of the 44 respondents who had filled in both the online and printed questionnaire. The interview consisted of four questions that the interviewee needed to response. The first question was about the interviewee's experience on their School Practice Program. The second was about the most difficult problem experienced by the interviewee and how the problem was managed. These two questions aimed to reflect and recall interviewee' experience before answering the third and the fourth question, which were to find the solutions to the classroom management problems during the School Practice Program.

The third question itself consisted of eight questions to find the solutions to the eight classroom management problems found which had been categorized into three categorizations. Meanwhile, the fourth question was about the important things needed in dealing with classroom management problems in general. The fourth question was relevant to answer the second research problem since it attempted to find important things in dealing with classroom management problems. It suggested what should be ensured and prepared in overcoming the problems. Therefore, these two questions

contributed to answer the second research problem about the solutions to the eight classroom management problems.

Through the interview process, the researcher got some solutions to each problem and also the important things in dealing with classroom management problems. The researcher explained the solutions based on the factors of the problems followed by the specific problems on each factor. The solutions and the important things in dealing with the classroom management problems found based on the interview were elaborated in order as follows:

The Solutions to the Problems Arising from Teacher factors

The problems in this category included the teacher's unclear instructions and difficulty in engaging and encouraging the students to speak in English. The solutions to those problems were as follows:

1. Teacher's Unclear Instructions

Clear instructions were important to achieve the goals of learning. To maintain good instructions, there were some solutions the interviewees suggested. The first one was to make sure whether the students understood the instructions by asking them directly. If the students did not understand the instructions, the practice teaching students needed to repeat the instructions and could possibly simplify the instructions into the easier one and slow down the instructions. When the students still did not get it, frequent translation could be done. The last solution was to plan effective instructions for the students. It could be concluded that the practice teaching students should both make sure and clarify unclear instructions to the students. In other words, repetitions were needed but the effective one should be maintained.

2. Engaging and Encouraging the Students to Speak in English

Based on the interview, there were some suggested solutions to the problems. The first one was to give chances for the passive students to speak in English. The practice teaching students needed to know who were the active students as well as who were the passive students to mix a turn. It would enable the students to have equal participation. Another solution was to make learning activities that encouraged the students to speak in English. The activity would indirectly increase the students' motivation to speak in English. The next solution was to encourage the students by telling them how to say in English certain sentences the students spoke in the class by using *Bahasa Indonesia*. The solution could shape the students' concept in speaking English. Another solution was to make a kind of agreement between the teacher and the students. The agreement for example would be "if the students did not speak in English, they had to pay for their fault for every word not spoken in English". What should be paid for the fault could be based on the agreement.

The solutions to the problems were mainly about exposing and motivating the students more to speak in English. It could be done by ensuring students' equal participation in the classroom learning. The practice teaching students should not focus only on the students who were active. Moreover, setting up an agreement and designing learning activities that encouraged the students to speak in English would also be useful since it indirectly motivated the students to speak in English more. On the other hand,

it was also important to shape the students' concept of English by giving them examples through their daily conversation.

The Solutions to the Problems Arising from Student Factors

The problems in this category included the students' disruptive behavior, the students' not submitting take-home assignments, the students' lateness in entering the classroom, and the students' misunderstanding of the teacher-student close relation. The solutions to those problems were as follows:

1. Students' Disruptive Behavior

The first problem in the student factors categorization was mainly about the students' not paying attention and doing other activities that disrupted the learning activities such as playing with their gadgets, talking to friends, and working on a task of another subject. To solve the problems, there were several solutions suggested by the interviewees. The first one was to approach them directly and asked what they were doing. If the students were playing with their gadgets, the practice teaching students could ask whether to give the gadget to the teacher or keep it in the bag. When the students were still doing the same, the practice teaching students could take the gadget and gave it to the real teacher. In other words, several levels of caution should be made in order to control behavior.

Another solution was to keep silent for what the students had done wrong. The practice teaching students could be silent and look at the students and wait until they realized what faults they made. It would enable the practice teaching students to control the class. In another case, if the students worked on a task of another subject, the practice teaching students could take the book and give it back after the class ended. Moreover, setting up rules also became one of the solutions to the problem. By setting up rules, it could make the students understand that certain behavior was not acceptable in the classroom. The practice teaching students could tell the students what was acceptable and was not in the classroom according to the school rules and the learning importance.

2. Students' Not Submitting Take-Home Assignments

The second problem in the student factors categorization was about the students' not submitting take-home assignments. To solve the problem, each interviewee gave different solutions. However, it was basically to make the students realize they were doing wrong by not scoring them, setting up a rule about not accepting late submission, giving high expectations, and giving advices as well as additional information such as their assignments would be accumulated as their final remark. The practice teaching students could either tell the information to the students by themselves or ask for help to the practice teaching students' advisors. It would give the students a sense of fear of not having a good score in their final remark.

In addition, the practice teaching students could also give rewards for the students who finished and submitted their take-home assignments. The rewards were not necessarily to be something big and expensive but that of motivation boost for the students. It could be candies, stars, or even an extra score. Those solutions would motivate those who did not finish and submit take-home assignments to work on them better. From those solutions, it could be said that the practice teaching students needed

to motivate the students through giving rewards, expect them to do better, and also tell them the importance of submitting their take-home assignments.

3. Students' Lateness in Entering the Classroom

The third problem in the student factors categorization was about the students' lateness in entering the class especially when they were having a morning class, sport course, and break. To solve the problem, the solution was basically to facilitate the students to change their lateness habits. There were several solutions to solve the problem. The first one was to ask the late students to tell the reason of their lateness in front of the class and let the other students decide whether they could join the class. The second one was to make an agreement that the students would have an extra assignment for their lateness. It would make them think twice for coming late to the class.

The third solution was to ask the captain of the class or another random student to call their friends who were still outside the class. However, before doing so, the practice teaching students needed to make sure that the student to call their friends was not he or she who were likely to join those who were outside. Moreover, to deal with the late students' understanding of the missed lesson, the practice teaching students could approach them when the other students worked on the assignment and asked whether they understood. If they did not understand, the practice teaching students could explain the material to them in a brief. Dealing with the students' lateness, the practice teaching students needed to ensure two things. The first one was to facilitate the late students to change their lateness habits while the second one was to ensure that they could follow the learning material in the class. By giving them an extra assignment, and asking them to tell the reason of their lateness to the whole class would facilitate them to change. Moreover, asking and explaining the material to the late students while the other students were working on the assignment were effective since the practice teaching students did not need to repeat the missed explanation to the whole class.

4. Students' Misunderstanding of the Teacher-Student Close Relation

The fourth and the last problem in the student factors categorization was about the students' misunderstanding of the teacher-student close relation in the classroom learning. The misunderstanding could affect the learning activity when the students acted as if they were a friend with the practice teaching student in the classroom learning. The solution to this problem was to set up a rule from the beginning of the first meeting. Setting up a rule and communicating them with the students how they should behave in the class and should not would minimize the close-relation misunderstanding and enable the students to set their position.

Another solution was that the practice teaching students needed to place themselves and be firmer to the students who misunderstood the close relation. By being firmer and setting up a rule, the students would know the distance between the teacher and the students in the classroom learning. In other words, if the practice teaching students could place themselves, the students would also be able to place their position. Although having close relation with the students was important, the practice teaching students needed to maintain the positive one.

The Solutions to the Problems Arising from School Factors

The problems in this category included the school's inconsistent time allocation and the school incomplete facility. The solutions to those problems were as follows:

1. School's Inconsistent Time Allocation

The first problem in the school factors categorization was about the school's inconsistent time allocation on certain special days that made the learning activity planned disturbed. Based on the interview, the solution to this problem was mainly about having a plan A and plan B. For instance, the plan A would spend a whole time learning while the plan B would only spend a half from the whole time learning. Thus, whenever the school reduced the time allocation for the teaching on the day, it could be anticipated by using the plan B. Another solution was that the practice teaching students could change the learning activity into homework. When it was not possible to change the learning activity into homework, the practice teaching students could take an initiative by giving the students homework of the related material. This kind of unpredictable problem occurred because of the school factors could be managed by having a plan A and B and changing the learning activity into homework.

2. School Incomplete Facility

The second problem in the school factors categorization was about the school incomplete facility or the school not in good condition facility that could not be used to enhance the learning and teaching activity. To solve this problem, several solutions were suggested by the interviewees. The first one and the most important was to check whether the facility the practice teaching students was going to use was available and in good condition. If the practice teaching students were unsure, a changing of plan was still manageable. The second solution was to maximize the use of traditional facilities such as blackboard or whiteboard, books, and handouts. The practice teaching students could turn the material delivered using the traditional facilities into something interesting for the students. From the traditional facilities, the practice teaching students could design and make interesting learning activities and media using games, pictures, and real examples or even the students' close environment for learning. For instance, the practice teaching students could ask the students to find some signs in the parking area. In other words, the practice teaching students should not rely on technology to create interesting learning activities, since as long as it was effective, it could replace the importance of technology.

Important Things in Dealing with Classroom Management Problems

Based on the interview, there were some important things the practice teaching students needed to do and ensure in dealing with classroom management problems during the school Practice Program. The first one was to make a comfortable class. If the students felt comfortable, they would follow the instructions and learning better. The second one was to have good attitude that would make the students trust the practice teaching students. When the students trusted the teacher, they would set their rule as nice students. The third one was to have authority. The practice teaching students needed to be close to the students but aware with the role as their teacher.

The fourth was that the practice teaching students needed to know their students very well and differentiate who were the disruptive students. It included knowing the

students' names and characteristics. After knowing the students very well, the practice teaching students needed to pay more attention to the disruptive one and encouraged them to be better students. The fifth was about time management. The practice teaching students needed to have good time management that would not make the students bored. The last one was about designing interesting learning activities. Interesting learning activities could make the students pay more attention to the practice teaching students as well as making enjoyable learning for them.

Conclusion

Having discussed the research results in the *Chapter IV*, it was proven that the ELESF practice teaching students in the academic year of 2011 experienced eight major classroom management problems during the School Practice Program. The researcher classified all the problems found into two major classifications, namely internal and external problems. The researcher categorized the internal problems into one category, teacher factors; and categorized the external problems into student factors and school factors. In addition, the total of the problems in all the two classifications and all the three categorizations were eight problems.

The first one was the teachers' unclear instructions. To solve this problem, the practice teaching students could check the students' understanding, repeat the instructions, and give necessary translation. The practice teaching students could also plan the instructions to make sure effectiveness. The second problem was encouraging the students to speak in English. Dealing with this problem the practice teaching students could give examples in the daily conversation about certain sentences spoken in English, mix a turn between the passive and active 59 students, and designing learning activities that would encourage and motivate the students to speak in English.

The third problem was about the students' disruptive behavior. To solve the problem, the practice teaching students could approach the students and being silent to make the students realize what faults they made. The fourth problem was about the students' not submitting take-home assignments. Experiencing this problem, the practice teaching students could motivate the students by giving notice and high expectations, rewards, and also information about the importance of submitting their assignments. The fifth problem was about the students' lateness. Dealing with this problem, the practice teaching students could ask other students to find them outside the class, and give an extra assignment for those who were late more than the expected time. It would give sense of fear of being late and facilitate them to change.

In the sixth problem, when the students misunderstood the teacher-student close relation, the practice teaching students could communicate rules and be firmer to the students. The seventh problem was about the school's inconsistent time allocation. The problem about the inconsistent time allocation could be managed by having a plan A and plan B. The practice teaching students could always switch the activity into homework. The last problem was about the school facility. The solution to this problem was to maximize the traditional facility to create an interesting learning activity. The practice teaching students could also check the facility first before planning the lesson.

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