

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the overview and the direction of the research. The chapter includes the background of the research, formulation of the problem, operational definitions, aim of the research, and uses of the research.

#### **A. Background**

Teaching practicum program is a program which aims to prepare student-teacher to become professional teacher. Teaching practicum is one of the most critical components of teacher education that affects the quality of teachers (Zeichner 2010 as cited in Sulistiyo, et.al, 2017). Additionally, it provides them a chance to deal with a real context of classroom experience. According to Ogonor and Badmus (2006), “It is a part of process in educational field to promote student-teacher’s self-development and offer them opportunities to examine theories, ideas and to utilize the various teaching method in actual classroom in order to connect student-teachers to the professional activities”. Moreover, the practicum situation allows student-teachers to reflect upon their present and previous experiences and information and then construct their own concepts and knowledge (Ghaye, 2011, as cited in Khanam, 2015). Hence, while doing the program, student-teacher has a chance to develop their teaching professionalism by having reflection on their teaching experiences.

In this case, reflection believed that the way to encounter the challenges in teaching practicum program (Khanam, 2015). She claimed most of the

prospective teachers enjoyed reading their previous reflections and identified that their reflections helped them to understand their strengths and weaknesses.

During teaching practicum, it is common that student-teachers face some challenges. Abongdia, Adu, Foncha, (2015) state that there are eight challenges in commonly faced by the student-teachers, that are school placement, resources, learner's discipline and classroom management, supervision and support, observations, teaching practice duration, induction in school and involvement in other school activities.

Based on preliminary research done by the researcher, a student-teacher faced a problem during teaching practicum program especially in managing classroom in junior high school level. A student-teacher was teaching in 8 and 9 grades. It was difficult to manage students during teaching and learning process. The students often made noises in the class which disturbed other students' attention. In addition, some of the students were not interested in learning English with him. This condition made the students disengaged in the process of teaching and learning. Hence, it was necessary for the student-teacher to find out solutions to handle it by using a certain strategy.

There have been numerous studies on classroom management. For example the study by Merc &Subasi (2015), the finding showed that teaching techniques and styles, teaching point, materials and activities could be the sources of classroom management problems. Another study examined byLuo, Bellows & Grady (2000), the result showed that the problem of managing the classroom can be occurred to any teachers whether they just become new

teachers or those who have been novice teachers. Additionally, Keser&Yavuz (2018) argued that student-teacher mostly encounters four main classroom management problems, such as the organization problem, the crowded and noisy classes along with talkative students, the demotivated students, and problem about the interaction and the relationship between students and teachers.

Considering the previous explanation, this research is worth conducting for providing different lens about classroom management problem faced by English student-teacher during teaching practicum program in one of junior high school, particularly in Indonesia. Therefore, this research focuses on how student-teacher solves the classroom management problem in his teaching practicum.

## **B. Formulation of the Problem**

Formulation of the problem in this research is “How does the student-teacher solve the challenge in managing classroom during teaching practicum?”

## **C. Operational Definitions**

To avoid misunderstanding, here are the operational definitions of each keyword:

1. Student-teacher : He is a seventh semester student of English Education Department, Faculty of Educational Sciences and Teachers' Training who involved in

teaching practicum program.

2. Teaching Practicum Program : It is a program that gives an experience in teaching practice of student-teacher with the purpose of preparing student-teacher to better cope with actual classroom.

3. Reflective Journal : It refers to reflection written by a student-teacher who expresses what they experienced in the classroom during teaching practicum for better performance in the future.

4. Classroom Management : It is how a student-teacher manages the classroom during teaching and learning process which includes implementing teaching media, making classroom rules, and engaging them in various learning activities.

#### **D. Aim of the Research**

This research aims at investigating solutions of how the student-teacher solves the challenge in managing classroom during teaching practicum.

## **E. Uses of the Research**

### 1. Theoretical Use

This research is proposed for developing existing theories about the solutions of the challenge in managing classroom during teaching practicum.

### 2. Practical Use

This research is proposed to find out the student-teacher's solutions of the challenge in managing classroom during teaching practicum and to give a suggestion about reflective journals to cope the challenge in order to help student-teachers develop their teaching professionalism.

### 3. Empirical Use

This research is proposed to provide empirical insights about the student-teacher's solution to solve the challenge in managing classroom during teaching practicum.