

CHAPTER 1

INTRODUCTION

1.1 Background

Classroom management issues become the greatest challenge for the pre-service teacher. Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction -arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities- (Brophy, 2006). The pre-service teacher often feels it is hard to maintain a learning conducive environment to successful instruction. Specifically, when the researcher joined the teaching practicum during 2 months in Junior High School in Tasikmalaya, she had difficulties to manage the classroom, particularly in maintaining a learning environment for successful instruction, such as the students often not obeying the pre-service teacher's teaching instruction properly. Thus, there are not successful learning environments created. It is related to the previous study that was conducted by Sueb in 2013 about challenges faced by the pre-service teacher in classroom management, the findings indicate that pre-service teachers' greatest challenges were from a disrespectful attitude or misbehavior towards the pre-service teacher.

Similarly, Macías & Sánchez (2015) conducted research about Classroom Management: A Persistent Challenge for Pre-Service Foreign Language Teachers by interviewing the pre-service teacher and practicum supervisors. The results revealed that classroom management is a serious problem with challenges ranging from inadequate classroom conditions to explicit acts of misbehavior. In their study, misbehavior as a serious problem in classroom management was explained generally. Then in order to fill this gap, the present study investigates the factors of misbehaviors students in student and teacher interactions context, that is to

reveal the factors within the pre-service teacher that affected the students
who did not obey to the pre-service

teacher teaching instruction by using pre-service teacher's reflective journals and interviewing the student.

During teaching practicum, the researcher applied reflective practice to reflect the teaching practicum process. The study of reflective practice recently has become an essential aspect of the development of a professional educator (Sydnor, 2016). Furthermore, reflective practice can help teachers to get a deeper understanding of their teaching for recognizing their weaknesses, thus the teacher can evaluate their teaching to a further level. As Dewey (1933) identified the attributes of reflective individuals, which are still important for teachers today, that is wholeheartedness. Wholeheartedness implies that teachers can overcome fears and uncertainties to critically evaluate their practice in order to make meaningful change. Also, reflective practice in teacher education helps them address challenging problems they experience (Bartelheim & Evans, 1993; Loughran, 2002). Likewise, for the pre-service teacher which is learning to become a teacher/educator. Therefore, the use of reflective practice can be a good opportunity for the pre-service teacher, to help them recognize their weaknesses or challenges that they faced in teaching practicum for overcoming the problems to promote their professional development.

1.2 Formulation of the Problem

A research question is addressed in the present study. The researcher investigates, "Why did the students not obey the pre-service teacher's teaching instruction during teaching practicum?"

1.3 Operational Definitions

To avoid misinterpretation of this study, here are the operational definitions of each keyword:

Classroom Management : the ability of the teachers to organize and maintain a conducive classroom environment and

manage the students' behavior to make effective teaching and learning.

Misbehavior Student	: behaviors of disrespectful students that disrupt and interfere with the teaching-learning process effectiveness, particularly in disobeying pre-service teacher's teaching instructions.
Teaching Instruction	: the process of delivering education by the teacher that contains commands and explanations purposely to facilitate learning to help learners achieve a desirable change in capability.
Pre-Service Teacher	: It is known as a prospective teacher who is taking a teaching practicum for 2 months in a public junior school.
Teaching Practicum	: a program that is followed by a pre-service teacher in public junior high school for two months. This program includes teaching the students, making a lesson plan, and accompanying many activities in school related to the school's program.

1.4 Aim of the Research

This research aims to reveal the factors within the pre-service teacher that caused the students to disobey the pre-service teacher's teaching instruction properly during teaching practicum.

1.5 Significances of the Research

1.5.1 Theoretical Use

Theoretically, this research will expand the pedagogical approach in classroom management issues during teaching practicum.

1.5.2 Practical Use

This research will offer the view of some factors within the pre-service teacher affected students' misbehavior as a classroom management issue based on researcher experience during teaching practicum. As a model for pre-service teachers in the future to recognize the factors within the pre-service teacher affected students' misbehavior as a classroom management issue and the reflection on their teaching-learning process, thus the pre-service teachers will be able to overcome these issues. Furthermore, the pre-service teacher will be able to build a well-managed classroom.

1.5.3 Empirical Use

This research will improve the researcher's capability to write academic research, and it will come as the teaching reflection for improving classroom management during teaching English in the future.