

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, a statement of the problem, purpose of study, scope of the study, significances of the study, and definition of key terms.

1. Background of the Study

The most important job as a teacher is to create the conditions in which learning can take place. The skills of creating and managing a successful class may be the key to the whole success of a course. An important part of this is to do with attitude, intentions and personality and relationships with the learners. However, the teacher also needs certain organizational skills and techniques, such items are often grouped together under the heading of ‘classroom management’ (Scrivener, 2011).

Teachers create the culture of success in schools through the effective implementation of classroom management and discipline. Students’ understanding and willingness to learn are influenced by how the teachers control the classroom situation. Hardin (2008, in Sueb, 2013) states that effective teachers also utilize various strategies for various types of students, while ineffective teachers make use similar strategies for all students. However, once a preservice teacher can adequately implement a classroom management plan, they can create an environment in which students can feel safe and more motivated to learn (Walker, 2000).

According to Kagan’s (1992, in Walker, 2000) analysis of forty studies on professional growth, change in new teachers’ professional and ability can only come from a restructuring of their prior beliefs. As stated by Woolfolk (1995, in Walker, 2000), he found that past learning might create barriers to the learning of new material and procedures. Thus, preservice teachers may have difficulty implementing new models of classroom management because previous

knowledge and experiences with other forms of management inhibit new learning. Many inexperienced teachers have stated that they had an insufficient repertoire of classroom management strategies to use when faced with a misbehaving student (Tucker, Plax, and Kearney, 1985) a cited in Walker (2000). When teachers learn to effectively implement classroom management strategies and discipline they can engage students in learning activities for more than 90 percent of allocated time (Cangelosi, 1990, pp. 13-20) a cited in Walker (2000).

Equally important, speaking proficiency has received the greatest attention among both the language teachers as well as the language learners. This is because speaking is a crucial part of the language learning process. The major goal of teaching speaking skill is communicative efficiency, to help students develop communicative efficiency in speaking, teachers can use activities that combine language input and communicative output (Bahrani and Soltani, 2012).

Most students will be motivated to learn when they can relate to the material. Multiple strategies will most likely appeal to the varied learning styles of modern students. Cooperative learning and group projects allow students to socially interact in a constructive direction; plan group activities carefully to minimize the potential for disruption, Newton and Nation (2009, in Anjaniputra, 2013). Students respond to open-ended assignments and tasks that allow them to engage their interests, have clear opening rituals that announce the beginning of instruction and focus students on the learning tasks at hand (Walker, 2000). It can make the students understand the material which is presented by the teacher in the classroom.

Related to the explanation above, the study is important to explore the classroom management challenges faced by preservice teachers in managing classroom in teaching English speaking. The writer hopes that it will be an effective in helping preservice teacher manage the classroom in teaching English speaking.

1.2 Research Questions

This study seeks to probe problems that formulated in the following questions:

- 1.2.1 What are the challenges faced by the pre-service teacher in managing classroom in teaching English speaking?
- 1.2.2 What are the pre-service teachers' strategies in improving classroom management in teaching English speaking?

1.3 Aims of Study

In the research questions above, the study is conducted:

- 1.3.1 To know the challenges faced by the pre-service teacher in managing classroom in teaching English speaking.
- 1.3.2 To know the pre-service teachers' strategies in improving classroom management in teaching English speaking

1.4 Scope of the Study

The scope of the study would be focused on how the preservice teacher manages the classroom in teaching English speaking. This includes the challenges in classroom management that faced by the preservice teacher during the process of teaching English speaking activities at the first grade in one of the public school.

1.5 Significance of Study

The study will describe how a teacher manages the classroom in teaching English speaking in public school. The result of the study is expected to be a contribution for English teachers, especially the preservice English teacher and can be an inspiration for them on how to manage the classroom for helping them, especially in teaching English speaking.

1.6 Clarification of Terms

To avoid unnecessary misunderstanding and ambiguity, some terms used in the study are clarified as follows:

1. Classroom Management

Classroom management is a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. The actions and strategies teachers use to solve the problem of order in classrooms, summarized by Doyle (A cited in Stough, 2001).

2. Teaching Speaking

Teaching speaking is to teach students to use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003) a cited in Kayi (2006). Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

3. Pre-service Teacher

The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. Preservice teaching is a period of guided, supervised teaching. The goals for pre-service teaching is designed to provide a controlled learning situation in which the prospective teacher can put into practice the principles and methods learned.

1.7 Paper Organization

This research study is organized into five chapters. Each chapter is subdivided into subtopics that elaborated the given issue. The chapter is arranged as follows:

In the first chapter, the paper will elaborate the background, research questions, aims of the study, the scope of the study to avoid over focusing on the research, research method, the significance of the study, clarification of the terms and organization of the paper.

In the second chapter discusses about the review of the literature. This chapter will discuss the theories, related theories, and related studies, which are used in this study, such as classroom management, pre service teacher, teaching speaking, and review of related studies.

In the third chapter, the methodology of the research is discussed. The writer will elaborate the methodology that is used in this research. In details, this chapter explains research problems, research design, participants, research instruments, data collecting procedures, and data analysis.

In the fourth chapter reports the results of the research. In this chapter will discuss the findings of the study and will analyze those findings discussion. The discussion elaborates the theories proposed in Chapter II.

Finally, the fifth chapter present several findings of the research are explained together in the conclusion and several suggestions of the study based on the analysis in chapter four. Moreover, the limitations of the study present the further information about the research.