



## Pre-Service Teachers' Challenges in Classroom Management during Teaching Practice

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### Abstract

Classroom management is one of the most important aspects of teaching, in this case was English, to create an effective and enjoyable learning environment. However, this is one of the challenges faced by pre-service teachers who have no experience previously. This study was conducted to find out what challenges are faced by pre-service English teachers related to classroom management. This research was conducted on four English Education students who were selected based on several criteria. Qualitative research design and interviews were used to collect data from the participants. The data that had been obtained from the interviews were transcribed, coded according to the results of their answers and translated into English. Based on the results of the study, there are three problems that are often faced by student-teachers related to students' bad attitudes and their learning motivation, including *disrespecting the teacher*, *sleep during the class* and *lack of participation*.

**Keywords:** classroom management; pre-service English teacher; teaching practice

## **Introduction**

Teachers are school personnel who interact directly with students in educational programs. The success or failure of efforts to improve the quality of education is largely determined by the ability of teachers to accomplish their duties (Asra et al., 2018). Therefore, teachers need to have competencies listed in the Act of the Republic of Indonesia Number 14 year 2005 on Teachers and Lecturers in Chapter 10 (1) which include pedagogical competence, personal competence, social competence, and professional competence. One of the essential indicators in pedagogic competence presented by (Afandi, 2015) in the National Seminar of Education was implements learning which includes arranging learning backgrounds and implementing conducive learning.

In the classroom, the teacher carries out two main activities, namely teaching and managing the class (Afriza, 2014, p.1). Classroom management is one of the most important aspects of teaching English. It defined as a conscious effort to create an effective and fun learning environment to motivate students to be involved and play an active role in the educational process at school. According to Djamaroh (2006: 173) quoted in Afriza (2014), the problem faced by pre-service and in-service teachers, both beginners and experienced one is class management.

In regards the classroom management challenges faced by pre-teachers during teaching practice, Macías & Sánchez (2015) found external or non-academic factors that influence student behavior which become challenges in managing the classroom including classes without air conditioning or ceiling fans in hot weather, noise from outside, overcrowded classrooms, uncomfortable classroom seating arrangement, and insufficient resources. The study conducted by Rozimela (2016) found that the biggest challenge lies in the student misbehavior and all student-teachers face this problem. The challenges faced include difficulty in dealing with their misbehavior, disciplining students, instructing students and leaving the classroom. The problems mentioned above affect their teaching and disrupt the ease of teaching and learning activities that they have previously planned.

This was also experienced by participants in a study conducted by Irawati & Listyani (2020) such as being disrespectful to teachers, sleeping during class, daydreaming and using harsh words. Abdullah & Basthomi (2020) found that students lack respect for others and pre-service English teachers as their 'real' teachers. During the class, students seem noisy, talking with friends, sleeping and mood swings. Participants in their study stated that mobile phone distraction was the biggest problem in the classroom. Even in the observations, the researcher found some students who used their mobile phones to check *Instagram* and online games when the pre-service English teacher explained the material.

The previous research on challenges in classroom management by pre-service English teachers in Indonesia during their teaching practice has not been explored further, especially in the midst of a pandemic like the current one. The closure of

schools for an indefinite period of time is carried out to prevent the spread and increase in cases of coronavirus disease in Indonesia. Therefore, the research question based on the problem is formulated as: 1) What challenges do pre-service English teachers experience in classroom management during teaching practicum in online and/or offline class?

Based on the problems described above, this study aims to investigate the challenges in classroom management experienced by pre-service English teachers. This study is limited to exploring phenomena at certain school levels and certain participants. The purpose of this study was to provide insight into the development of the teacher professional education curriculum, especially in classroom management during the pandemic.

### **Method**

This study used qualitative design with descriptive method to achieve the purpose of the study to investigate the challenges of pre-service English teachers in classroom management during their teaching practice.

The data were collected through a semi-structured interview to gain deeper insight about the views, understandings, and experiences of the informants (Palmer & Bolderston, 2018). This study employed adapted open-ended questions as the instruments of the interview from Ebrahim et al. (2017) and Irawati & Listyani (2020) with several modifications.

Subject of this research were three undergraduate pre-service teachers of an English Education Department. The participants were selected based on some criteria: 1) The participants must be an active English Education students, 2) They must be participated in teaching practice activities in junior high schools, 3) They must be teaches online and/or offline class.

There are several steps in collecting data including selecting participants who meet the criteria, asking participants' willingness to be part of this research, and conducting interviews through Zoom Meetings. The results of the interview recordings were then transcribed for analysis, coded based on the results of their similar answers and translated into English.

### **Results**

Four participants were selected based on the criteria to participate in this study. Participants will then be referred to as pre-service teachers (PSTs) in presenting the results of the research. PSTs 1, PSTs 2 and PSTs 3 undertake teaching practicum in the same school and teach two classes, online and offline class. Meanwhile PSTs 4 undertake teaching practicum in a different school and teaches

online class only.

*Table 1. Information of the Research Subject*

Research Subject	School Placement		Class Placement
PSTs 1	Islamic High (MTs)	Junior School	Online & Offline Class
PSTs 2	Islamic High (MTs)	Junior School	Online & Offline Class
PSTs 3	Islamic High (MTs)	Junior School	Online & Offline Class
PSTs 4	Junior School (SMP)	High	Online Class

The purpose of this study was to investigate the challenges in managing the class experienced by the four pre-service English teachers as participants. Based on the results of the interviews, it is known that there are several challenging things in managing the classroom. The challenges most frequently experienced by the four participants included disrespect the teachers, sleep during the class, and lack of participation.

#### ***Disrespect the teacher***

The result of the interview shows that students disrespect their teacher. There are several results that fall into this category, include only a few students from online class who watched the English material video and do not submit their assignments.

For online class, it's a bit difficult because at that time I only relying on YouTube to provide material. But when I saw the number of views on YouTube, only a few students watched the video and not many of them did the tasks I gave. Out of 25 or 30 students, only a handful who did it.

Even though they repeatedly remind students to collect the assignments that have been given, not all students collect them. There is no definite reason why only a few students from online classes watched the material given by the pre-service English teacher and did not submit the assigned tasks.

#### ***Sleeping during the class***

This challenge was encountered by PSTs 2 and PSTs 3 when teaching offline or face-to-face classes. Although not many, there are some students who sleep in the classroom when the pre-service teacher explains the material. PSTs 2 further explains:

I once asked one of the students about their activities after class and it turned out that their activities were very busy because their school is an Islamic boarding school (*pesantren*).

The activities they do include activities inside and outside the classroom. These activities have been organized as character building activities for MTs students, including five-time routine prayer, Quran memorization, studying, extracurricular activities and others.

### ***Lack of participation***

Based on the interview results that have been obtained, the four participants experienced this challenge in offline and online classes. This happened because the participants used a teacher-centered approach, a one-way learning method during the learning process or a learning model by listening more to the material from the teacher in the classroom.

I mostly use the teacher-centered approach. That's why I lacked to invite students to be active because it's always me who feeds the material to them, we rarely do group assignments but do more individual assignments.

The PSTs 1 statement above reveals the reasons for students' lack of participation when learning English activities take place in the classroom. She admitted that the lack of student participation was because she relied on the lecture method to convey material deeply to students so that they could understand well.

## **Discussion**

There are three things that most challenge pre-service English teachers in classroom management, namely lack of respect for teachers, sleeping in class and lack of student participation. In this section, the researcher will explain further about the research results that have been obtained.

### ***Disrespect the teacher***

One of the autonomous learning skills in the Covid-19 era is discipline in doing assignments (Purbawati et al., 2020). The issue of not doing and collecting assignments experienced by participants is also in line with research conducted by Ginanjar et al. (2019). In their research, the percentage of interviews with teachers showed that only 28.1% of students were willing to do the assigned tasks. The thesis written by Widyawati (2012) also shows that a sense of responsibility towards their assignments is a factor that causes students to have difficulty in learning, but of

course these difficulty in learning are not experienced by students who watch videos of learning materials and do assignments given by participants. Meanwhile, the use of YouTube as a learning media used by participants to provide English material did not have a good impact because only a few students watched the video.

### ***Sleeping during the class***

The challenges faced with regard to students sleeping in class are in line with research conducted by Irawati & Listyani (2020). In their interview with one of the participants referred as teacher B, he explained that the reason students sleep in class is because they have other activities at home such as participating in martial arts activities and others.

Furthermore, PSTs 2 said that she had previously asked a student about activities that were carried out after school. The tiring activities have been arranged by the school in order to create orderly, safe and peaceful students. The school implements all activities to form knowledgeable and moral students. Beside that, the school also equips students with relevant knowledge, adequate skills and/or reliable character.

### ***Lack of participation***

The results of research conducted by Ginanjar et al. (2019) show one variable that has an impact and became a factor of student low learning participation. Meanwhile, PSTs 4 emphasize resource problems as an obstacle which prevents students to join Google Meet, which consists of unsupported devices, insufficient internet quota and poor network.

## **Conclusion**

Based on the findings about the challenges faced by pre-service English teachers in classroom management, this study reveals that the challenges faced by pre-service English teachers have similarities with other previous studies such as challenges related to learning motivation, responsibility in doing assignments, and student misbehavior. Based on the research results, pre-service teachers should learn more about how to manage a class, both offline and online, with the help of lecturers and cooperative teachers before or during teaching practice activities. For further research, the researcher suggests exploring the experience of pre-service teachers regarding online class management and the strategies they use in managing the class.

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