

**EFL PRE-SERVICE TEACHERS' PROBLEMS IN
CLASSROOM MANAGEMENT DURING MICROTEACHING
PERFORMANCE: A NARRATIVE RESEARCH**

AN UNDERGRADUATE THESIS

**Submitted in Partial Fulfillment of the requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

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SN. 2519008

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
K.H. ABDURRAHMAN WAHID STATE ISLAMIC UNIVERSITY
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

“This too, shall pass”

-Han Jisung of Stray Kids

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplorasi pengalaman calon guru bahasa Inggris dalam masalah manajemen kelas selama pelaksanaan microteaching. Untuk mencapai tujuan penelitian ini, digunakanlah metode penelitian naratif. Sebanyak empat orang calon guru bahasa Inggris dari salah satu universitas di Pekalongan berpartisipasi dalam penelitian ini dan berbagi pengalaman mereka terkait masalah manajemen kelas selama pengajaran microteaching. Wawancara semi-terstruktur secara online digunakan untuk mengumpulkan informasi dari para calon guru bahasa Inggris dengan menggunakan perekam suara di WhatsApp. Data dianalisis dengan menggunakan analisis tematik dari Braun dan Clark. Temuan dari penelitian ini menunjukkan bahwa ada beberapa masalah manajemen kelas dan strategi yang dihadapi oleh calon guru bahasa Inggris selama kinerja microteaching. Masalah pengelolaan kelas yang dihadapi meliputi perilaku siswa yang melanggar peraturan seperti bermain handphone, terlambat masuk kelas; membuat keributan; membuat kekacauan dan kekacauan dalam pengaturan tempat duduk; dan meminta izin untuk keluar dari kelas. Strategi pengelolaan kelas yang digunakan untuk mengatasi masalah tersebut adalah pesan "I" message, non-verbal, based on behavioral learning principles, and anecdotal record.

Kata kunci: *Problematika pengelolaan kelas; Calon guru bahasa Inggris; Pelaksanaan microteaching*

ABSTRACT

The purpose of this study is to explore the EFL pre-service teachers' experiences in classroom management problems during microteaching performance. To achieve the purpose of the study, a narrative inquiry is employed. Four EFL pre-service teachers from one of universities in Pekalongan participated in this study and shared their experiences in classroom management problems during microteaching performance. The online semi-structured interview was used to collect information from the EFL pre-service teachers by using voice recorder in WhatsApp. The data were analyzed using the thematic analysis of Braun and Clark. The findings of this study indicated that there were several classroom management problems and strategies faced by EFL pre-service teachers during microteaching performance. The classroom management problems were students' rule breaking behaviors like playing cellphone and coming late to class, making noise, creating disruption and messing up in the seating arrangement, and asking permission to get out of the class. The strategies of managing classroom used to overcome the problems were "I" message, non-verbal, based on behavioral learning principles, and anecdotal record.

Keywords: *Classroom management problems; EFL pre-service teachers; Microteaching performance*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“EFL Pre-Service Teachers' Problems in Classroom Management During Microteaching Performance: A Narrative Research”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many support from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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Pekalongan, June 24th 2023

A handwritten signature in black ink, appearing to read 'Lina', with a stylized flourish underneath.

The Author

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Enclosure 1: Transcript Interview

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Classroom management is frequently cited as a crucial element in students' learning (Marzano & Marzano, 2003a). A good classroom management is certainly able to create conducive and maintain a well-behaved classroom. In their definition of classroom management, Evertson and Weinstein (2006) allude to the steps teachers take to establish a conducive atmosphere for students' academic and social-emotional learning. Classroom management has a direct impact on the quality of teaching and learning. Learning will proceed easily if the class and pupils are set up in a nice and ordered manner. The goal of classroom management is generally to provide a friendly environment for learning, ensure that courses go smoothly, and reduce misbehaviors and interruptions (Raizen, 2010; Oliver, Wehby & Reschly, 2011). According to Garret (2014), the aim of classroom management is to foster both academic and social-emotional learning. Controlling student behavior and motivating pupils to learn efficiently in the classroom are issues that are faced by the teaching profession today. Therefore, it is critical that pre-service teachers begin to prepare for their profession as soon as feasible.

Classroom management skills must be learned and mastered by pre-service teachers. Johnson (2018) defined classroom management as a group of methods that a teacher develops and uses to build an effective learning environment and encourage good pupil behavior. In addition, Mary and Rosalind (2003) divided classroom management in various ways, including planning and preparing materials, setting up and maintaining a positive teacher-student relationship, setting up and organizing the classroom, establishing and enforcing rules and procedures. To demonstrate their suitability and aptitude as professional teachers, pre-service teachers must perform in a learning environment. One type of teaching practice that is carried out in microteaching class. According to Bagatur (2015), microteaching is a systematic program with phases and steps. The phased design enables clinical supervisors and pre-service teachers to follow directions and adhere to patterns, also avoiding the omissions of crucial steps. The pre-service teachers, teaching practicum, which is of the majority of students' first experience teaching in actual classrooms while enrolled in teacher education program, is considered an "opportunity [for pre-service teachers] to apply theoretical knowledge and skills, previously gained in the [teacher education] classroom, to authentic educational settings" (Williams, 2009, p. 68).

However, many pre-service teachers still lack classroom management skills. Based on the researcher's observation, a lot of EFL pre-service teachers at the Department of English Education experienced classroom management

problems when they practiced microteaching in the EFL classroom. One of the fundamental issues that pre-service teachers may face is the way teachers master order in the classroom (Salem, 2011). Garrett (2014) claims that the majority of teacher preparation programs still do not mandate or even offer a course with a clear focus on classroom management. In particular, classroom management issues often emerge in language classes when students are active and use student-centered approaches.

Many previous studies have investigated pre-service teachers' classroom management problems, but research that investigated pre-service teachers' classroom management problems during microteaching performance is still very limited. For example, a study conducted by Jayadi, et al. (2022) about classroom management problems faced by pre-service teachers during practice in senior high schools. By understanding the previous studies, this study aims to identify the classroom management issues EFL pre-service teachers encounter while performing microteaching. The scope of this research is confined to examining the experiences of specific colleges and participants. The researcher expects that this study will bring fresh insights, particularly for English pre-service teachers.

Therefore, from the background that has been conducted the researcher would like to conduct a research about "EFL Pre-Service Teachers' Problems in Classroom Management During Microteaching Performance: A Narrative Research".

1.2 Formulation of the Problems

There are two research questions established based on the context of the study. They are:

1. What are the classroom management problems experienced by pre-service teachers in their microteaching practice?
2. What are the strategies used by pre-service teachers to overcome the classroom management problems?

1.3 Operational Definition

The following definitions are provided by the researcher in order to clarify any potential misunderstandings regarding words use in this study:

1. Classroom management: According to Wright (2005), classroom management refers to the teachers' behaviors which concern with establishing good conditions for teaching and learning activities.
2. Pre-service teachers: Sheridan (2011) defined that pre-service teachers are college students who "enter teacher preparation with familiarities, strong images and episodes of teacher practice" (p.16).
3. Microteaching: Microteaching is a method used in teacher education to develop teaching abilities. It uses actual classroom situations to assist pre-service teachers learn new abilities and have a greater understanding of the teaching process (Allen & Wang, 1996).

1.4 Aims of the Study

This study aims to

1. Investigate the classroom management problems faced by pre-service teachers during microteaching performance
2. Find out the strategies used by pre-service teachers to face the problems

1.5 Significance of the Study

This research is significant to difference aspects:

1. **Theoretical:** this study contributed to McPhillimy (1996) theory and support theories associated to the capability of pre-service teacher in handling problems related to the classroom management by Cooper, et al. (2011)
2. **Empirical:** This study gave the empirical insight about the issues of classroom management encountered by pre-service teacher about classroom management
3. **Practical:** This research helped to find and analyze the real issues faced by pre-service teachers in practicing microteaching. Besides, it also finds the solution for the issues. The information will improve pre-service teachers' preparation for the teaching profession and allow them to practice more effectively in actual classroom settings.

CHAPTER V

CONCLUSION

5.1 Summary of The Findings

Based on the explanation in the previous chapter, the study found that pre-service teachers who performing microteaching experienced several classroom management problems, including students' rule breaking behaviors like playing cellphone and coming late to class, making noise, creating disruption and mess in the seating arrangement, and asking permission to get out of the class. The list of classroom management problems is already ordered by the most common to the least.

In addition, the researcher investigated the strategies used by EFL pre-service teacher while facing the classroom management problems during microteaching performance. The EFL pre-service teachers managed their classroom management problem using "I" message, non-verbal, based on behavioral learning principles, and anecdotal record as their strategies. "I" message is the most common strategy used by EFL pre-service teacher. The list of the strategies is already ordered by the most common to the least. First, the participants used "I" message to handle noisy student, student who creating disruption and messing up in seating arrangement, broke the rules, and asked permission to get out of the class. Second, non-verbal used when overcome students broke the rules and made noise. Third, behavioral learning principles used when students broke the rules.

Last, participants used anecdotal records to deal with students who broke the rules.

5.2 Recommendation

This study has numerous flaws in a number of areas. This study only took place in a university in Pekalongan. In order to obtain greater depth of answers in subsequent study, the researcher would like to offer suggestions for future studies that would involve a wider range of participants in order to get more specific data. Also, investigate alternative possibilities theories about the classroom management problems and the strategy to overcome problems in class other than McPhillimy (1996) and Cooper, et al. (2011) theories.

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