

CHAPTER I

INTRODUCTION

A. Background

This study is concerned with investigating student teachers' classroom management in an internship program in Satun province, Thailand. The main purpose of this study is to explore EFL Indonesian student teachers' classroom management in Thai EFL classroom.

Classroom management is considered one of the most important aspects of teaching and important concern of every student teacher. Fuller (1969) identifies classroom management as a primary focus of concern among student teachers. According to Evertson & Weinstein (2006), this topic is regarded as one of the most serious challenges facing student and beginning teachers. One of the most important professional qualifications for teachers that must be gained during pre-service education is classroom management. Moreover, when the component of a foreign language classroom is added to the setting, the situation becomes even more uncertain (Fowler & Saraph, 2010). Therefore, it is necessary to reveal student teachers' classroom management in the first place for training aiming at developing student teachers' classroom management skills to become more effective.

Concerning English language teaching, Underwood (1987) states that being a fluent, accurate English speaker is a great help, but this alone does not make you into a successful teacher. There are other areas of skills that are of crucial importance to teachers. Wragg (2003) states that there are certain skills that teachers possess that are of importance and class management is one of those areas.

Therefore, effective Classroom management is a basic competence for all student teachers.

Generally, in Thailand and Indonesia, English as a foreign language is taught mostly in the classroom. Thus, classroom management is very important to be considered by the teachers in order to help students acquire the target language. Gebhard (2009) states that classroom management is needed to create a good atmosphere, so the students make progress in learning English. In addition, Calderon (1998) argues that classroom management is important because it can determine the teaching and learning success. Hence, successful classroom management is one of the most important that lead to successful language classes (Zeini & Al Sayed, 2008). Evidently, mastering effective classroom management is a basic competence for all teachers

From the researchers' limited survey by asking some students who had the experience in learning EFL in high school grade of Indonesia classroom, they agree that in Indonesia classroom, teacher tends to be teacher-centered. It all depends on the teacher; the teacher taught, students silently copied. The teacher only focuses on what they are going to teach instead of classroom management is not a priority, student-centered learning had failed to take hold. Share similarity to Thai classroom, Thai students spend twelve years studying English in primary and secondary schools, but the results are questionable. The classroom in Thailand mostly has large class sizes but lack of participation. Students have lack of motivation in learning language, learners of mixed abilities in overly large classes, teacher-centered classroom activities, and students become passive learners.

The studies on classroom management have usually been done with teachers in elementary school. For examples, the study by Brno (2013) deals with the effectiveness of classroom management. It focused on young learners. Another study was conducted by Garrett (2008). The study focused on the student-centered and teacher-centered classroom management strategies of three elementary teachers by employing qualitative research methods. Meanwhile, the present study is attempted to find out student teachers' classroom management in a secondary school.

In Indonesia, studies on the classroom management are also present, such as Syarifah & Emiliasari (2016) find out strategies in managing EFL classrooms applied by a teacher and investigate students' perceptions toward the strategies applied. Another study was conducted by Rozimela (2016) who proposes strategies to handle classroom management problems commonly faced by EFL student teachers. None of the studies are investigating student teacher who teaches in a different context of a different country, not in his/her own country.

Therefore, to fill the gap, this present study is aimed to investigate classroom management of Indonesian EFL student teacher in Thai EFL classroom. Furthermore, it also investigates students' voices toward the implementation of classroom management applied by Indonesian EFL student teacher.

B. Research Questions

The problems in this study are formulated in the following questions:

1. How is Indonesian EFL student teachers' classroom management in Thai EFL classroom?
2. What are Thai students' responses to Indonesian EFL student teachers' classroom management?

C. Research Purposes

The problems in this study are formulated in the following questions:

1. The Indonesian EFL student teachers' classroom management in Thai EFL classroom
2. The Thai students' voices to Indonesian EFL student teachers' classroom management?

D. Significances of the Study

The study is significant at least in three areas: theoretically & practically and in terms of policy

Theoretically, the study is significant in providing additional literature on classroom management strategies.

Practically, the result of this study can give a direction on classroom management to student teacher as well as teacher who will teach in EFL classroom.

It is also expected can raise student teachers' awareness of the importance of classroom management.

In terms of policy, the results from the present study can be of significance in providing insight as to whether or not the International Internship program

succeed, and what requirements are needed to develop the International Internship. Perhaps more importantly, based on the agreement of Memorandum of Understanding (MOU), the university is able to delegate their students for an international teaching practicum in Thailand for five years, so that they can get their student teachers in preparation for the next coming years.

E. Rationale

Classroom management appears to be a basic condition for establishing an effective teaching and learning environment (Erdogan & Kurt, 2015). Classroom management is considered an essential part of the teaching and learning process. It refers to the methods, strategies, and skills teachers use to maintain a classroom environment that results in a students' learning success. Classroom management is connected to a process of organizing and conducting a class that includes time management, students' involvement, student engagement, and classroom communication. Classroom management is also defined as the process of creating a democratic community and managing a successful class (Lemlech, 1999).

Classroom management is an umbrella term that covers the teacher's actions to establish a learning environment which supports the development of children's academic and social-emotional skills (Evertson and Weinstein, 2006). It is a combination of rules, words and many actions that a teacher applies to keep the classroom 'running smoothly' so that teaching and learning can work efficiently (Groves, 2009). The development of a quality relationship between teachers and their students, good communication, and keeping children on task are the key

components that affect success in classroom management, and if teachers are able to run the classroom in an effective way, it helps children to be successful in their learning (Evertson, 2007). Therefore, classroom management of teachers in high schools is important.

Classroom management is a strategic, ongoing process of key actions that teachers must address to create an environment for learning (Garrett, 2014). According to Garrett (2014), classroom management is a process consisting of the following five key areas: (1) organizing the physical design of the classroom (The physical design seating arrangement), and (2) establishing rules and routines. Additionally, Garrett (2014) states that teachers should (3) developing caring relationships with and among students. Teachers must (4) implementing engaging and effective instruction (e.g., by providing clear instructions, monitoring progress and providing feedback). Finally, teachers should be able to (5) addressing discipline issues. Strategically and purposefully addressing each of these areas helps teachers create and maintain an environment conducive to learning.

There are many strategies can be implemented by the teachers in managing EFL classroom. Some of the strategies can be categorized into the physical environment, psycho-social management and classroom activities management (Lurie et al., 2000). Teachers can start managing the classroom by applying several strategies based on their need. First, physical environment, one of the strategies is by managing seating arrangements (Brown, 2001). It is supported by research conducted by Zerlin (2009) about the seating arrangements in ESL classroom. Second, to manage the classroom teachers need to have a good relationship with

students. Third, to manage activities in the classroom, teachers need to consider several strategies on how to manage students' activities whether they work in pair, group or individual, monitoring the activities and managing the time (Harmer, 2007).

F. Previous Researches

The present study was further supported by some previous related studies. Recent related studies were done in the area of classroom management such as:

Syarifah & Emiliasari (2016) find out strategies in managing EFL classrooms applied by a teacher and to investigate students' perception toward the strategies applied. It employed a qualitative research design and involved an English teacher and one EFL class as the subjects of the study. In order to gain the expected data, classroom observation and interviews were conducted. This study indicated that there were seven strategies used by the teacher in managing an EFL classroom. In addition, the data gained from interviews indicated that students showed positive perceptions toward the strategies applied by the teacher. Based on the result of the study, it is recommended that teachers need to be more aware in managing the classroom and they may use strategies to manage the class.

Rozimela (2016) proposes strategies to handle classroom management problems commonly faced by English student-teachers. These propositions are inspired by a partial result of action research involving 12 student-teachers undertaking a teaching practicum subject at five junior high schools in a municipally of West Sumatera, Indonesia. Based on the results of observations and

interviews it was found that classroom management problems brought about several constraints for the student-teachers in reaching their teaching objectives. They frequently stopped their activities for a while for the disturbances made by the students, and thus they often could not realize their plans well. Sometimes they were not able to organize the students and their activities which in turn caused problems. Thus, it can be concluded that problems are most likely due to the students' low motivation and very limited English ability and the student-teachers' lack of classroom management skills.

Garrett (2008) also studied the student-centered and teacher-centered classroom management strategies by employing qualitative research methods. The purpose of her study was to explore the classroom management strategies used by three teachers who apply the student-centered approach to their instruction and to examine the relationship between their managerial and instructional approaches. As a result, she found that the way teachers think about the relationship between their instructional and managerial approaches was influenced by what they see as the overall goal of classroom management. While two of them have a classroom management strategy consistent with their way of instruction, one does not.

Shin & Koh (2007) studied the classroom behavior management beliefs and strategies of teachers by making a cross-cultural analysis. The purpose of her study was to compare the beliefs of teachers in classroom behavior management strategies for students in urban public high schools between the USA and the Republic of Korea. The researcher employed three different questionnaires for the teachers - ABCC, SBQ and Teacher Survey- to collect data from 116 American and 167

Korean teachers. The results of the study showed that there were statistically significant cross-cultural differences in teachers' instructional and behavioral management styles. The results, inferred from this study indicated that more American teachers tended to control their instructional strategies and student behaviors than Korean high school teachers did; namely American teachers had more behaviorist standpoint in management.

Finally, through reviewing the related literature and studies, the researcher found that there are many studies conducted in the field of classroom management. However, to the researcher knowledge, there is no study conducted on the field of EFL student teachers' classroom management who teach EFL in a different country at secondary schools and none of the study investigate student teachers' management through exploring students' responses used as sources of information about the quality of classroom management of student teacher.

