



Students' Perceptions towards Problems in Classroom Management Faced by Pre-Service Teachers during Teaching Internship Program

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ABSTRACT

The pre-service teachers are inexperienced teachers. The pre-service teachers often faced some problems in regulating the classroom. Considering that reason, the researcher conducts a survey to pre-service teachers to know the perceptions and problems toward classroom management during their teaching internship programs. This study discussed about the perception and problem toward classroom management during teaching internship programs. This study employed survey design by using questionnaire. The respondents were 100 students of the 8th semester of English Language Education Program of IAIN Kediri. They have taken internship program in various schools across Kediri and the surrounding areas in semester 7. There were 12 items of questions in the questionnaire responded by all 100 students. In analyzing the data, the researcher used Microsoft Excel version 2019. The result of this study shows that the pre-service teachers faced some problems in managing classroom. The result is divided based on 12 dimensions of classroom management, the participants mostly faced the problems in eight out of twelve domains, which are class size, students' behavior, rowdy students, individual attention, discipline maintenance, non-native language, assignment submission, and motivating student. Yet, a few participants feel do not have difficulties when managing the classroom. If they found any problems, they could handle it with appropriate techniques such as team teaching, using new teaching techniques and visual-audio aids.

Keywords: pre-service teacher, classroom management, teaching internship programs

Introduction

Pre-service teacher is a term for education program student which has not yet practice teaching. A pre-service teacher, refers to an undergraduate education student that has not yet commenced classroom teaching (Kennedy-Clark, 2010). Since pre service teacher refers to an undergraduate student which has not yet practice teaching, surely it has differences with expert teacher. Regarding differences between expert and Pre-service teachers, expertise research (Berlin 2001) as well as recent studies show that experienced teachers are better able to notice and interpret classroom situations than Pre-service teachers (Seidel & Prenzel, 2007). This matter can be caused by the difference of teaching hours and experience. Due to difference experience, it is necessary for pre-service teacher to get teaching experience through teaching internship program. This program is compulsory for educational program students. Teaching internship program is a program about student competency development activities by carrying out activities of observation, orientation, and practice of learning management in class (Dewi et al, 2018). The aim of this program is to introduce undergraduate education students to teacher profession.

The main challenge that faced by pre-service teacher is manage the highly complex classroom situations (Stoughton, 2007). According to that statement, we can conclude that managing the classroom is challenging for pre-service teacher. As Evertson and Weinstein (2006) stated that classroom management encompasses the actions taken by teachers to create an environment that supports students' academic learning and social-emotional development. Implementing a solid classroom management plan is the most important among teachers. Professional teachers have the ability to manage their classrooms effectively (Wragg, 2003). So that is why classroom management is the most important requirement for teacher.

Teachers are required to have certain skills and techniques in managing multitude of tasks and situations that can occur at any time in the classroom (Scrivener, 2005). Teacher should be professional to manage classroom and get better achievement in learning English as second language. Teaching-learning process cannot be separated from students' behavior. The variety of techniques is needed to be successful in the classrsoom management and the teachers have to check constantly that what they are doing is really working (Khatri, 2016).

The English teacher faced many challenges in implementing effective classroom management (Nath, 2015). There are some challenges that occurs in classroom management. Based on the study by Tahir et al (2018), the following areas of classroom management are number of students in a class, students' classroom behavior, students' interaction, student's response to the teaching, novice teachers' adaptation to new teaching techniques, bilingual medium of instruction, non-availability of study material, difficulty in motivating student expertise in using of audio-visual aids.

This study aims to understand how effectively teachers are able to understand the principles of classroom management. It is also employing them in the real classroom setting and to identify the problems teachers encounter in employing the classroom management techniques in the real-life classroom situation and ways this can be addressed (Nath, 2015).

The similar study conducted by Tahir et al (2018) found the challenges that occur in classroom management are related to the excessive number of students, their variation of languages, their mental approaches, unexpected behaviors, lack of interest in finishing the homework, failure in bringing the books, and lack of visual-audio aids.

Another similar study conducted in Indonesia by Mudra (2018) under the title "Pre-Service EFL Teachers' Experiences in Teaching Practicum in Rural Schools in Indonesia" showed that the obstacles faced by the pre-service EFL teachers were around classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique and parental support.

This study focused in pre-service teachers' experiences in Teaching Practicum. Meanwhile, the present study's focused on the problems that pre-services faced in managing classroom. The researcher hopes by conducting this study, pre-service teacher in Indonesia especially in IAIN Kediri are able to know the challenges that occur in managing classroom and will help pre-service teacher to be prepared to overcome the challenges.

Methods

This study employed a descriptive quantitative research design, utilizing a survey approach to investigate the challenges encountered by pre-service English teachers in managing classrooms during their teaching internship program. According to Best (1982),

descriptive research aims to interpret and describe a subject within its specific context. The survey design, as defined by Creswell (2014), involves administering a questionnaire to a sample or the entire population to gather data on their opinions, behaviors, characteristics, or attitudes. This method is particularly well-suited for collecting data across a broad spectrum of social inquiry, including education (Nunan, 2008). In this research, the survey method was chosen to obtain quantitative data regarding the challenges faced by the participants, which were subsequently analyzed and presented in a descriptive format.

The participants in this study were all 100 students from the 8th semester of the English Department, Faculty of Education at IAIN Kediri. This specific cohort was selected because they had already completed their mandatory teaching internship program, a graduation requirement at the Faculty of Education, IAIN Kediri. The accessibility of this particular batch also informed the selection process. A census approach was adopted, meaning all 100 students in the cohort were invited to participate in the study by completing the research questionnaire.

The primary instrument for data collection was a questionnaire adopted from "Classroom Management: A Challenging Part in Beginning English Teachers' Career Entry Stage" by Tahir et al. (2018). This instrument was specifically designed to assess the degree and intensity of various classroom management issues relevant to the research focus. The questionnaire comprises 12 questions, each representing a distinct challenge in classroom management. These challenges, identified by Tahir et al. (2018), encompass domains such as class size, student behavior, managing rowdy students, providing individual attention, maintaining discipline, student feedback, implementing new teaching techniques, dealing with a non-native language environment, the availability of effective study materials, assignment submission, student motivation, and the use of audio-visual aids. Each question offered four response options: Never, Rarely, Often, and Always.

Data collection involved distributing the questionnaire link to the 8th-semester English Department students at IAIN Kediri, accompanied by clear instructions on how to complete it. The questionnaire specifically aimed to identify the prevalent problems experienced in managing classrooms during their internships. Following the collection of questionnaire responses, two participants were purposefully selected for semi-structured interviews based on their responses, representing both the most frequently and least frequently reported

challenges. These interviews served to provide richer, qualitative insights to complement the quantitative data obtained from the questionnaires.

The quantitative data gathered from the questionnaires were analysed using Microsoft Excel 2016. The response options were assigned numerical scales from 1 (Never) to 4 (Always). The software was utilized to calculate the frequency of each response option for each question, thereby identifying the most and least commonly faced classroom management challenges among the pre-service teachers. Microsoft Excel's capacity for statistical analysis of large datasets made it a suitable tool for interpreting the collected data and drawing conclusions about the challenges experienced by the participants. The study's validity is further supported by its grounding in established theories and the prior research of Tahir et al. (2018), who field-tested the instrument used in this study.

Result and Discussion

The result of questionnaire was explained in 12 domains of classroom management. The participants mostly faced the problems in eight out of twelve domains, which are class size, students' behavior, rowdy students, individual attention, discipline maintenance, non-native language, assignment submission, and motivating student.

Table 1

Overall Data of The Questionnaire

NO	Items	Domain	Responses (%)			
			N	R	O	A
1	Q1. It is difficult to manage a class of large number of students like more than 30 students in one class.	Class Size	2 (2%)	11 (11%)	65 (65%)	22 (22%)
2	Q2. Behavioral problems of students such as lack of attention, lack of motivation and less participation create become problematic in managing the class discipline.	Student Behavior	2 (2%)	8 (8%)	54 (54%)	36 (36%)
3	Q3. You feel it difficult to handle rowdy (noisy) students creating disturbance in the class.	Rowdy Students	3 (3%)	21 (21%)	59 (59%)	17 (17%)

4	Q4. Some students involve you more in their interaction and thus other students feel ignored.	Individual attention	3 (3%)	28 (28%)	54 (54%)	15 (15%)
5	Q5. Being a new teacher, you feel it a bit difficult to maintain the student disciplines	Discipline Maintenance	6 (6%)	38 (38%)	40 (40%)	16 (16%)
6	Q6. You are satisfied with the rate of response and attention the students give to your lessons.	Student Feedback	3 (3%)	12 (12%)	66 (66%)	19 (19%)
7	Q7. Your students actively participate in any ideas and technique you use in class.	New Teaching Techniques	2 (2%)	7 (7%)	61 (61%)	30 (30%)
8	Q8. Your students feel problematic when you don't use the native language and speak only English during your lessons.	Non-Native Language	3 (3%)	9 (9%)	54 (54%)	34 (34%)
9	Q9. Your students successfully use the study material in the class.	Effective Study Material	2 (2%)	17 (17%)	67 (67%)	14 (14%)
10	Q10. It is very rare to find students making effort by themselves to submit their assignment on time.	Assignment Submission	5 (5%)	36 (36%)	37 (37%)	22 (22%)
11	Q11. Motivating all the students of the class with one technique doesn't suit due to differences in their mental abilities and personal interests.	Motivating Student	1 (1%)	5 (5%)	68 (68%)	26 (26%)
12	Q12. You feel comfortable in using audio-visual aids, particularly computer assisted electronic equipment.	Audio-Visual Aids	2 (2%)	9 (9%)	48 (48%)	41 (41%)

N= 100

N :

Never

R : Rarely

O : Often

A : Always

1. Class Size

After distributing the questionnaire about classroom management to the pre-service teachers of English Language Education Program in IAIN Kediri, the researcher got the data for each domain in classroom management. The first domain is class size. 65 (65%) participants choose Often, 22 (22%) choose Always, 11 (11%) choose Rarely, and 2 (2%) choose Never. The result showed almost all respondents agree that large class size is difficult to handle. the result shows that the pre-service teacher cannot focus on all students when giving the lecture. When they couldn't handle the class, they decide to continue their teaching as much as they could do. Not more than 30 students that they can handle in one class. The pre-service teacher can handle a large class size only for a while. Meanwhile, they use group discussion when teaching to handle the large size class. This strategy was very helpful to handle a large class size.

2. Student Behavior

The Second domain is Student Behavior. The result showed that 54 (54%) of respondent choose Often, 36 (36%) choose Always, 8 (8%) choose Rarely, and 2 (2%) choose Never. Behavioral problem from students have been found faced by 90 (90%) (54 [54%] Often + 36 [36%] Always) respondents as a problem and only 10 [10%] finds that no problem on behavioral students. The chart above (4.2) shows that behavioral problem of students such as lack attention, lack of motivation, and less participation is a problem by most respondents. The result shows that it is hard to deliver the learning material if the students did not focus. The respondents prefer to give more attention to those who pay attention. Meanwhile, the respondents had certain techniques to attract students' attention and keep students' motivation, such as giving them a reward or a punishment.

3. Rowdy Students

The third domain is Rowdy Students. Rowdy (noisy) students who make the class condition less conducive may cause a problem for the pre-service teacher (Tahir et. al. 2018). This study showed that 59 (59%) respondents choose Often, 17 (17%) Always, 21 (21%) Rarely, and 3 (3%) Never. It can be concluded that 76 (76%) (59 [59%] Often + 17 [17%] Always) pre-service teachers agree that facing rowdy students is difficult but 24 [24%] have no difficulty in facing rowdy students. It shows that rowdy students are difficult to handle for most of respondents. The result shows that the respondents find difficulty in handling rowdy students. They had a problem to keep students' attention during the lecture. Only for a while, they could make

students pay attention. When the students were rowdy again, the pre-service teacher will keep silent or make some loudly sound to get the students' attention again.

4. Individual Attention

The fourth domain is Individual Attention. The study showed that 54 (54%) choose Often, 15 (15%) Always, 28 (28%) Rarely, and 3 (3%) Never. The respondents found hard to get the attention of all students, especially in large class sizes. The respondents feel some of their students were busy with themselves. Sometimes the respondents did the ice-breaking activities to involve all of their students. Some respondents had different answers. Respondents from minor answers feel confident in building a relationship with all of the students. They even remembered each of their students' names and characteristics to help them built the relationship.

5. Discipline Maintenance

The fifth domain is Discipline Maintenance. The study showed that 40 (40%) choose Often, 16 (16%) Always, 38 (38%) Rarely, and 6 (6%) Never. The result shows that they feel difficult to handle student discipline because the students themselves feel they were more superior than the pre-service teacher itself. Meanwhile, the result shows that the pre-service teacher did not find any problem when teaching in class. School quality affects student discipline, favorite schools have a good level of discipline.

6. Student Feedback

The sixth domain is Student Feedback. The result of this study found that 85 (85%) (66 [66%] Often + 19 [19%] Always) respondents don't have a problem getting students' attention during lecture but 15 (15%) (12 [12%] Rarely + 3 [3%] Never) respondents found almost no response students. The major answer respondents said that they feel satisfied with the students' response and attention during their lecture. They got better responses when teaching students who pay attention to. Meanwhile from the minor answer said that they did not satisfy with the students' response because they feel clumsy when teaching in front of students.

7. New Teaching Technique

The seventh domain is New Teaching Technique. The study reveals that 91 (91%) (61 [61%] Often + 30 [30%] Always) respondents have no problem in adopting the new teaching technique rather 9 (9%) (7 [7%] Rarely + 2 [2%] Never) take it as a problem. The result from

the major answer shows that students were enthusiastic when they use new teaching technique during the lecture. They feel students were interested in the new thing that they never experienced before. While the result from minor answers shows that they did not get students' attention when using new teaching technique because they feel when using new teaching technique were not suit with their teaching style. They think that they were not confident when using the new teaching technique.

8. Non-Native Language

The eight domain is Non-Native Language. The result shows that 54 (54%) respondents choose Often, 34 (34%) Always, 9 (9%) Rarely, and 3 (3%) Never. Using full English when teaching EFL learners is not suitable. They once use full English when teaching and it is not running smoothly. Sometimes, they use the native language to help students understand during the lecture. The minor answer shows that they did not find any difficulty in using full English during the lecture. When using full English, sometimes the use of pictures and video to help students understand. They also use some gestures to make students clearly understand their lectures.

9. Effective Study Material

The ninth domain is Effective Study Material. The result shows that 67 (67%) choose Often, 14 (14%) Always, 17 (17%) Rarely, and 2 (2%) Never. The major answers said that they were successful in using study material other than textbook they provide for extra study. It helps them a lot in teaching-learning activities. Using extra material also engaging for students. For the minor answer, they feel that using extra material for study is not effective. It is easier to use the textbook only when teaching. When using extra material for study, they feel that there is no limitation with the extra material. That makes them can't achieve the learning goal when students were learning out of topic.

10. Assignment Submission

The tenth domain is Assignment Submission. It shows that 37 (37%) choose Often, 22 (22%) Always, 36 (36%) Rarely, and 5 (5%) Never. From the result shows that the pre-service teacher did not have a good ability to persuade students to finish their work on time. Students always ask for extra time when doing work. Meanwhile, pre-service teacher always find a way to make students finish their work on time. For example, they give a reward for students who finish earlier and give punishment for the late one.

11. Motivating Student

The eleventh domain is Motivating Student. The result shows that 68 (68%) respondents choose Often, 26 (26%) choose Always, 5 (5%) Rarely, and 1 (1%) Never. Most of the respondents feel it as a problem. They must use more than one technique to motivate students during the lecture. Due to differences in students' mental abilities and personal interests, the pre-service teacher needs to adapt to their students. because of those differences, one technique is not effective to motivate all of the students. While from the minor answer shows that they succeeded to use one technique to attract all of the students by rewarding them. The reward always in the form of snacks, stationery, and even accessories (key chain, pin, etc.). It is cost more for them but they were successful to motivate the students.

12. Audio-Visual Aids

The last domain is Audio-Visual Aids. It shows that 48 (48%) choose Often, 41 (41%) Always, 9 (9%) Rarely, and 2 (2%) Never. The major answer said that using Audio-Visual Aids help them in teaching-learning activities. It helps them to get students attention, to apply new teaching technique, to deliver the learning material and many more. It also helps them to gets students a better understanding. However, as Al-Khalifah (1994) noted, the successful use of audiovisual tools in classrooms requires not only access to appropriate equipment but also sufficient training and institutional support to integrate these tools effectively into teaching practices. Meanwhile from the minor answer said that they feel better when using conventional ones. Like using textbooks, blackboards and even went to the library. They can't teach well when using visual-audio aids. It is needed more preparation and certain equipment such as Laptop, Projector, Speaker, etc. when using visual-audio aids.

In summary of all the explanations above, the problems faced by the pre-service teacher in English Language Education Program in IAIN Kediri will be explained in the table 2 below.

Table 2

The order of the most problematic domains

NO	Domain	Responses (Always + Often)
1	Motivating Student	94
2	Student Behavior	90

3	Non-Native Language	88
4	Class Size	87
5	Rowdy Students	76
6	Individual attention	69
7	Assignment Submission	59
8	Discipline Maintenance	56

The explanation above showed that more than half of respondents feel that they faced problem with 8 out of 12 domains (Q1, Q2, Q3, Q4, Q5, Q8, Q10, Q11). The items Q1 (Class size), Q2 (Student Behavior), Q8 (Non-native Language), and Q11 (Motivating Students) were had more than 80% respondents feel have difficulty in those items. Meanwhile, Q3 (Rowdy Students), Q4 (Individual Attention), Q5 (Discipline Maintenance), and Q10 (Assignment Submission) got more than 50% of the respondent have the problems with those items. For the rest of the items (Q6, Q7, Q9, Q12), more than 80% respondents don't take it as a problem. The result of the questionnaire showed that mostly the pre-service teachers had problems with motivating students. Because of the differences of students' characteristic, the pre-service teachers need more effort to adapt with their students. More than one technique is required to motivate all of the students. When they failed to motivate students, the learning activities will be not very effective and it can affect students' understanding about the lesson. The pre-service teacher also had difficulties in using full English when teaching. Using full English when teaching make the students' hard to understand the lessons. Sometimes, they use the native language and also use some pictures, video and gestures to helps students understand about the lessons.

The findings of the research showed that the pre-service teacher mostly faced the problems within 8 out of 12 domains of classroom management. Those domains are Class Size, Student Behavior, Rowdy Student, Individual Attention, Discipline Maintenance, Non-Native Language, Assignment Submission, and Motivating Student. This supports Adi's (2016) view that successful classroom management is not merely about enforcing discipline, but also about fostering meaningful engagement and building positive teacher-student relationships.

Class Size domain was the first problem that faced by pre-service teacher. The data result shows that more numbers of students than standard number in one classroom had effects on teachers' performance. The result of the present study is in line with Sarwar (2001),

Sarwar mentioned that a large class size created uncomfortable feelings in teachers. The result shows that a large class size is a crucial problem. The pre-services teachers can't focus on all students during the lecture. It is supported by theory from Tahir et al. (2018). Tahir mentioned that more than 30 students in one class takes more effort to control than the less.

Student's behavior in the class has the significant effect in the classroom. Molins and Clopton (2002) mentioned that the teacher should be concern with student's behavior since student's behavior has the big impact in the classroom. It is in line with the interview result of the present study. The result showed that with different students' characteristic, it is hard for pre-services teachers to handle the students' behavior. Noisy students and passive students need different treatment (Tahir et al 2018). When they failed to motivate all of the students, it caused the other problems such as students were lack of attention, lack of motivation, and less participation.

The result showed that the pre-service teachers were faced by problems in motivating all of the students with different character. The result is supported with the theories from Doyle (1979) and Yaacob et al. (2018). (Doyle (1979) said that the selection of appropriate the teaching methodologies is important to create conducive teaching-learning condition. According to Yaacob et al. (2018), student's motivation can have negative and positive impact on student's learning. Some problems could appear when pre-service teachers fail to motivate all of the students. Behavioral problems of students such as lack of attention and less participation, Rowdy students whom created disturbance in class, and some students who feel ignorant are problems for pre-service teacher.

Motivating all the students with same technique has been found not much successful because of variation in mental capabilities of the students (Tahir et al 2018). Because of the variety of student's characteristic, pre-service teachers need to use different technique in order to be able to keep students' motivation. According to Khatri (2016) variety of techniques is needed to be successful in the classroom management.

For example, teacher gives rewards for active students and punishments for rowdy students, using group discussion to make easier in giving attention to all students, or use pictures, songs and videos to students during lecture. According to Tahir and Qadir (2012) different teaching methods and techniques such as student teacher interaction, peer work, group talk should be applied to improve students' classroom participation. Giving rewards to

students whom submitted their works on time can be a technique to make students submitting their work on time. Due to lack of experience, it is hard for pre-service teacher to maximize the appropriate techniques. Those condition made the teaching-learning activities were not effective.

Cortez et al. (2016) said that mother tongue is a base for teaching language. When the pre-service teacher only uses full English during lecture without using some native language, it made the students hard to understand. Students usually feel uncomfortable if the teacher only use English when teaching. Teachers should use native language and English simultaneously. It is necessary for teacher to use some gestures when they use English during lecture to help students understand. Teacher can use visual-audio aids to help their lecture when using full English. The result of the present study is accordance with the result of previous study conducted by Mudra (2018). The challenges in classroom management are influenced by learners' noises, chats, and lack of attention. Teachers' lack of knowledge on teaching strategies also affects the way they treat the students.

The result of this study can be used as reference for pre-service teacher so that they will know the challenges that they could face during their teaching internship program. This study also can help another researcher that conduct similar study. All in all, pre-services teacher faced some problems in managing classroom during their teaching internship programs. Lacking of experience and teaching hours made them faced some problems. Yet, the pre-services still needed more experience to handle various student' characteristic.

Conclusion

The result of this study showed that the challenges mostly faced by pre-service teacher in managing classroom are 8 out of 12 domains. Those domains are Class size, Student Behavior, Rowdy Students, Individual Attention, Discipline Maintenance, Non-Native Language, Assignment Submission and Motivating Students. The problems which have been found in this study are related with large number of students in one classroom, motivating all of the students, the unexpected students' behavior, lack of interest in finishing and submitting the homework and variety of student's native languages.

Besides, a few pre-services teacher disagree and Never of the problem in motivating students and large class size. They found it is better to use new teaching technique rather

than the usual technique used before, some of them also mentioned that using visual-audio aids is really helpful to maintain class condition. Using new teaching technique and visual-audio aids can attract students to keep paying attention during the lecture. Adding the study material other than textbooks also help the students to get better understanding about the lecturer. However, it is necessary to limit the topic in using the extra material to avoid off topic. All in all, pre-services teacher faced some problems in managing classroom during their teaching internship programs. Therefore, it can be concluded that the pre-service teachers faced some problems during their teaching internship programs. Nevertheless, the pre-service teachers still need to learn from the teacher to minimize and overcome the problems they faced. The guidance and suggestions from the teacher are needed so that pre-service will be able to handle the problems they face.

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