

**EFL PRE – SERVICE TEACHERS’ BELIEFS AND ATTITUDES REGARDING
CLASSROOM MANAGEMENT STYLE: A SURVEY STUDY**

A Thesis

**Presented to department of English language education partial fulfilment of requirements
to obtain the Sarjana Pendidikan degree in English language education.**



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MOTTO

No matter what happen with your life, Allah SWT already give a best scenario for you.



DEDICATION

Gratefully and thankfully, I specially dedicate this thesis to all the people who support me and care me till now. Especially my beloved parents for their love, support, effort and also patient to make me graduate from Sarjana Pendidikan degree.



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Last but not least, the researcher realizes that this thesis is far from perfect. Therefore, suggestions and recommendations are needed for further improvement. Finally, the researcher hopes that this thesis can be useful for the readers.

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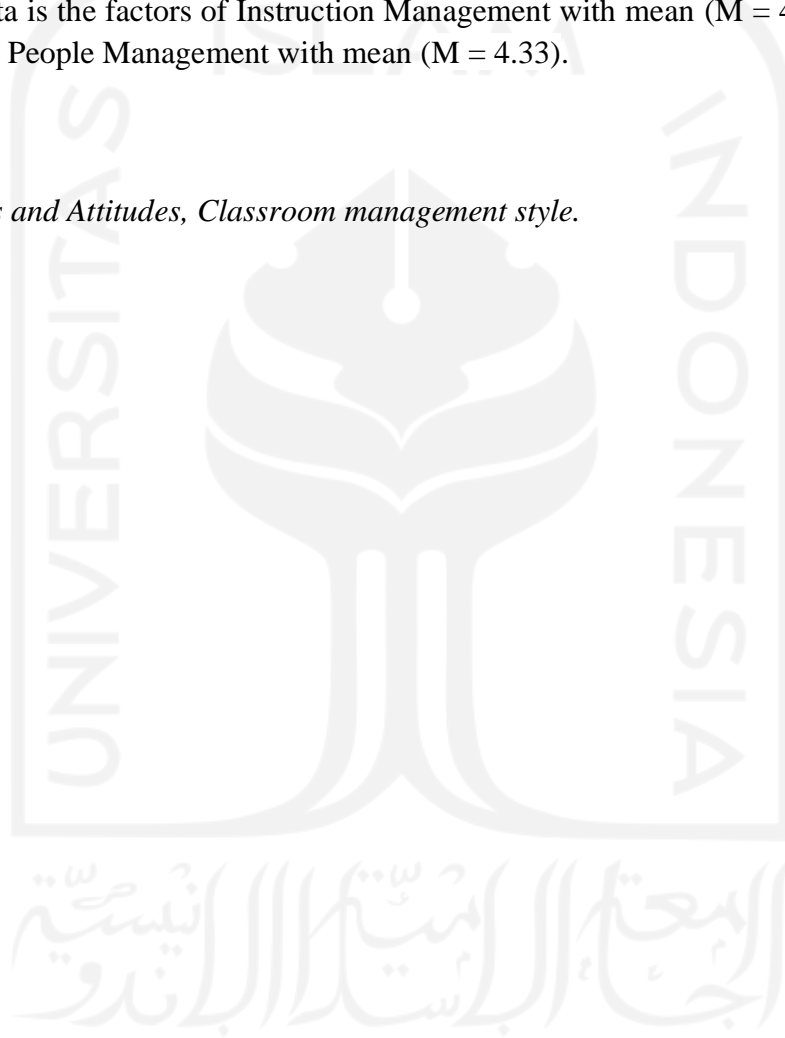
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ABSTRACT

The purpose of this study is to identify pre – service beliefs and attitudes regarding classroom management style in English language education department. The participant of this research is 65 students from batch 2018 in private university. The data was collected by questionnaire “Attitudes and Beliefs on Classroom Control (ABCC)” was adapted from Shin & Koh (2017) consisting of 17 items with 2 domains Instruction Management and People Management. The data analyzed using SPSS and Microsoft Excel. The most affecting and highest score from the data is the factors of Instruction Management with mean ($M = 4.68$), followed by the second item is People Management with mean ($M = 4.33$).

Keywords: Beliefs and Attitudes, Classroom management style.



EFL Pre – service teachers’ beliefs and attitudes regarding classroom management style: A
survey study

CHAPTER I

INTRODUCTION

In this chapter researcher will presented the Introduction of the study. It covers the background of the study, the identification of the problem, the purpose of the study, research question and the significance of the study, as well as the importance of the research as the conclusion of this chapter.

1.1 Background of the Study

Classroom Management is an activity where the teacher maintains all the situations or activities that happen in the classroom such as when delivering the material to the students, facing the students who have misbehaviour to make a conducive teaching – learning process. In the same way, Oral (2012) stated that the classroom environment has a lot of activities at the same time. Consequently, A teacher should be aware of everything that happen in the classroom and also manage the environment effectively in order to attain the educational purpose, because of this to make a workable system for the classroom management or groups, the teacher should be focus on the ways to establish and maintain a classroom, rather than focus to find an individual students misbehaviour. In this state, the teacher's confidence is really necessary to be able to manage the classroom very well, also it can show the teacher confidence in his/her teaching ability and understand the characteristics of the student that can help them in the classroom management. Similarly, Poulou (2007) also stated that the one of characteristics that can predicts teacher practice

and students' outcomes if the teacher confident in their ability to lead the classroom teaching - learning process.

All teachers including pre – service teachers must have attitudes and beliefs as a teacher. Similarly, Yuan & Lee (2014) stated that a teacher or pre – service teacher could form a set of beliefs about language teaching, professional learning language teachers' and develop themselves as a language teacher. According to Pajeras (1992) beliefs are the responsibility of teachers to achieve their goals, their teaching goals in schools, also the beliefs that help the students to achieve their goals. This is supported by teacher attitudes, the attitudes who must accept students' backgrounds with diverse cultural and linguistic backgrounds and willing to accommodate students' learning needs. This also includes students' learning needs and appropriate teaching strategies. The importance of teacher attitudes is important because the motivation that will be given has an effect to engage their students (Dixon, et al, 2016).

Teacher beliefs and attitudes are important because to make a workable system in the classroom, teacher have to make a strategies and techniques that relate to educational process. (Aliakbari & Heidarzadi, 2015). Furthermore, beliefs and practices in classroom management are an interrelationship in both subscales of classroom management. Aliakbari & Heidarzadi (2015) found that teaching experience is very influential in classroom management, because teacher with the less experience have an interactional attitude. On the other hand, an experienced teacher asserted if they had an interactional attitude towards classroom management. Whereas in the Shin & Koh (2007) article, the researcher found that there are differences between American and Korean teachers, when the students during their seatwork usually American teacher monitoring their students than Korean teacher, but Korean teacher give the opportunities to their students especially in their daily routines and encourage their responsibilities.

In summary, attitudes and beliefs in classroom management are important. Pajeras (1992) stated that all teachers hold beliefs especially about their work, their students, their subject matter and about their roles also about the responsibilities, which can affect the classroom management.

1.2 Identification of the Problem

Not many pre – service teachers when doing Teaching Practicum can handle the class. Some of them are overwhelmed with students' activities in Classroom, not ready with the material that will be taught to the students and there is still a lack of tools that support teaching in the classroom, such as Whiteboard, LCD, etc. which can reduce the effectiveness in learning – teaching process. Similarly, Oral (2012) stated that there is any reason that pre – service cannot manage a classroom, the first reason is pre – service teacher still lacks of necessary knowledge about classroom management, second reason they do not have enough experience, the third reason the pre – service teacher lacks of field knowledge.

1.3 Purpose of the Study

The aim of this study is to identify EFL pre – service teachers' beliefs and attitudes regarding classroom management style.

1.4 Research Question

The researchers want to formulate a problem based on the description above:

What is EFL pre - service teachers' beliefs and attitudes regarding classroom management style.

1.5 Significance of the Study

This study was expected to have an empirical contribution in the form of identification of EFL pre – service teacher beliefs and attitudes regarding classroom management style.



CHAPTER II

LITERATURE REVIEW

2.1 Classroom Management in Responding to Student Misbehaviour

There are so many activities that can happen in the classroom especially the teaching-learning process, in this situation the teacher to control students' behaviour and organize the activity and the environment that happen in the classroom. The teacher and students' relationship in the classroom can affect the classroom management, by the reason of that teacher understand their student's characteristic so they can control the students who have misbehaviour that can disturb the teaching-learning process. Related to the connectivity issue, Cerit (2011) stated that students who have misbehaviour may break down the effectiveness of the teaching-learning process. Similarly, Shin & Koh (2007) found in their findings that managing students who have misbehaviour can interfere with the other student and positive learning environment. Students' misbehaviour that commonly happens, for example is they are talking to each other so as to disturb the other students, continuous inaudible responses, sleep during the teaching-learning process, failure to complete homework, cheating in tests and quizzes, unwillingness to speak in the target language (Wadden & McGovern, 1986). Thus, the teacher needs to create some strategies to discipline students who have misbehaviour such as establishing rules before conducting the class to maintain effective learning experience in the classroom. Regarding this, Shin & Koh (2007) stated that the ultimate goal for managing a student's behaviour or discipline strategy is to create a positive and affirmative learning environment. In addition, so that teachers can control them and give them advice to achieve their achievements and become a successful without distractions in school. To make teaching-learning process in the classroom become comfortable the teacher should know how they manage the student's misbehaviour, so the teaching-learning process can

be handled easily. If the students can follow the rules of the classroom, it will make students more obedient and the teaching-learning atmosphere in the classroom can become positive. It can be concluded, they added that the positive atmosphere in the classroom can make the interaction between teachers and students more active and cooperative.

Students' misbehaviour in the classroom can make pre-service teachers feel overwhelmed, unable to hold the classroom properly due to lack of confidence, nervousness and they were shaking when speaking to the students. This is in line with what Ulla (2016) found in her study that during teaching practicum the problem faced by pre - service teacher is handling students' misbehaviour and controlling students' noises. Because of that, pre - service teachers forgot the lesson or plans that they planned before they do teaching-learning process in the classroom and in the end the pre - service teacher need to check their notes to keep on the plans. Thus, it indicates that the pre - service teacher's lack of teaching could lead to an anxious response to student's misbehaviour since it was their first experience. Furthermore, managing students with misbehaviour needs to put more effort and energy. Shin & Koh (2007) argued that some teachers spend their time dealing with students with misbehaviour instead of make a good plan to make a comfortable teaching-learning process and make the other students lose valuable in the learning process. Thus, the teacher must have a good problem-solving ability that can manage students with misbehaviour since it is the teacher's responsibility in dealing with students' poor behaviour. According to Maricas and Sanchez "about three categories for problem solving in classroom practice: relationship/listening, rules/rewards, and comforting/contracting" (as cited in Wolfgang and Glickman.,1986). As a result, the teacher needs to give students rules, rewards and punishment during the teaching-learning process to decrease student's misbehaviour.

To conclude, classroom management is important for the teacher to manage the student's misbehaviour. In consequence, the teacher needs strategies to manage the students' misbehaviour. The teacher can make a rule or contract before starting the class, and give the students rewards such as words of praise and applause for the students can answer a teacher's question. This can also make a relationship between teacher-students so it will reduce students' misbehaviour or things can disturb the teaching-learning process.

2.2 Teaching Practicum in Teacher Training Program

In teacher education, there is a stage that is important for a student who takes that major. It's called teaching practicum, in this situation the pre - service teacher apply the theories that they receive from the course that they receive. Hence, Teaching practicum has been defined for the pre - service teacher to acquire an experience in teaching - learning process and also a knowledge before they become an effective language teacher (Richards & Crookes, 1988). The students receive theories from course that called Microteaching. In this course students learn to arrange the syllabus, lesson plans, also the important tool to help pre - service teacher in teaching - learning process. The tools such as LCD projector or speaker for the teacher if they want to use video for the teaching material. However, in microteaching it will help pre - service teachers to solve or manage problems that will occur in class when they have a teaching - learning process in classroom situations and implements it in the practicum teaching. This led to Ulla (2016) stated that in a teacher education teaching practicum is an one of integral part of any teacher education curriculum for a students with that major. Because, it's a good opportunity for them to apply the theories that they receive and apply it in the real classroom settings.

The students majoring in teacher education must take the course called Microteaching before they can do teaching practicum. In this course, there is one activity which will have roleplay

as if in a real classroom. This is lead to McKnight (1971) found that Microteaching is a realistic classroom context that can really help a student who wants to do teaching practicum, because the students can acquire a new teaching skill. There will be a roleplay similar to a normal classroom setting, the supervisor or the lecturer will be divided into 2 groups, one student given the opportunity to become a teacher, and the other will be students. This roleplay will be focused on presentation and practice. The lecture will give a role for a participant who gets role students to know how to manage the classroom. The role that is given by the lecturer, it can help the presenter to transfer the skills that are learned in microteaching to the actual classroom settings. There will be recorded, so the participant can see their performance while they are teaching. Therefore, the lecturers can review the performance of pre-service teachers in class and provide feedback for them and also pre-service teachers can find their faults and improve the teaching skills. Also, McKnight (1971) stated that the feedback can provide a variety of possible means of useful information so that pre-service teachers can improve their performance of their teaching behaviour for the teaching - learning process in actual classroom settings. Lawson, et al. (2015) also stated that the microteaching session will be handled and get mentored by the lecturer.

In Summary, in the teacher education teaching practice and microteaching is an important part for the students, because it can be useful in the real classroom settings and also, they will receive an experience, knowledge and practical skill before they become a real teacher. Based on the reviews of literature on beliefs, attitudes and classroom management style this study employed the theory of Shin & Koh (2007) the illustration is presented in figure 2.1

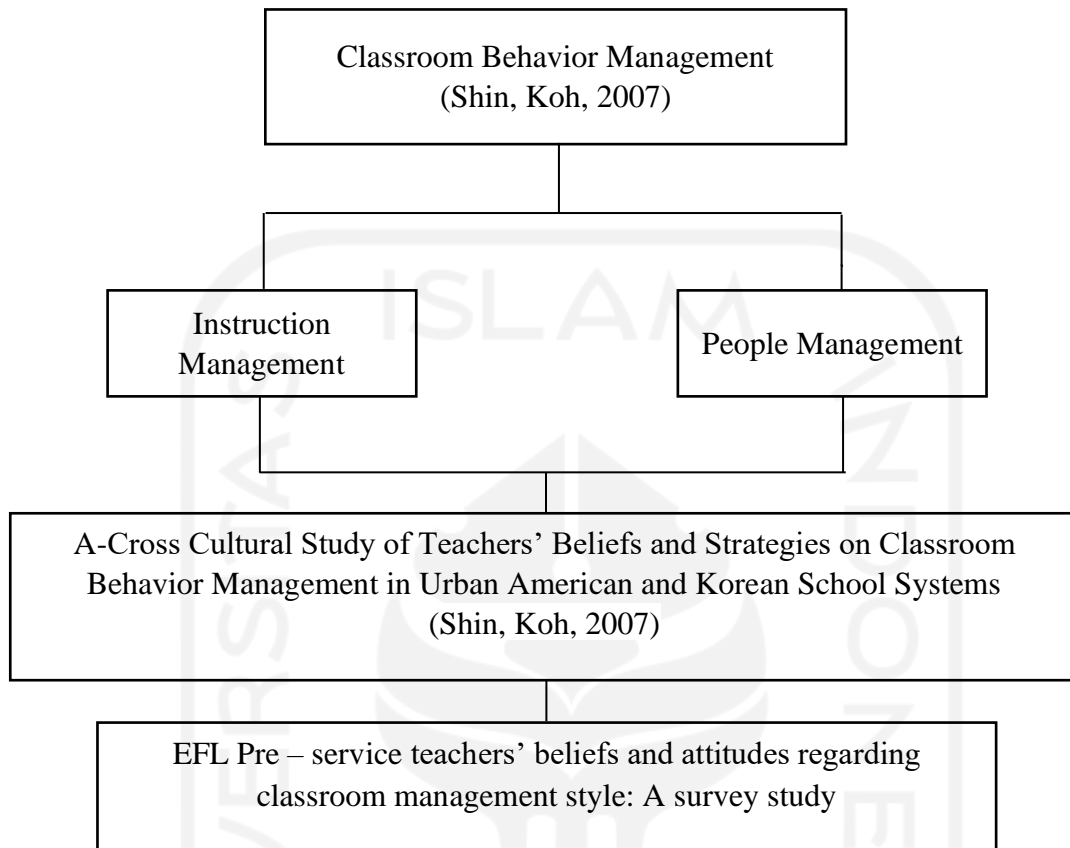


Figure 2.1

CHAPTER III

RESEARCH DESIGN

This chapter explains the research methodology. This includes research designs, populations and samples, data collection techniques, data analysis techniques.

3.1 Research Design

The research design of this study is a study of how the pre – service manage their classroom when they do teach practicum. The researcher uses a questionnaire, the questionnaire that researcher uses is Attitudes and Beliefs on Classroom Control (ABCC) (Martin, et al., 1998). The questionnaire is appropriate to figure out how pre – service manage their classroom, and deal with the student’s misbehaviour.

3.2 Population and Sample

The questionnaire consists of the participants’ personal information and the factor of pre – service teacher beliefs and attitudes. The data results of the participants personal information as followed:

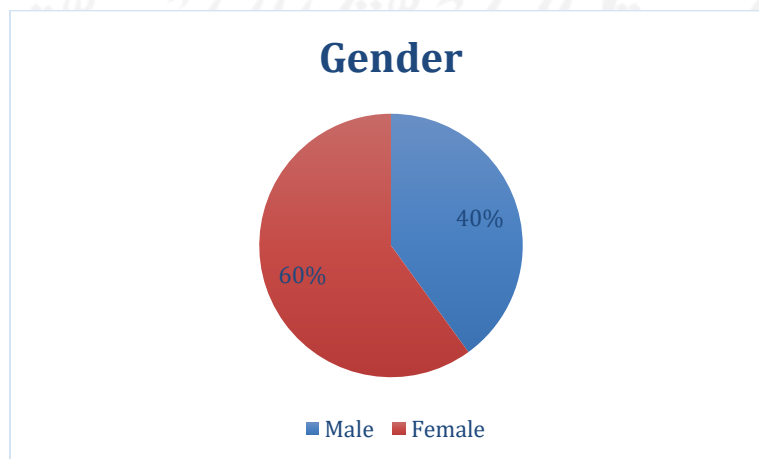


Figure 3.1 Chart of Participants' Gender

Total participant was 65 students who filled the questionnaire. From Figure 3.1, the participants who filled the questionnaire were mostly female with 39 participants or 40% from the total participant and male with 26 participants or 40% from the total participant. The populations for this study were all students of English Teacher at private university batch 2018 who have taken Teaching Practicum in the Highschool or Vocational School. The researcher chooses the population, based on personal experience the researcher wants to know how the students especially majoring in education to manage student's misbehaviour when they are become pre – service teacher.

3.3 Data Collecting Techniques

This sub-chapter of data collection will include questionnaire instrument, validity, and reliability.

3.3.1 Questionnaire

The Instrument that researcher used is Attitudes and Beliefs on Classroom Control (ABCC) (Martin, et al., 1998). According to Martin, Yin, & Mayall (2007) found on their findings the instrument was originally titled the Inventory of Classroom Management Styles (ICMS) (Martin & Baldwin, 1994, 1993) and renamed to Attitudes and Beliefs on Classroom Control (ABCC). The questionnaire adopted from the latest research conducted by (Quek et al., 2015) and also translated into Bahasa Indonesia by the researcher and validated by the researcher supervisor. The Inventory consists of 17 items with 2 domains named Instruction Management & People Management. The researcher will group the questionnaire items to make the questionnaire easier to recognize, the questionnaire will be present on appendix. There is a five-point response scale, from one (strongly disagree) to five (strongly agree). The response scale will be as follow:

Scale	Score
Strongly Disagree	1
Disagree	2
Average	3
Agree	4
Strongly Agree	5

Table 3.2 The Score of Scale

The questionnaire will be distributed individually through online from Google form or in direct. The participant will fill out the questionnaire that researcher gave in direct or from google form, if from google form the researcher will share the link to the participant. The participant must fill their data background such as their full name, gender, and student number.

3.3.2 Validity

The researcher tested the validity of the instrument, the ABCC inventory from the data collection (N = 65) (Show in the appendix).

3.3.3 Reliability

The researcher is using google form as a media for questionnaire data. The ABCC has a Cronbach's alpha 0.67 for the Instructional Management and 0.78 for the People Management (Show in the appendix).

3.4 Data Analysis Techniques

This study using questionnaire, the researcher using instrument Attitudes and Beliefs on Classroom Control (ABCC) (Martin, et al., 1998). The response score will be different from the original ABCC response. The researcher will use a 5 points scale, score 1 is strongly disagree, score 2 is disagree, score 3 is average, score 4 is agree, and score 5 is strongly agree. This is lead to Bouranta, Chitiris, & Paravantis (2009) found in their finding that 5 points rating scales are less confusing and increase response rate. On the other hand, Preston & Colman (2000) also stated that five-point, seven-point, and 10-point scales are relatively easy to use.

3.4.1 Step of Data Analysis Technique

1. The questionnaire was translated into Bahasa Indonesia
2. The process is continued with checking the validity and reliability
3. If the data valid, the questionnaire will give to the participants who already take part in the teaching practicum
4. Analyze the result by using Microsoft Excel & SPSS
5. Interpret data based on the results

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the findings obtained from the questionnaire as if the data collection, analysis and interpretation.

4.1 Research Finding

In order to answer the research question, a descriptive statistic was carried out to identify factors of pre – service teacher beliefs and attitudes experienced by the students at a private university batch 2018.

The Factor of Teacher Beliefs and Attitudes

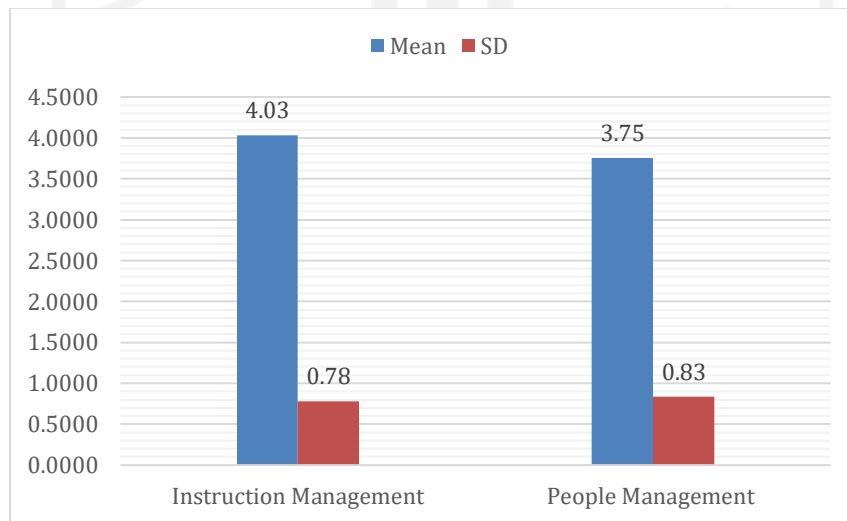


Figure 4.1 The Factor of Teacher Beliefs and Attitudes

Based on Figure 4.1, the highest score is Instruction Management (IM) with Mean ($M = 4.03$) and Standard Deviation ($SD = 0.78$), and the lowest score is People Management (PM) with

Mean ($M = 3.75$) and Standard Deviation ($SD = 0.83$). Based on the data, it indicates that Instruction Management is the most affecting factor of teacher beliefs and attitudes. Meanwhile, People Management is less affecting teacher beliefs and attitudes.

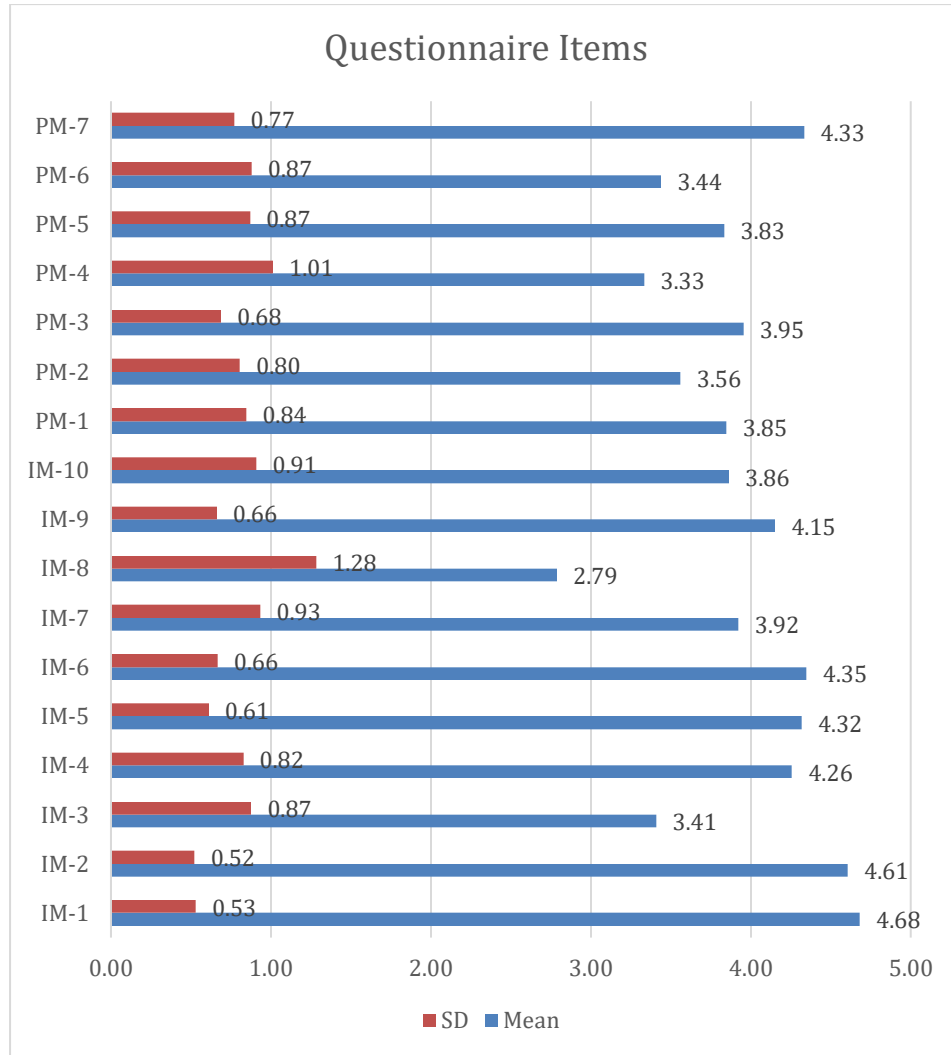


Figure 4.2 Table of Questionnaire Items

According to the data above from 65 participants from the 2 categories, item first is Instruction Management (IM) and the second is People Management (PM). We can find that the highest score is item IM-1 with a statement (I believe the teacher should direct the students' transition from one learning activity to another) with mean ($M = 4.68$) and standard deviation ($SD = 0.53$). Meanwhile, the lowest score is item IM-8 with statement (I believe students will be successful in school if they

listen to the adults who know what’s best for them) with mean ($M = 2.79$) and standard deviation ($SD = 1.28$).

Furthermore, all the questionnaire items were analysed and ordered for each factor. There is 2 item that will be presented, the first item is Instruction Management and the second item is People Management that we can see in Figure 4.3 and Figure 4.4:

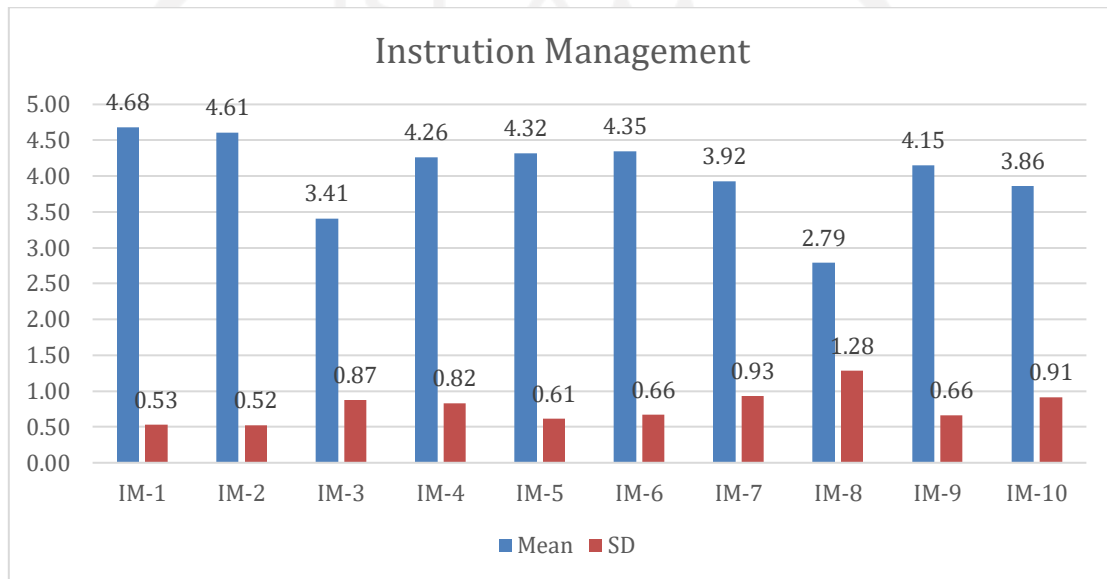


Figure 4.3 Chart of Instrution Management

Based on the chart above, the result of Instruction Management: the most affecting factor were found in item IM-1 (I believe the teacher should direct the students’ transition from one learning activity to another) with mean score ($M = 4.68$) and standard deviation ($SD = 0.53$). Meanwhile, the least affecting factor were found in the item IM-8 (I believe students will be successful in school if they listen to the adults who know what’s best for them) with the mean score ($M = 2.79$) and standard deviation ($SD = 1.28$).



Figure 4.4 Chart of People Management

Based on the chart above, the result of People Management: the most affecting factor were found in item PM-7 (I believe friendliness, courtesy, and respect for fellow students is something that students have to learn first-hand through free interaction) with mean score ($M = 4.33$) and standard deviation ($SD = 0.77$). Meanwhile, the least affecting factor were found in item PM-4 (I believe student's emotions and decision-making processes must always be considered fully legitimate and valid) with mean score ($M = 3.33$) and standard deviation ($SD = 1.01$).

4.2 Discussion

In the present study, there are two factors of teacher beliefs and attitudes that are identified in the following order: the first factor is Instruction Management and the second factor is People Management.

In the present study, the highest mean score of Instruction Management is the item IM-1 (I believe the teacher should direct the students' transition from one learning activity to another) with mean score ($M = 4.68$) and standard deviation ($SD = 0.53$). In this item it showed that the most pre – service teacher beliefs if the teacher should direct the student transition from one learning activity to another activity. According to Shin & Koh (2007) found in their findings that in teaching in learning process some of the students have a passive role. Similarly, Rotgans & Schmidt (2011) stated that it is suggested that teachers have a significant role in the development of student interest and learning should not be ignored. In consequence, the teacher has an important role to take control of the class and make the teaching and learning process is more effective. Meanwhile, the lowest factor was found in item IM-8 (I believe students will be successful in school if they listen to the adults who know what's best for them) with the mean score ($M = 2.79$) and standard deviation ($SD = 1.28$). Therefore, the pre – service teacher has more beliefs if the students know what the best things are for themselves. Nevertheless, it does not mean that the pre – service teacher or an adult at the school let the students without any guidance from adults, they still need the guidance from the adults. According to Rodríguez (2008) stated that the students and adults keep in touch with the school and adults to make them feel motivated and successful and also adults in the school personally and academically helped and supported the students by sharing the important knowledge for academic success. Moreover, Ahn, et al., (2021) stated that teacher needs to motivate the students to their academic achievement. Consequently, even though students have their choice what is the best for them and adults know what is the best for them, but adults still

direct the students and give them motivation so they can attain achievement from academics or non-academics.

The second factor that the highest mean score of People Management is the item PM-7 (I believe friendliness, courtesy, and respect for fellow students is something that students have to learn first-hand through free interaction) with mean score ($M = 4.33$) and standard deviation ($SD = 0.77$). In this item it showed that the most pre – service teacher beliefs that the students' interaction will affect their own attitudes with the other students or teacher. Similarly, Widyatmike, et al. (2022) stated that free interaction among students makes it possible to acquire the necessary social behaviours and knowledge essential to creating a democratic society based on respect for human rights. On the other wise, Chongruksa & Prinyapol (2011) stated that it is the key to build a solid relationship by expressing our problems, frustration, strengths, and weaknesses, the individual will indirectly learn how to share feelings with others. In consequence, the interaction among the students can help them to develop their communication skill and create a democratic society to respect the perceptions of others personally or within a group. Share about private life with others is one of the factors it can create trust, intimacy, and care in the group (Corey, 2004). Furthermore, the lowest factor was found in item PM-4 (I believe student's emotions and decision-making processes must always be considered fully legitimate and valid) with mean score ($M = 3.33$) and standard deviation ($SD = 1.01$). In this item the pre – service teacher believes that they still have to take responsibility in the decision-making process and emotions toward students. According to (Nizielski, et al., 2012) that emotional self-assessment and emotion regulation are negatively related to the students' misconduct, therefore teachers must have the ability to appraise student emotion and monitor their emotional state effectively. However, if the teacher has a poor emotional ability in can affect to the students so the classroom situation will not be conducive. The

interaction gap between teachers and students is because of the inability of teacher to appraise and control their emotion to know what the students' needs. Because of that, the teacher should improve and develop their emotional in ways to increase their abilities to focus on the students' needs (Nizielski, et al., 2012). On the other side, Poulou (2020) stated that teacher-student relationships can affect the success of teaching in classroom management. Because, this is the teacher's perception to increase student engagement, but this is not related to the perception of student emotions and behaviour. In consequence, as a teacher the closeness between teacher and students is important because from the relationship between teacher-student teacher can know the emotion of the student is stable or not and also what student need in academic or non-academic.

The results of this study are similar with the result from Shin & Koh (2007) Korean educators are more teacher-directed interventionists and the teacher also more concerned about self-concept – that is, student internal aspects of self-motivation, self-determination, self-discipline, moral value and positive attitudes towards their learning and conduct. Furthermore, the teacher's beliefs is one of the factor that can encourage students responsibilities and develop the students' daily routines.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The aim of this study is to identify factors of EFL pre – service teachers' beliefs and attitudes regarding classroom management style. There are 65 participants from private university batch 2018. Based on the data analysis, researcher found that the pre – service teacher has a good classroom management style it can be proven from item IM-1 (I believe the teacher should direct the students' transition from one learning activity to another) with mean score ($M = 4.68$) and standard deviation ($SD = 0.53$). The pre – service teacher also makes a student to develop their responsibilities, it can see from the item PM-7 (I believe friendliness, courtesy, and respect for fellow students is something that students have to learn first-hand through free interaction).

5.2 RECOMMENDATION

There are no recommendations for this current study as a result of this study if the pre – service teacher is doing well to manage the classroom management and have a good beliefs and attitudes toward the classroom management styles.

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APPENDIX

APPENDIX 1

Statement	Strongly disagree	Disagree	Average	Agree	Strongly Agree
I believe the teacher should direct the students' transition from one learning activity to another					
I believe it's important to continuously monitor students' learning behaviour during seatwork					
The classroom runs more smoothly when the teacher assigns students specific seats					
During the first week of class, I will announce the classroom rules and inform students of the penalties for disregarding the rules					
The teacher knows best how to allocate classroom materials and supplies to optimize learning					
I believe teachers should require student compliance and respect for law and order					
I believe students need the structure of a daily routine that is organized and implemented by the teacher					
I believe students will be successful in school if they listen to the adults who know what's best for them					
I specify a set time for each learning activity and try to stay within my plans					
I believe class rules are important because they shape the student's behaviour and development					
I believe students should create their own daily routines as this fosters the development of responsibility					
I believe students will be successful in school if allowed the freedom to pursue their own interests					

I believe teachers should give students freedom so they will develop their own ways of interacting with each other					
I believe student's emotions and decision-making processes must always be considered fully legitimate and valid					
I believe students should judge the quality of their own work rather than rely on what the teacher tells them					
Students in my classroom are free to use any materials they wish during the learning process					
I believe friendliness, courtesy, and respect for fellow students is something that students have to learn first-hand through free interaction					

APPENDIX 2

Case Processing Summary

		N	%
Cases	Valid	65	100.0
	Excluded ^a	0	.0
	Total	65	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.679	10

Reliability Statistics

Cronbach's Alpha	N of Items
.784	7