

CHAPTER I

INTRODUCTION

A. Research Background

In educational issues, classroom management takes one of the important places. According to Martin, the significance of classroom management requires the teachers' efforts to control the classroom activities such as learning, social interaction, and student behavior.¹ Indeed, classroom management is a management skill for teachers to succeed the learning activities as attempt to attain the learning goal. Teachers are responsible in managing classroom involves goals, time spent, relationship, students choices and freedom, student misbehavior, etc.² It means that teachers have big role in classroom management to attain the effective classroom. It is noticed in “three-in-one concept of classroom management for teacher effective practice” that states about three key areas of classroom management: classroom teaching, classroom discipline, and behavior management.³ Hence, if teachers are able to obtain those three areas of classroom management, it shows that they can manage the classroom effectively.

An effective classroom teaching means that the learning environment should be orderly and quiet.⁴ It goes to show that the effective classroom requires

¹ Abdullah M. Abu-Tineh et al. “Teacher Self-Efficacy and Classroom management Styles in Jordanian Schools”. *Management in Education*. Vol. 25 No. 4, 2011, 175.

² Quek Choon Lang - Angela F.L.Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 44

³ Quek Choon Lang - Angela F.L.Wong. *Engaging*, 44

⁴ Muhammad Salem Al-amarat. “The Classroom Problems Faced by Teachers at the Public Schools in Tafila Province, and Proposed Solutions”. 2011, 37

the good learning environment in form of little noise and well-organized classroom. However, most teachers often face the classroom situation when they cannot manage their students who fail to cooperate with learning process that cause the significant disruption.⁵ Teachers often face many forms of student behaviors as insolence to the teacher, insulting or bullying other students, damaging school property, and refusing to accept sanctions or punishment.⁶ It shows that students may behave inappropriately in classroom that causes the problematic learning. A survey of public agenda in 2004 cited by Caroline stated that 75 % of teachers were able to teach effectively if there were no disruptive behaviors in classrooms.⁷ It means that the teachers who do not face any disruptive behavior, they will be able to create an effective teaching-learning process.

Classroom behavior problems are considered as the most terrible issue in the educational process.⁸ It directly affects the teaching-learning process dealing with the failure of the teacher in managing classroom.⁹ It shows that misbehavior among students have direct influence on learning process. In some cases, Ingersoll stated that disruptive behavior problems become significant

⁵ Jeremy Harmer. *The Practice of English Language Teaching*. (England:Pearson Education Limited, 2001), 126

⁶ Jeremy Harmer. *The Practice of*, 126

⁷Caroline A Guardino - Elizabeth Fullerton. "Changing Behaviors by Changing the Classroom Environment.", 8

⁸Muhammad Salem Al-amarat. "The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions". 2011, 37

⁹Muhammad Salem Al-amarat. *The Classroom*, 37

factor why many teachers leave their profession.¹⁰ That misbehavior can threaten the educational system, so that misbehavior can be prevented and executed using behavior-management strategies. Behavior management skills are needed by the teachers to obtain the good improvement in student learning outcomes.¹¹ Ultimately, behavior management is important for teacher to cope classroom behaviors.

In some research, managing the behavior problems indicates the confidence of teacher which become as the mediator of interaction with difficult students and management of misbehavior.¹² It shows that when teachers convince themselves, they will be able to teach successfully to even the most difficult students. Confidence is assumed as self-efficacy that refers to an individual's judgement of his/her ability to accomplish the given tasks in order to attain a certain outcome, particularly dealing with managing classroom misbehavior.¹³ In light of the importance of self-efficacy for teachers in behavior management, teachers should obviously maintain their self-efficacy as beliefs of their ability dealing with responding the misbehavior.

¹⁰Regina M Oliver - Daniel J Reschy. "Effective Classroom Management: Teacher Preparation and Professional Development". *National Comprehensive Center for Teacher Quality: Washington DC* 2001, 1

¹¹J Wilkinson - M Meiers."Managing Student Behavior in the classroom". *NSWT Research Digest*, Vol. 2. 2007, 3

¹²Rebecca Giallo - Emma Little. "Classroom Behavior Problems: The Relationship between Preparedness, Classroom Experience, and Self-Efficacy in Graduate and Student Teachers". Vol.3. 2007, 22

¹³Rebecca Giallo - Emma Little. *Classroom Behavior Problems: 22*

This research is conducted at Intensive English Program (IEP) in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. Taking specifically IEP in Faculty of Sharia and Law as locus of this research was considered by twofold. First, based on preliminary research in five faculties at UIN Sunan Ampel Surabaya shows that classroom misbehavior was mostly occurred among students in IEP in this faculty.¹⁴ That misbehavior was forms of students using mobile phone when instructor is explaining, students coming late, students reading catalogue when they are in test, students talking during lecturing, and many others. Scrivener states that classroom problems are caused by student misbehavior, such as students arriving late, students sending text messages under the table, students missing lesson, and so on.¹⁵ Second, IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya is not students' self-directed course; it tends to an institution-directed course that obligates students to learn English for a year. However, students at IEP who are considered as adult learners are self-directed (doing something based on their need).¹⁶ It may lead the students to behave what they want to behave in classroom. Indeed, it will be crucial to observe students misbehavior that cause classroom problems at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.

¹⁴ Preliminary research conducted in March-April 2014 in IEP in five faculties at UIN Sunan Ampel Surabaya

¹⁵ Jim Scrivener. *Classroom Management Technique*. (Cambridge: Cambridge University Press, 2012), 236-242

¹⁶ Rhonda Wynne. *Characteristics of Adult Learners*.

(http://www.assetproject.info/learner_methodologies/before/characteristics.htm, accessed on March 15th, 2014)

Then the subjects of this research are beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya who encounter teaching in their first year. It is caused that beginning teachers often face the classroom misbehavior in their first year teaching.¹⁷ Furthermore, they teach the university students which are considered as adult learners, particularly early adult learners. Teaching adult learners is challenging because some characteristics they have. Adult learners have the trend to make learning and teaching problematic.¹⁸ Thus, adult learners may misbehave in the classroom and it automatically requires the teachers to cope them. Adult learners have big trends to give most trouble behaviors.¹⁹ Adult learners come into classroom with vast experience of life that may cause effect in classroom as a great asset or even can be as a liability.²⁰ Thus, it can be stated that adult learners may do something in classroom based on what they have experienced in the current learning. Furthermore, adults are autonomous and self-reliance learners that prefer to work by their own pace.²¹ They have right to organize themselves which automatically affect their learning process. They will learn effectively if they meet their own learning need,

¹⁷ Quek Choon Lang - Angela F.L.Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 44

¹⁸ Jeremy Harmer. *The Practice of English Language Teaching*. (England:Pearson Education Limited, 2001), 40

¹⁹Based on TES Further Education Forum which discuss about Behavior Issues with Adult Learners, (http://community.tes.co.uk/tes_further_education/f/15/t/551631.aspx, accessed on March 15th, 2014)

²⁰Pine, Gerald J, and Horne, Peter J.*The Adult Learner.*, 2, (<http://www.umt.edu/ce/fire/FireWeb/m410prework/The%20Adult%20Learner.pdf> , accessed on March 15th, 2014)

²¹Rhonda Wynne. *Characteristics of Adult Learners*.

(http://www.assetproject.info/learner_methodologies/before/characteristics.htm, accessed on March 15th, 2014)

however IEP is a directed course. Students will be difficult to cooperate well if it doesn't reflect as their self-direction.²² Hence, students will not participate well in the course because IEP is not self-directed course.

Based on the aims of IEP, students are trained in a year for mastering English as foreign language because there are some Islamic studies books are written in English and improving students' English competency for communication network between nations.²³ Despite of that, UIN Sunan Ampel Surabaya has also a vision, as an Islamic university that prepares excellent and competitive students' outcome as international students.²⁴ It goes to show that the IEP and university has mission to prepare students to be able to communicate and compete with other nations over the world. If the students of IEP create misbehavior, it may cause the failure of student's engagement in learning. If teachers let it, the aims of IEP and UIN Sunan Ampel Surabaya may not be achieved. It automatically becomes responsibility of IEP teachers to manage the students effectively in order to avoid the behavior problems may be occurred. Ultimately, teachers' self-efficacy of the IEP teachers is really necessary to overcome those adult learners characteristics that may address the behavior problems.

²²Rhonda Wynne. *Characteristics of Adult Learners*.

(http://www.assetproject.info/learner_methodologies/before/characteristics.htm, accessed on March 15th, 2014)

²³The remark of Head of Language Centre (P2B) IAIN SunanAmpel Surabaya in realizing textbook "*English for Islamic Studies*". 2013.

²⁴Visi, Misi, dan Tagline UIN Sunan Ampel Surabaya, (<http://www.uinsby.ac.id/index.php/uinsa/visi-misi>, accessed on March 20th, 2014)

There are seven researches which deal with teachers' self-efficacy and classroom misbehavior. Four researches find that teachers' self-efficacy are correlated to the pedagogical aspects (teacher thinking skill, teacher burnout, teacher performance in the classroom, and classroom management).²⁵ Other two researches focus on classroom problems which includes academic and behavior problems faced by teachers of secondary school.²⁶ They find there are a number of classroom problems that invites disruption during teaching-learning process and management strategies of misbehavior are needed for the teacher. The last one, Giallo and Little in their research find that preparedness and classroom experience affect the teachers' self-efficacy in managing behavior problems.²⁷

However, this research has different focus from those previous researches. This research takes the beginning teachers at university as the subject of investigating self-efficacy while all of those previous studies conducted their researches to the teachers of secondary school. Then, while those two previous studies about classroom problems only investigate the misbehavior among

²⁵ Andre Brouwers - Welko Tomic. "Teacher Burnout, Perceived Self-Efficacy in Classroom Management, and Student Disruptive Behaviour in Secondary Education". *Curriculum and Teaching*. Vol. 14 No.2. 1999., Einar M. Skaalvik – Sidsel Skaalvik. "Teacher Self-Efficacy and Teacher Bormout: A study on relations". *Teaching and Teacher Education*. Vol. 26, 2010., Trevor James Tebbs. Doctoral Dissertation. "Assessing Teacher' Self-Efficacy towards Teaching Thinking Skills". 2000., and Hasan Ozder. "Self-efficacy Beliefs of Teachers and Their Performance in the Classroom". *Australian Journal of Teacher Education*. Vol. 36 No. 5, 2011.

²⁶ Muhammad Salem Al-amarat. "The Classroom Problems Faced by Teachers at the Public Schools in Tafila Province, and Proposed Solutions". 2011., and Akhyat Hilmi. Undergraduate Thesis: "A Study on Students' Academic and Behavioral Problems in Classroom Faced by English Teachers in Their First Year Career". (Surabaya: IAIN Sunan Ampel Surabaya, 2013)

²⁷Rebecca Giallo - Emma Little "Classroom Behavior Problems: The Relationship between Preparedness, Classroom Experience, and Self-Efficacy in Graduate and Student Teachers" Vol.3. 2003, 31

secondary school students, this research takes the new idea of investigating the classroom misbehavior among university students which are considered as adult learners. Besides, if Giallo and Little states that preparedness and classroom experience affect the teachers' self-efficacy, this study tries to find out more what other factors influencing teachers' self-efficacy despite of preparedness and classroom experience. Indeed, this study has new focus which is obviously different from the previous studies on investigating teachers' self-efficacy of beginning teachers in managing behavior problems among university students.

Knowing those reasons above, it is important to investigate the teachers' self-efficacy of beginning teachers in managing behavior problems among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. Principally, this study will drive some benefits for both current and upcoming teachers at IEP to maintain their self-efficacy addressing misbehavior. It also gives benefit to other teachers who teach adult learners as information to be aware of common classroom misbehavior among adult learners. Another benefit from the result of this study is for Language Center Development (P2B) of UIN Sunan Ampel Surabaya as the anticipating way for training the teachers with new topic about improving self-efficacy. Hence, the researcher conducts this study to identify which classroom misbehavior commonly occur among university students at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya, to investigate the teachers' self-efficacy in managing classroom behavior problems, and to recognize what factors that influence the teachers' self-efficacy.

B. Research Questions

In this study, the researcher addresses some specific problems dealing with self-efficacy in behavior management as follows:

1. What are classroom behavior problems commonly occurred among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014?
2. How is the teachers' self-efficacy of beginning teachers in managing classroom behavior problems?
3. What are factors influencing the teachers' self-efficacy of beginning teachers in classroom behavior management?

C. Objectives of The Study

This study conducted by the researcher has certain objectivities as follows:

1. To identify the classroom behavior problems which are commonly occurred among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.
2. To investigate the teachers' self-efficacy of beginning teachers in managing behavior problems identified in their classrooms.
3. To identify the factors those influence the teachers' self-efficacy of beginning teachers in managing classroom behavior problems.

D. Significances of The Study

By conducting this study, the researcher hopes it can give the big contribution as the practical implication of the study to the teachers, institution (Language Development Centre (P2B) of UIN Sunan Ampel Surabaya), and other researchers as follows:

1. Teachers

The result of this research significantly serves the IEP teachers to have the strategies in improving self-efficacy to decrease classroom misbehavior that commonly occur among adult learners. It also serves to the other or future teachers to have high self-efficacy for anticipating what adult learners commonly misbehave in classroom.

2. Language Development Centre (P2B) of UIN Sunan Ampel Surabaya

The result of this study becomes useful to the Language Development Centre (P2B) of UIN Sunan Ampel Surabaya, especially for the IEP in Faculty of Sharia and Law in order to improve the self-efficacy of teachers in managing classroom behavior problems among IEP students through a teacher-training program.

3. Further Researches

Indeed, the researcher also hopes that the result of this study is useful as the reference for other researcher to conduct the further research dealing with teachers' self-efficacy in classroom management.

E. Scope and Limit of The Study

This study confines its self to the study of teachers' self-efficacy in managing classroom behavior problems. This research does not observe the whole dimension of teachers' self-efficacy (classroom management, ensuring student engagement in class, and using instructional strategies in class).²⁸ The researcher determines the scope of this study on the one dimension of teachers' self-efficacy, it is classroom management, exactly in managing classroom misbehavior. Furthermore, the researcher limits this study on the teachers' self-efficacy of beginning teachers. In essence, the focus of this study is on investigating teachers' self-efficacy of beginning teachers in managing classroom behavior problems.

F. Definition of Key Terms

In light of perspective of readers are different, the researcher lists the definition of important terms used in this study as an attempt to avoid misinterpreting among readers toward the concept of this study.

In this early discussion, the researcher finds out the term that should be recognized first by the readers, **Teachers' Self-Efficacy**. Bandura stated that teacher efficacy is teachers' beliefs in their own capability in managing course to

²⁸ M Tschannen Moran - A Woolfolk Hoy. "Teacher Efficacy: Capturing and Elusive Construct." *Teaching and Teacher Education*, 2001, Vol 17, 783-805

accomplish successful teaching task.²⁹ Reflecting on the Bandura's theory, the teachers' self-efficacy in this research is defined as the teachers' belief on their own capabilities in managing classroom behavior problems to attain successful learning.

Furthermore, **Classroom Management** is one of the significant terms in this study. Classroom management is the ability of teachers to create the smooth learning process as the effort to organize the classroom and manage the disruptive behavior created by students.³⁰ Indeed, based on Oliver and Reschy's theory, classroom management meant in this study is teachers' ability to manage the classroom behavior problems.

According to Lang and Wong, **Classroom Behavior Problems** are defined as inappropriate behaviors exhibited in the classroom.³¹ Regarding the Lang and Wong's theory, classroom behavior problems in this study are defined as classroom misbehavior occurred among adult learners or university students at Intensive English Program (IEP) in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.

²⁹ Gorsev Incecay – Yesim Kesli Dollar. "Classroom Management, self-efficacy and readiness of Turkish pre-service English teachers". 2012, 190

³⁰ Regina M Oliver - Daniel J Reschy. "Effective Classroom Management: Teacher Preparation and Professional Development." *National Comprehensive Center for Teacher Quality*: Washington DC. 2007, 1

³¹ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 46

Besides, Bandura defined the **Factors Influencing Teachers' Self-Efficacy** as the sources that can develop the teachers' self-efficacy.³² In this study, the researcher based the definition of factors influencing teachers' self-efficacy in managing classroom behavior problems on Bandura's theory as the sources of teachers' self-efficacy enhancement in managing classroom behavior problems.

Additionally, Lang and Wong stated that **Beginning Teachers** are those who enter their first-year teaching in classroom.³³ Considering the Lang and Wong's theory, the beginning teachers meant by this study are the instructors who have just taught in their first year at Intensive English Program (IEP) in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.

According to Cranton, **Adult learners** are those adults who engage in learning activities who may cause the changes in thinking, values, or behavior.³⁴ Indeed, based on Cranton's theory, this study gives the term of adult learners as those first year university students in Faculty of Sharia and Law UIN Sunan Ampel Surabaya who are involving in English Intensive Program (IEP) Academic Year 2013-2014.

³² Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior*. 1994, Vol. 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998), 2

³³ Quek Choon Lang. - Angela F.L Wong. "*Engaging Beginning.....*", 17

³⁴ Catherine A Hansman - Vivian W Mott. *The Centrality of The Adult Learner and Adult Learning: Part I.*, 15