CLASSROOM MANAGEMENT DIFFICULTIES OF PRACTICE TEACHING PROGRAM FACED BY ENGLISH COLLEGE STUDENTS

Khulaifiyah

Islamic University of Riau

email : khulaifiyah@edu.uir.ac.id

Abstract

Classroom management is a variety of types of activities that intentionally done by the teacher in order to create optimal conditions for the teaching and learning process in the classroom, consist of pre-learning activity, opening, learning activity and closing.This research was to find English students difficulties in managing classroom on practice teaching. The target population of this research was the eight semester students English Academic Year 2012/2013 of FKIP UIR. It was a descriptive research. The instrument were questionaires and interviews. The result of quesionnare and interview of the research show that students who already done practice teaching program still had difficulties in;Pre-Learning, such as checking the readiness of students, space, tools and media.Opening the lesson when practice teaching such as giving apperceptions and delivering competencies (objectives to be achieved) and action plans, and got difficult in doing Learning activity in a systematic structure and stages. The last, got difficult to closing and giving reflection or create a summary by involving students and do a follow-up to give direction or activity or task as part of remedial or enrichment.

Key Words: *Classroom Management, Questioners*

KESULITAN-KESULITAN MANAJEMEN KELAS SELAMA PROGRAM PLL YANG DIHADAPI OLEH MAHASISWA BAHASA INGGRIS

Abstrak

Managemen kelas merupakan suatu variasi kegiatan yang bertujuan untuk menciptakan kondisi yang baik selama proses belajar mengajar berlangsung. Aktifitas ini terdiri atas kegiatan sebelum, pembuka pelajaran, kegiatan inti dan kegiatan penutup. Penelitian ini bertujuan untuk menggali informasi seputar kesulitan-kesulitan managemen kelas selama Program PPL berlangsung. Populasi dan sampel diambil dari mahasiswa yang telah PPL T.A 2012/2013 yaitu mahasiswa semester 8.Ini merupakan penelitian Deskriptif dengan menggunakan instrument angket dan interview. Hasil angket dan interview menunjukkan bahwa mahasiswa masih mengalami kesulitan disemua tahap kegiatan managemen kelas; pada kegiatan pre- kesiapan mengecek kondisi siswa, kelas, alat dan media belum optimal. Memberikan persepsi untuk membuka pelajaran dan menjelaskan kompetensi/ tujuan belajar belum detail; kegiatan inti belum sistematik dan

terstruktur. Terakhir masih kesulitan dalam kegiatan penutup baik ketika memberikan refleksi dan kesimpulan tanpa melibatkan siswa dan pemberian petunjuk-petunjuk dan penugasan lainnya.

Kata Kunci: *Managemen Kelas, angket*

1. INTRODUCTION

In the broad sense, teaching is defined as the activities organize or arrange the best possible environment and connecting with children, resulting in learning process. In other words, teaching is an attempt to create conditions conducive to going on learning activities for students. Learning can be said to be good, if the learning process is able to evoke the spirit of learning in students. In this case we need to realize, that determines the problem is not the method or procedure used in teaching, teaching is not old-fashioned or modern, nor a conventional or progressive teaching but rather the learning process. All that may be important, but it is not a final judgment, because it only relates to a tool not a goal of teaching. For measuring the success of teaching, the main requirement is the result. But it must be remembered that in assessing or interpreting the results it must be carefully and precisely, that takes into account how the process.

Classroom conditions is one of the factors that affect the learning process the students received a lesson, as well as the influence of teachers in delivering lessons. Good classrooms are rooms that can be used by children to learn everything comfortably. Basically a comfortable and orderly classroom does not just happen that class must be planned carefully. Classroom management is a form of teaching activity, regulate and control the classroom in order to create a harmonious atmosphere of learning climate. In managing classroom educators must consider the condition of the classroom, for example: set the atmosphere or climate in the classroom, as well as set the arrangement of students sitting position, and put the pictures that are add insight and knowledge of students. and also a lot student teacher less of their knowledge in making concept of teaching and learning process, do not have experience in doing the real teaching and learning process at schools, difficulty to make syllabus and design a material, can not handle the student when a teaching and learning process, do not creative when they teach in the class and they still make student feel bored, they can not use method when they do practice teaching, do not understand the basic concepts of learning, do not understand the basic concepts of teaching, do not understand the teaching models such as cooperative learnig, problem-based learning, hands-on learning models, learning models and discovery learning model intergrated, does not understand the material and subject matter, do not understand the instructional media and many else.

In addition there are some problems in the classroom management condition that faced by a teacher in the teaching learning process such as problems in motivating the students to participate

in learning until the end, the problem in reviewing the needs of students, preparing lesson plans, teaching materials to present students, asking questions to the students, assess student progress. And manage classroom activities intended to create and maintain an atmosphere (conditions) that class teaching activities that can take place effectively and efficiently.Based on the above issues the author is interested in analising the difficulties of classroom management on practice teaching program Academic year 2012/2013 faced by English students of FKIP UIR.

The purpose is about to know what are the difficulties of managing classroom on teaching practice program (PPL T.A 2012/2013) faced by English Student Program. The result of this research hopefully to be useful for the reader to get some new information about English studentscompetence especially for the teacher that teach microteaching, so that they can prepare, providestudent before the student some teaching practices or demonstration moreover teaching simulation.

Relevance Theories

Classroom management is the one of some components in teaching learning process. Classroom management is an effort made by those responsible for teaching and learning activities or who assist with the intention to achieve optimal conditions. So that teaching and learning activities can be done well. According to Jamil Suprihatiningrum (309: 2013) is a classroom learning environment was created to accommodate the interests of student

learning and is used to achieve a particular goal. Person in charge of the class, including its management is the teacher.

Classroom management leads to the teacher's role to organize collective learning or classical way by managing individual power differences into a learning activity together. Classroom management is an effort that teachers do to help create optimal learning conditions. In addition, classroom management refers to the provision of facilities for a variety of student learning activities that take place in the social environment, emotional, and intellectual child in the classroom, into a learning environment can able give learning. The facilities provided allow students to learn, achieve a classroom atmosphere that provides power, disciplined atmosphere, comfortable, and full of vigor resulting in the development of intellectual, emotional and attitudes and appreciation in students. There are several variables that need to be managed by the teacher, as follows:

1. Classrooms, showing limits learning environment.
2. Efforts of teachers, teachers' demands of the dynamics in the deal with all the activities that occured in the possibility of learning environments.
3. Learning conditions, an activity limitation that must be realized.
4. Optimal learning is a measure of the quality of quality of a product that encourages learning.

According to Jamil Suprihartiningrum (2013:312) in the classroom management issues, there are several factors that must be considered, including factor that

emerged from the teachers and the factors that emerged from the learners.

Factor that emerged from the teachers, among others:

1. Mixing of domestic affairs (personal) issues with employment
2. Many time consuming administrative work that must be done teacher.
3. Physical appearance and style of teaching less attractive.
4. Emotional control is less precise, cannot wait.
5. Less effective communication skills to students.

Factor that emerged from the students in the class include:

1. The existence of unfair competition between students.
2. The existence of differences in gender, ethnicity, race, and religion that led to displeasure with the other students.
3. Reactions that arise in class due to aplethora of negative events, such as the behavior of students who oppose and threaten teachers.
4. Most of the classmates will tolerate mistakes made by his friend.
5. Student difficulties in adapting to a changing environment or new classes.

The purpose of governance, the class is for each student in the class can work in an orderly manner. So that teaching objectives can be achieved effectively and efficiently. The activity involves managing classroom activities as follows:

a. Classroom Set Up Procedures

For example, the arrangement of student seating position, it makes the image as a reference to attract the attention of students, and may also pay attention and adjust the position of the board in the classroom.

b. Creating Learning Climate and Dressage

Within the meaning of the teacher is able to handle and direct the students' behavior so as not to damage the atmosphere of the class.

A good classroom management as proposed by John Jarolinek and Clifford D. Foster, namely:

1. Good classroom management can increase mentality and social development of students.
2. Good classroom management gives intellectual and physical freedom in the specified character.
3. Good classroom management enables the achievement of instructional objectives.
4. Good classroom management allows students to Participation are top classroom management.
5. Good classroom management allows students to develop their own skills and not depend on others.
6. Good classroom management makes the atmosphere warm the relationship between teachers and students.
7. Good classroom management produces positive student attitudes toward class.

Designing the Classroom Environment

Convenience is a factor supporting classroom learning convenience. The classroom is one venue for learning, a place where there is interaction

between individuals, and a place where students experience physical, mental, intellectual, emotional, and other skills. Impression of good classrooms, quiet, safe, and fun will inspire learning.According to John W. Santrock (2007; 553) in educational psychology explains that effective management will maximize students' opportunities to learn better. To create a comfortable classroom and do not hinder the movement of students and teachers can easily observe all the activity, it is necessary to set the class that refers to the four basic principles in managing classroom learning:

a. Reduce Density in Place around of Walking

Disorders can occur in areas that are often bypassed. These areas include group study areas, benches student, teacher desks, and storage location pencils, bookshelves, computers, and other locations. Separate this area as far as possible and ensure easily accessible.

b. Ensure That Teachers can with Easy Viewing All Students.

Important management task is to monitor carefully all students. The teacher should be able to see all of the students are being taught.

c. Learning Materials and Supplies Students Should Easily Accessible.

This is not to minimize preparation time and a fireplace, reduce delays and disruption activity.

d. Ensure All Students can see All Class Honors.

Determine where teachers and students will be held at a class presentation. For this activity,

students are not permitted to move seats, or craning his neck.

In other words, make sure all students are seated in place. Moreover, according to Jamil Suprihartiningrum there are some things that need to be considered in managing the classroom teacher, among others:

1. Neatness, cleanliness, comfort, and moisture;
2. Sunlight and the lights are bright enough,smooth air circulation
3. Considerable amount of furniture and well maintained
4. Props available or sufficient media
5. Arrangement of tables and chairs allow students to move quietly and comfortably
6. There is still open space for teachers and students to present themselves in front of the class.

Style Seating Arrangement in Classroom

Physical environment in the classroom can support or inhibit active learning activities. There is no single structure that is absolutely ideal, but there are many choices available. Santrock educational psychology(2007: 562), describe the model or style seating arrangement in the classroom:

1. Structuring Classroom Auditorium Style

Structuring the class with this very traditional style auditorium, where all students are seated facing the teacher (the board). This arrangement limiting face to face contact students and teachers are free to move anywhere. Auditorium style often used when teachers teach or

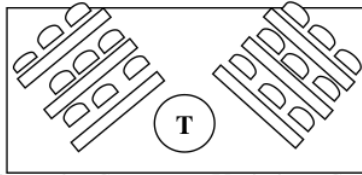someone in front of the percentage of the class members.

Figure1: Structure Variation Style Class seats Auditorium

2. Style Face to Face (Face-to-Face)

In this style, the students are facing each other. And interference with models such as the arrangement is bigger than the auditorium style.
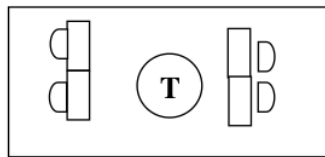

Figure 2: Plan seated students (face-to-face style)

3. Off-Set Style

Study table arrangement style off-set (usually 3-4 students) sitting in but does not deal directly with each other. Disruptions in this style less than the face-to-face style and more effective for cooperative learning. Because the students to concentrate on the subject matter and the tasks being performed. This setting also reduces the sitting kind of allusion between friends and more personal, but still can able tocommunicate with group members.

4. Style Seminar

A large number of students (10 students or more) sit in a circular arrangement, square, or the shape of the letter U. This will be more effective when teachers want the

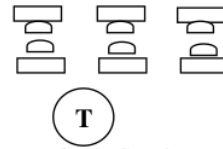students to talk to each other or conversing with the teacher.

Figure 3. Layout Style Seminar (circular arrangement, square, or the shape of the letter U)

5. Cluster Style

A number of students are usually 4-8 students working in small groups, and effective for collaborative learning. Seating arrangement with a circular setting suitable for working group discussions and create a work. Here's a picture with models of student seating style cluster:
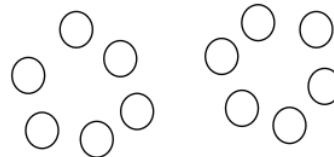

Figure 4. Layout Style Clusters of students sit circular

Objectives and Classroom Management Strategies

According to John W.Santrock (2007: 558), Effective classroom management has two objectives:

1. Help students spend more time learning and reduce the time students are not oriented around the goal.
2. Prevent students experiencing academic and emotional problems.

One factor that is often a problem when the teacher is teaching is face-to-face time. The amount of time

available for classroom learning on unit SMP / MTs 40 min, and SMK / MA / SMA 45 minutes per subject suggested in any face-to-face to be doubled, unless the subjects are indeed odd number. The addition of a 3-hour lesson per-face will trigger the learning process becomes very tiring and not in accordance with the physical and mental condition of student learning.

When the class of a sudden turns out to be favorable, the teacher should have the solution to maintain an orderly classroom conditions. If these condition change do by individual students, teachers need to be close to the student personally to the students. However, if it happens because a group of students, teachers must be responsive, member statements, and assertive attitude towards the disorder. Another way that teachers can do is to focus on all students by members clear guidance, reinforcement and repetition member materials, adjusting the rhythm of learning, and hold accountable the students on tasks that have been given.

The learning process is a process of educational interaction between two human elements, namely the students as learners and teachers as those who teach. Such interactions can be run because of the following things.

1. Purpose, which is the target of learning in interaction.
2. The procedure, which is designed to achieve the goals that have been implemented
3. Materials, instructional interactions are marked with the cultivation of special material to achieve the objectives and

prepared prior to the learning interaction.
4. Student activity, Students as the learning center of student activity is a necessary condition for the continuity of the learning interaction.
5. In the interaction of learning, teachers act as mentors. Provide motivation for a process of interaction and learning processes as mediators
6. There is a time limit. Each goal given a certain time limit, when the goal should be achieved
7. Elements of assessment, to determine whether the objectives have been achieved through the interaction of learning.

Stages of Teaching

In general, the teachers teach to follow the stages as the pictures down below.

1. Prainstruksional
Prainstruksional a preparatory stage before the teaching begins. Some things you should do before starting teachers teaching activities, as follows.
   a. Checking student attendance
   The presence of students needs to be checked before starting the learning activities. Teachers need to know if all students are present. Student attendance is recorded on the attendance book that is usually provided in the classroom. In this activity, teachers as well as checking the readiness of students in the following study.
   b. Check the condition of the class

The second step is to check the condition of classrooms, desks and chairs arranged neatly, including checking the cleanliness of the classroom. If the conditions are good class, learning is also expected directly well.

c. Checking equipment available

This activity is done by checking the check equipment to be used by teachers. For example, whiteboard, stationery, projectors and other supporting tools.

d. Conducting apperception

If the student has been in a state ready to learn, teachers start learning by conducting apperception. Apperception is a useful initial activity for beginning students gain knowledge about the material and provide an introduction to the material.

e. Conducting pre-test/diagnostic tests

To check the students' prior knowledge with certainty, the teacher can hold a pretest or diagnostic tests. This diagnostic can condact when the initial entry of new material. Pretest or diagnostic test results can be used by teachers as a basis in determining the strategies and methods to be used.

2. Instructional (teaching moments)

In this activity, there are two main activities that teachers do as follows.

a. Teaching Activity

Form of delivery of content with the wide variety of learning strategies. In this activity the teacher implement instructional design in accordance with the plans that have been made previously.

b. Making Inferences

Before ending the learning activities, the teacher and students together making inferences about what they have learned.

3. Assessment (Assessment)

Activities carried out to check the students' understanding of the material they have learned. A wide variety of assessments that can be done such as quizzes, posttest, daily tests, and repeat blocks.

4. Follow - up (follow-up)

Follow-up activities based on assessment have been done before. There are two main activities in this follow-up , which is for students who have completed the material may be material enrichment (enrichment) and for students who have not completed the material can be improved (remedial) as an informal discussion group, making up an overview, giving homework, etc. other .

2. METHOD

Processing and analyzing the data was used descriptive qualitative approach, which is any data collected can be processed and analyzed in a clear, exposed as it is. Gay (2000:11) says that the descriptive qualitative research involves collecting data in order to answer questions about the current status or little of study.

This study operationally described the data collected based on the variable of this research. The writers exposed the difficulties faced by English college student in doing practice teaching based on the valuating system of practice teaching Academic Year 2012/2013 FKIP UIR.

The population of this research is the eight semesterstudents English of FKIP UIR and the one who had done alreadypractice teaching in Pekanbaru. They were 30 students who have been selected through random sampling technique.

In this research, the instrument the writer used questioners andinterview.

1. Questionners

The questionnaire was efficient acollection techniques when researchers know for sure the variables to be measured and know what can be expected of the respondents (Alexander, 2008:77).

In this research the writer gave a questionnaire to collect the data.

Questionnaire contents 26 items questionnaire with 4 indicators they are:1).Pre-learning such as: Readiness, space, tools and media of the study, checks the readiness of students. 2). Opening, such as: checking the readiness of students, conducting apperception delivering competencies (objectives to be achieved and action plans),3). Learning activities, in the learning activities they are have 6 sub indicators such as:

1. the mastery of learning material, in the mastery of learning material they are have two sub indicators: Demonstrate mastery of learning materials, Linking the material with other relevant knowledge;
2. The approach / strategy learning method: Implement learning in accordance with the competencies to be achieved, Implement a coherent learning, Master class, Implement contextual learning, Implement learning that allows the growth of positive habits,

Implement instructional time allocation in accordance with the planned;

3.Utilization media learning resources: Demonstrate skill in the use of tools learning resources, Produce compelling message, Involve students in the creation and utilization of learning resources or instructional tools;

4. Lessons spark student engagement self-maintaining: Fostering active participation of students through teacher, student, learning resources, Responding to the positive participation of learners, demonstrate an open attitude towards the learner response, Demonstrate interpersonal relationships conducive, Demonstrate the joy and enthusiasm of the learners in the learning, 5. Assessment process and learning outcomes: Monitoring the progress of learning, Conduct final assessment of competence in accordance with, 6. Use of language: Using the spoken language is clear and smooth, Use good body language and correct, Delivering a message to the appropriate style. 4). Closing: Reflect or create a summary by involving students, Carry out follow-up by providing direction, or task as part of remedial / enrichment. (Pedoman PPL,UIR 2012 dan 2013).

2. Interview

Interview techniques, researchers in collectingdata by asking questions to key informants (college students), then proceed to another informant pointed to by key informants as is seen more in control problems.

The writer carious out the interview to every students eight semester and who had ever done practice teaching students in the class as the sample of the research. The interview used to get some informations from the sample of the research in practice teaching. In doing interview the writer asks some questions, it is about the eight semester student's performance in practicing teaching in the class where they practiced teaching.

To analyze the data, follows by steps:

1. Spread out the questionnare to sample.
2. Interview the sample
3. Classifying the resume of questionare and interview based on the blueprint of theory (bukupedomanpraktekpengalama nlapangan FKIP UIRtahunakademik 2012/2013)
4. Analyzing each component got from the sample based on theory (bukupedomanpraktekpengalama nlapangan FKIP UIRtahunakademik 2012/2013)
5. Analyze the data presented by qualitative Razak in fernandes (2022)

$$P= F \times 100\%$$

Where:
P= Percentage
F= Frequency
N=Number of respondents

3. FINDING AND DISCUSSION

Find out of data An Analysis of Difficulties in managing the classroom on practice Teaching program faced by English students of FKIP UIR. The research takes a sample 30 students who was done already doing practice teaching. In managing the classroom contains 4 indicators, from the result of questionnaire and interview showed how the participants are able to managing classroom when they have been doing practice teaching here the writer shows part by part (each indicator),it can be seen in table1.

Table 1.Pre-Learning

N o	Pre-Learning	ANSWER	
		YES	NO
1	Saudara mengalami kesulitan dalam melakukan kesiapan, ruang, alat dan media pembelajaran	21 70%	9 30%
2	Saudara mengalami kesulitan dalam memeriksa kesiapan siswa	19 64%	11 36%
	Average	67%	33%

Table 4.1 shown that 70% sample or 21 sample got difficult inorganizingstudents seat, tools and media. Next, there were 64% or 19 sample still difficult in checking the students readiness.

Table 2.Opening

N o	Opening	ANSWER	
		YES	NO
3	Saudara mengalami kesulitan dalam melakukan apersepsi	20 66%	10 34%
4	Saudara mengalami kesulitan dalam menyampaikan kompetensi (tujuan yang akan dicapai dan rencana kegiatan)	21 70%	9 30%
	Average	68%	32%

Table 2 showed that 66% sample or 20 sample get difficult in doing opening such as conducting

apperceptions. Next, there were 70% or 21 samples still difficult in conducting explaining the objective and material's competency.

Table 3.Learning Activity

No	Learning Activity	ANSWER	
		YES	NO
5	Saudara mengalami kesulitan dalam menunjukkan penguasan materi pembelajaran	24 80%	6 20%
6	Saudara mengalami kesulitan dalam mengaitkan materi dengan pengetahuan lain yang relevan	23 77%	7 23%
7	Saudara mengalami kesulitan dalam melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai	20 67%	10 33%
8	Saudara mengalami kesulitan dalam melaksanakan pembelajaransecara runtut	19 64%	11 36%
9	Saudara mengalami kesulitan dalam melaksanakan pembelajaran yang bersifat kontekstual	20 67%	10 33%
10	Saudara mengalami kesulitan dalam melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif	24 80%	6 20%
11	Saudara mengalami kesulitan dalam melaksanakan pembelajaran sesuai dengan alokasi waktu yang direncanakan	25 84%	5 16%
12	Saudara mengalami kesulitan dalam menunjukkan keterampilan dalam penggunaan media	26 86%	4 14%
	sumber pembelajaran		
13	Saudara mengalami kesulitan dalam menghasilkan pesan yang menarik	19 64%	11 36%
14	Saudara mengalami kesulitan dalam melibatkan siswa dalam pembuatan dan pemanfaatan sumber belajar atau media pembelajaran	18 60%	12 40%
15	Saudara mengalami kesulitan dalam menumbuhkan partisipasiaktifsiswa melalui guru, siswa dan sumber pembelajaran	23 77%	7 23%
16	Saudara mengalami kesulitan dalam merespon positif partisipasi peserta didik	19 64%	11 36%
17	Saudara mengalami kesulitan dalam menunjukkan sikap terbuka terhadap respon peserta didik	13 43%	17 57%
18	Saudara mengalami kesulitan dalam menunjukkan hubungan antarpribadi yang kondusif	20 67%	10 33%
19	Saudara mengalami kesulitan dalam menumbuhkan keceriaan dan antusiasme peserta didik dalam belajar	22 74%	8 26%
20	Saudara mengalami kesulitan dalam memantau kemajuan belajar	20 67%	10 33%
21	Saudara mengalami kesulitan dalam melakukan penilaian sesuai dengan kompetensi	22 74%	8 26%
22	Saudara mengalami kesulitan dalam menggunakan bahasa lisan secara jelas dan lancar	23 76%	7 24%

23	Saudara mengalami kesulitan dalam menggunakan bahasa tubuh yang baik dan benar	23 76%	7 24%
24	Saudara mengalami kesulitan dalam menyampaikan pesan dengan gaya yang sesuai	20 67%	10 33%
	Average	71%	29%

Table 3 shown that first, 80% or 24 samples get difficult in doing learning activity such as incomprehending of learning material. Second, there were 77% or 23 samples still difficultto linking the material with other relevant knowledge. Third, there were 67% or 20 samples got difficulties to implement learning in accordance with the competencies to be achieved. Fourth, there were 67% or 20 samples got difficulties to doing contextual learning. Fifth, there were 80% or 24 samples got difficulties to implement learning that allows the growth of positive habits. Sixth, there were 84% or 25 samples get difficulties to implement instructional time allocation in accordance with the planned.

Next, Item 12, there were86% or 26 samples get difficulties to demonstrate skill in the use of media learning resources. Item 13, there were 64% or 19 samples got difficulties to produce compelling message. And item 14, there were 60% or 18 samples get difficulties to involve students in the creation and utilization of learning resources or instructional media.

Item 15, there were 77% or 23 samples got difficulties to fostering active participation of students through teacher, students and resources learning. item 16, there were 64% or19 samples get difficulties to responding to the positive participation of learners. Item 17, there were43% or 13 samples got difficulties to demonstrate an open attitude towards the learner. Item 18, there were 67% or 20 samples get difficulties to demonstrate interpersonal relationships conductive. Item 19,there were 74% or 22 samples got difficulties to demonstrate the joy and enthusiasm of the learners in the learning. Item 20, there were 67%or 20samples got difficulties tomonitoring the progress of learning. Item 21, there were 74% or 22 sample got difficulties to conduct final assessment of competence in accordance with competencies of learning. Item 22, there were76% or 23 samples get difficulties to using the spoken language is clear and smooth. Item 23, there were 76% or 23 samples get difficulties in using body language corectly. Item 24, there were 67% or 20 samples get difficulties delivering a massage the apprpriate style

Table 4. Closing

No	Closing	ANSWER	
		YES	NO
25	Saudara mengalami kesulitan dalam melakukan refleksi atau membuat rangkuman dengan melibatkan siswa	22 74%	8 26%
26	Saudara mengalami kesulitan dalam melakukan tindak lanjut dengan memberikan arahan atau kegiatan atau tugas sebagai bagian remedi/ pengayaan	19 64%	11 36%
	Average	69%	31%

Classroom Management Difficultiesof Practice Teaching Program Faced by English College Students

Table 4 shown that74% or 22 samples got difficulties toreflector creat summary by involving students. And next, there were 64% or 19samples got difficulties to carr up, follow up providing, direction, or task as part remedial or enrichment.

Discussion and Intepretation

The writer discussed about the result of question and the interview, they will be write based on the indicator: 1) Pre-learning 2) Opening 3) Learning Activities 4) Closing.

Pre-Learning

Item 1, there were 21 samples (70%) still have difficulties in readiness space, tools and media of learning, because they are less have professional skills in open learning and open learning are less aware components.

Item 2, there were 19 samples (64%) still have difficulties in checking the readiness of students because they are notable to createan atmosphereora condition ready tolearnbeforeentering thecore stageof learningandmost studentsare toofocusedtolearning activitiesso thatwas preparestudents.

In the other hand, it can be showed that indicator pre learning still far from theory where the teacher should applied prainstruksional to create a good atmosphere in the class. such as checking students attendance, check the condition of the class, checking equipment available.

Opening of the Study

Item 3, there were 20 samples (66%) still have difficulties in conducting apperception to open the study because difficult to mastery of skill in

give apperception that related with materials will be provided.

Item 4, there were 21 samples (70%) have difficulties in delivery competencies or objectives to be achieved and action plans, because mostlyfocused onstudentlearning outcomesin the day, butnotmany people knowhowthe right way toget agood result, so it is alwaysneglecting todeliverobjectivesorcompetenciesto be achieved, whereasdeveloped implicitlyactivitiescangivestudentsan overviewofthe stepsor alearning experiencethatwillbe takenof chersandstudentsin learning activities.

In the other hand, it can be showed that indicator opening still far from theory where the teacher should applied conducting apperception and conducting pre test to begenning students gain knowledge about the material and provide and introduction to the material.

Learning Activity

Item 5, there were24 samples (80%) still have difficulties in demonstrate mastery of learning materials because they have not had a professional traffic means the ability to master the subject matter is broad an din-depth guide that enables students to meet the standards of competence

Item 6, there were 23 samples (77%) still have difficulties to relate the material to other relevant knowledge because they have not mastered the material in a manner that they teach so as to relate it to other knowledge becomes difficult.

Item 7, there were 20 samples (67%) still have the difficulty to implement appropriate learning competencies to be achieved because most students

just do practice teaching learning steps in accordance with lesson plans but but does not provide facilities or assistance to students to develop their potential optimally so that learning is not in accordance with the objectives to be achieved.

Item 8, there were 19 samples (64%) still have difficulties to perform coherently because they are difficult to determine the appropriate steps in learning and lack of confidence.

Item 9, there were 20 samples (67%) still have difficulties to implement contextual learning because students do not have the extensive knowledge that is difficult to explain learning in context.

Item 10, there were24 samples (80%) still have difficulties to implement the learning that allows the growth of positive habits because they are not able to make the students race to do activity that are positive

Item 11, there were25 samples (84%) still have difficulties to implement appropriate instructional time allocation has been planed as less able to customize the presentation of teaching materials available at the time, too much time out to ask students to notice them deliver learning.

Item 12, there were 26 samples (86%) still have difficulties to demonstrate skills in the use of instructional media source because it is difficult to choose theme dium according to the materials and methods that should be planned media selection must be in accordance with the material to be taught, for example: learning material listening skills, good teachers provide at apeusinga tape recorder or laptop. From there

envisaged that teachers using modeling methods in delivering learning objectives, but most students do not practice teaching is not even skilled in the use of instructional media.

Item 13, there were19 samples (64%) still have difficulties to produce messages that are less interesting because they have a deep knowledge about the learning and less able to make the learning process full of innovation so difficult to produce a message that appeals to students

Item 14, there were18 samples (60%) still have difficulties to involve students in the creation and utilization of learning resources or instructional media because of limited facilities to make learning media, even for student learning resources alone can not complete it, so the student teaching practice is not using media that can support students' learning activities. Obstacles they encountered, among others: not available labor listening, internet access difficult even difficult to get the perfect flow of electricity.

Item 15, there were 23 samples (77%) still have difficulties in growing active participation of students by teachers, students, and learning resources for students are not enthusiastic due to incomplete learning resources and students are not able to foster interest in the students.

Item 16, there were19 samples (64%) still have difficulties in give respond that positif toward the students' participation because most students do not know how the right way to respond positively to the participation of students cause a sense of nervous and not confident in front of their student.

Item 17, there were13 samples (43%) still have difficulties in demonstrating an open attitude towards the learner response because they think if too often show an open attitude towards the students' responses, it can reduce the fear of them and will not listen to what the students are they say.

Item18, there were 20 samples (67%) still have difficulties in demonstrating interpersonal relationships due to lack of knowledge conducive to personal approaches to students, so that the relationship between them and the relationship was the only student learning.

Item 19, there were 22 samples (74%) still have difficulties in growing the joy and enthusiasm of students to learn because they did not master the technique of teaching materials and presentation systems are less able to make variations in the present study so that students get bored of the monotony of learning systems.

Item 20, there were 20 samples (67%) still have difficulties in monitoring the progress of learning because they mostly consider checking students' progress, not because it was so important to look at the end result of learning.

Item 21, there were 22 samples (74%) still have difficulties in accordance with the competency assessment because most students do not prepare materials for the evaluation of such matters relating to the matter that day.

Item 22, there were 23 samples (76%) still have difficulties in using spoken language clearly and smoothly because not all students know students kosakato used when explaining the lesson so students have to mix English with their mother tongue,

Item 23, there were23 samples (76%) still have difficulties in using body language is good and true because these activities are not considered a major effect on the continuity of learning.

Item 24, there were 20 samples (67%) still have difficulties in conveying the message to the appropriate style because they are less creative in delivering learning content so that the message is not conveyed properl In the other hand, it can be showed that indicator learning activity still far from theory where the teacher should applied instructional or teaching moment such as activity teaching to implement instructional design in accordance with the plans that have been made previously and making inferences to make inferences about what they have learned.

Closing of the study

Item 25, there were 22 samples (74%) still have difficulties in reflection or create a summary by involving students as most of them run out of time, that time has been planned not sufficient to resolve them on the day, so that at the end of the lesson student soften do not perform well closing.

The last number of the question, number 25, there were 19 samples (64%) still have difficulties in doing a follow-uptogive direction or activity or task as part of remedial/enrichment due to shortage of time, time is not planned in accordance with the weight of teaching materials, so that

students difficulty learning to close properly.

To sum up, the indicator of closing was still far from theory where the teacher should applied assessment and follow up where the teacher check the students understanding of the material they have learned. That can be done such as quizzes, posttest, daily test, and repeat blocks. And then where the teacher ask the students to completed the the material may be material enrichment.

4. CONCLUSSION AND SUGGESSTION

Based on the result of the students difficulties by English students can be seen that 67% samples still have difficulties in indicator 1: Pre-Learning of the study in checking the readiness of space, tools and media of learning and checking the readiness of the studentsbecause they are not train these students to perform in open learning readinessandthe most ofthey are less have professional skills in open learning.

68% samples still have difficulties in indicatorII: opening of study when practice teaching in conducting apperceptions and delivering competencies (objectives to be achieved) and action plans,becausetheydo not have mastery of the lesson activities opened, and they do not know that this activity is preliminary activities that can create an atmosphere and conditions are ready to learn before entering the core stage of learning.

71% samples still have difficulties in indicator III: Learning activity is an activity that requires

mastery of very dominant classes conducted by the student practice teaching, because they still have not been able to perform the core activities in a systematic and systemic. And then there are 69% of samples have difficulties in the fourth indicator IV: the closing of the study in reflection or create a summary by involving students and do a follow-up to give direction or activity or task as part of remedial or enrichment, becauselack of time, time is not planned in accordance with the weight of teaching materials, so that students with learning difficulties to cover well.

So, in conclusion the overal indicator are the students' difficulties in managing the classroomon teaching practice program that they faced because the students do not know and still do not understand how to apply the proper steps to have the professional ability as a candidate or good teacher and they only focus on the results in form of score instead of the process of learning.

Suggestion

The writer hope the lecturer can provide language teaching competence more optimal before they do practice teaching program such as, adding the practice frequency from 2 to 4 times, send them to observe language teaching learning in any level and use pair-assessment to monitor during demonstration in class to be aware and rise up students confidence. They also need to master the material and make the media that is fit to the material. And the last is they needto listen to the comment or suggestions from the lecturer and

their pair or friends about their competences.

Acknowledgement

We thank all the students who participated in this study. We also express our gratitude to the Head of Department of for supporting this research.

REFERENCES

Arikunto, Suharsini. 2004.*ManagemenPenelitian*, Jakarta: Gramedia

AsepHerryHernawan, Novi ResminidanAndayani. 2009. *PembelajaranTerpadu di SD*. Jakarta: Universitas Terbuka

Basrowi&Suwandi, 2008.*MemahamiPenelitianKualitatif,*Jakarta: RinekaCipta

Donald C, Orlich. 1980. *Teaching Strategies*: A Guide Better Instruction.

Dove, L.A. 1986.*Teachers and Teacher Education in Devlopingcountires*.Croom Helm Ltd., Sydney. pp. 251,252.

FKIP UIR. 2012. PedomanPelaksanaandanPenilaianPraktek PPL.

------------. 2013. PedomanPelaksanaandanPenilaianPraktek PPL.

Hikmawati,2006. *PolaHubungan Guru danMuruiddalamInteraksiEduikatif*, Skripsi. UIN Press.

Iskandar.2008. *MetodologiPenelitianPendidikandanSosial (KuantitaifdanKualitatif)*.Jakarta: GaungPersada Group.

Manser, Martin. 1995. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press.

Mayhew.C Harry. 1982. *Developing teaching skills with microteaching* USA: Morehead State University.

Miles, M. B dan Huberman, A. M. 1984.*Qualitative Data Analysis: A Sourcebook of New Methods*. California: Sage.

Rafaqat, 2010. Problems of Practice Teaching in teacher Training Institutions in Punjab. www.jurnalofelementaryEducation.com/edisi-2010/2-vol-20(2)-no-31-40-A-Publication-of-Deptt-of-Elementary-EducationIER,University-of-the-Punjab. Accessed on March, 14, 2012

RahayuGusti, 2009. AnalisaKesulitanMahasiswapadaKegiatanEvaluasiPengajarandalamPelaksanaanAkuntansi FKIP UIR PekanbaruTahunAjaran 2008/2009, Skripsi, UIR Press.

Sardiman, 1986.*InteraksidanMotivasiBelajarMengajar*. Jakarta: Rajawali Pers.

Suprahatiningrum Jamil.2013. *StrategiPembelajarandanTeori Aplikasi*.Jogyakarta:Ar-Ruzz Media.

Sugiyono, 2005.MemahamiPenelitianKual itatif. Bandung: Angkasa

Syaifurahman, Triujiati. 2013. *ManajemendalamPembelajaran*. Jakarta Barat:Indeks

Thomas, R.M. 1991. *International Comparative Education*.Pergamon Press, Oxford. pp. 170, 174, 175.

WORMELI, 2003.*CLASSROOM MANAGEMENT STRATEGIES FOR DIFFICULT STUDENTS: PROMOTING CHANGE THROUGH RELATIONSHIPS* WWW.MIDDLE SCHOOL JOURNAL.COM ACCESSED ON MARCH 2010 • VOLUME 41 • NUMBER 4 • PAGES 4-11

Artikel 7

10 acikerisimarsiv.selcuk.edu.tr:8080
Internet Source
<1%

11 ecampus.iainbatusangkar.ac.id
Internet Source
<1%

12 eprints.uns.ac.id
Internet Source
<1%

13 Boslaugh. Encyclopedia of Epidemiology
Publication
<1%

14 Submitted to UIN Syarif Hidayatullah Jakarta
Student Paper
<1%

15 Submitted to Universitas Islam Negeri Raden Fatah
Student Paper
<1%

16 jurnal.stie-aas.ac.id
Internet Source
<1%

17 www.researchgate.net
Internet Source
<1%

18 3rdipcore2014.weebly.com
Internet Source
<1%

19 pinpdf.com
Internet Source
<1%

20 muliasarif.blogspot.com
Internet Source
<1%

21 idr.uin-antasari.ac.id

Internet Source

<1 %

22   www.coursehero.com
      Internet Source

<1 %

23   Taylor. "", Computer, 1/1973
      Publication

<1 %

24   journal.um-surabaya.ac.id
      Internet Source

<1 %

25   repository.umsu.ac.id
      Internet Source

<1 %

26   Submitted to Walden University
      Student Paper

<1 %

27   akademiperekammedis.ac.id
      Internet Source

<1 %

28   ejournal.kopertais4.or.id
      Internet Source

<1 %

29   akademik.uniska-bjm.ac.id
      Internet Source

<1 %

30   e-journal.potensi-utama.ac.id
      Internet Source

<1 %

31   eprints.ums.ac.id
      Internet Source

<1 %

32   etheses.iainponorogo.ac.id
      Internet Source

<1 %

43	Lavrakas. Encyclopedia of Survey Research Methods	<1%
	Publication	

44	eprints.uny.ac.id	<1%
	Internet Source	

45	qdoc.tips	<1%
	Internet Source	

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		