

**CLASSROOM MANAGEMENT PROBLEMS AND EXPECTATIONS
IN BLENDED LEARNING FACED BY EFL PRE-SERVICE
TEACHERS DURING FIELD PRACTICE PROGRAM**

THESIS

This Thesis is submitted to fulfill the requirement
for “Sarjana” degree in English Language Education



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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled **”Classroom Management Problems and Expectations in Blended Learning faced by EFL Pre-service Teachers during Field Practice Program”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Tadris Study Program of IAIN Curup. The writer realized that this thesis is not perfect, therefore the writer really appreciates some suggestion and critics to be perfect in the future.

Last but not least, the writer hopes that the thesis will be really useful for those who are interested in this field of the study.

Curup,.....Mei 2023

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Assalamualaikum Wr.Wb

Alhamdulillahirabbilalamin, all of praises and thanks are due to Allah SWT the lord of all that exist. May the peace and blessing of Allah be upon Muhammad SAW, the messenger of Allah, and his family and companion and who follows them in righteousness until the Day of the Judgement.

The researcher finished this thesis entitled **”Classroom Management Problems and Expectations in Blended Learning faced by EFL Pre-service teachers during Field Practice Program”**. This thesis is presented in order to fulfill of the requirement for the degree of strata in English Tadris Study Program of IAIN Curup. In this process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Here the writer would like to present her deepest appreciation to:

1. Mr. Prof.Dr. Idi Warsah, M.Pd.I as the head of IAIN Curup
2. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup
3. Mrs. Dr. Eka Apriani M.Pd as my thesis advisor, thank you for support, guidance and motivation since I decided my thesis’s title. May Allah bless every step in your life

4. Mr. Hadi Suhermanto M.Pd as my Co-Advisor, who is always help and support me. So that I am stronger enough to finish this thesis.
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6. Special thanks for my parent, Mr.Syariefudin and Mrs. Suriani (almh), thank you for prayer and support, and also my brothers and sister, Deko Irawan, Hendri gunawan, Rendi and Meli Lestari. Thanks a lot for everything have done for me.

Finally, the writer needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in the others school. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward. Aameen.

Wassalamualaikum,Wr.Wb

Curup,.....Mei 2023

Writer

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MOTTO

“Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya.”

(Q.S. Al-Baqarah, 2 : 286)

“Maka sesungguhnya bersama kesulitan itu ada kemudahan. Sesungguhnya bersama kesulitan itu ada kemudahan.”

(Q.S. Al- Insyirah, 94:5-6)

“God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it’s a worth the wait.”

“Untuk masa-masa sulitmu biarlah Allah SWT yang menguatkanmu. Tugasmu hanya berusaha agar jarak antara kamu dengan Allah tidak pernah jauh.”

“Orang lain tidak akan faham Struggle dan masa sulitmu, yang mereka tahu hanya bagian succes storienesnya saja. Jadi berjuanglah untuk diri sendiri meskipun tidak akan ada yang tepuk tangan. Kelak diri kita di masa depan sangat bangga dengan apa yang kita perjuangkan hari ini.

Jadi,tetap berjuang yaa..”

DEDICATION

THIS THESIS DEDICATES TO:

- ❖ *IAIN Curup*
- ❖ *Big thanks for my parents, especially my father **Syariefudin**, who always prays midnight for me and for the family. Thank you being the best father ever. Thank you for being father and friend at the sometime. To my beloved mother **Suriani (almh)**, even you will never see all my achievements, but I always remember all the advices that you have given for me, i am to be grateful be your son. And for my father, the deepest sorry, yet to be your proud. May Allah blessing you no matter where you are.*
- ❖ *Big thanks to beloved brothers and sister, **Deko Irawan, Hendri Gunawan, Rendi and Meli Lestari**. Thank you for being friend, Brothers and sister at the same time. Thank to universe to make us as siblings. Thank you for heard my story every time. May Allah blessing you no matter where you are.*
- ❖ *Everyone who always inspires me. Everyone in this world who always support me.*
- ❖ *My classmate TBI C 2018, love you so much guys*

ABSTRACT

Roni Saputra 2023: **Classroom Management Problems and Expectations in Blended Learning faced by EFL Pre-service Teachers during Field Practice Program.**

Advisor : Dr. Eka Apriani M.Pd

Co-Advisor : Hadi Suhermanto M.Pd

This research aimed at finding: Classroom management problems and expectations in blended learning faced by EFL pre-service teachers during field practice program. This study used qualitative research design by using interview as the encouragement of the data. The research subject were EFL Pre-service teachers or Englis Student of IAIN Curup who have held field practice program. Based on the result of this study, the reseacher found several problems that EFL Pre-service teachers faced in blended learning, were: Inadequate facilities at school, students have unrespect with the lessons, the low relations between students, time which not effective, students habbit, and students interest. Besides from these problems EFL Pre-service teachers have negative expectation of classroom management in blended learning during field practice program, because there are many complicated things that they faced when blended learning implemented. There are three aspect of expectations they were : Goals, Pathway thinking, Agency thinking. So that, the problems of the facilities, students and also teaching strategy of classroom managementnin blended learning. Hence, the efforts is to increase motivations on student themselves in practicing blended learning to make the classes more conducive and Facilities can create the creative learning is needed.

Keywords: EFL Pre-service teachers, blended learning, problems and expectations.

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Improving the quality of learning and teaching has become the main target of every education unit, in teaching and learning process, there are many factors that influence the quality of teaching and learning, one of them is a teacher. The teacher is a professional who has an important role in creating a conducive learning environment and providing quality education to students¹. Teacher is an actor that implementing the curriculum itself. Teacher plays important roles in some aspects in realising the curriculum which are planning the lesson, preparing instructional materials, designing the suitable methods, strategy and technique. Moreover, teacher must evaluate teaching and learning outcomes whether effective or not. Professional teachers must have professionalism in their teaching such as professional in classroom management, designing lesson plans in teaching and learning process, preparing and selecting media, explaining the material and using language in teaching and learning process.²

Thus, in teaching and learning process, the teacher is the executor of the curriculum as a creator, designer, collaborator, facilitator, and evaluator. All of that is what determines whether the goals of learning success or not. As a faculty

¹ M.Adnan, dkk. 2020. “ *Online Learning amid the COVID-19 Pandemic: Student’s Perspectives*”. Journal of pedagogical sociology and psychology, 2(1). Hal. 45

²Hendrizon.*An Analysis Of Lesson Plan Designed By Certified English Teacher*. STAIN Batusangkar. 2012.Hal.11

that prepares the students to become a professional teacher in the future, Tarbiyah Faculty IAIN Curup held pre-service program to the students, which is the students are directly involved in the schools to teach the students in real life condition, and also develop their skills that have been acquired on campus and apply it in the school.

The teacher has a big contribution in determining the success of the education process. Before doing teaching practice at school, the English students or EFL pre-service teachers are provided with the knowledge how to teach and manage classes in micro teaching class. An English student is an individual who is learning English as a foreign language and is actively engaged in the process of acquiring English language skills³. In micro teaching class, students act as teacher and try to practice teaching in front of the class. After finished debriefing from the micro teaching class, the students are submitted to carry out pre-service teaching program at schools that have been determined by campus. The students who take part in pre-service teaching program are called as Pre-service teacher. Pre-service teachers are those who are college or graduate students studying the compulsory course in pedagogy at an ordinary university and have not officially entered the supervised teaching.⁴ In the pre-service teaching program, pre-service teachers are required to prepare the learning process from planning the material to evaluating the material.

³ Muhlisin,. Et al. 2021. *“Development of Self-Reflections Instruments of RIAS Learning Model in Students of Enviromental Education Course”*. Indonesian Journal of Education and Learning. Vol.5.

⁴ Fengqin Zhao. *Pre-Service Knowledge Structure And Their Profesional Develepment-Based On The Study Of Efl Pre-Service Teachers*. School Of Foreignlanguages, Shenyang Normal University. Shenyang, 110034, China. Hal.70.

The teacher has a big contribution in determining the success of the education process. The teacher becomes the spearhead of the implementation of education, where the teacher is dealing directly with students as the subject of learning. Teaching activities are intended as a process of conveying knowledge to students to achieve learning goals. Teaching activities include arranging learning plans, presenting materials, presenting media or teaching aids, providing evaluations and providing follow-up learning. According to Henderikx, teaching activities can include a variety of strategies such as inquiry-based learning, case-based learning, and problem-based learning that focus on developing students' critical thinking, problem-solving, and decision-making skills⁵.

Class management is an important aspect for the effective teaching and learning process. This is in line with the research conducted by Shinn et al. Who suggested that the issue of effective classroom management is called the key to effective student learning⁶. In essence, the purpose of class management is realizing effective and enjoyable class situations and conditions, both as a learning environment and as a learning group, which allows students to learn and develop abilities to the maximum extent in accordance with the social, emotional and intellectual environment of students in the classroom.

⁵ Henderikx, M.A. 2021. "Future Proof Teacher Professionallization. The Case of MOOCs". Conference: Edmedia 2021 and Innovate Learning. At: USA.

⁶ Vern Jones & Louise Jones, *Comprehensif Classroom Management: Creating Communities Of Support And Solving Problems (Manajemen Kelas Komprehensif)*, (Penerjemah :Intan Irawati. Jakarta: Kencana. 2012), P.4

Classroom management activities can include establishing clear rules and expectations, creating a positive and supportive classroom environment, and using effective behavior management strategies to prevent and address disruptive behavior⁷. Class managerial activities aim to create and maintain conducive classroom conditions and restore them if there is a disruption so that teaching and learning activities can take place effectively and efficiently. Managerial activities include developing good relationships between teachers and students, establishing productive group norms, giving immediate reinforcement, developing rules of the game in group activities, as well as stopping behavior of students who are deviant or not in accordance with discipline.⁸

The success of classroom management carried out by teachers can be supported by various factors. Among them are school factors and also the teacher's personal factors. If the teacher has the ability and really wants to do classroom management in earnest, of course the results will also be good, but if the teacher only focuses on teaching activities and not paying attention to class managerial activities, then the learning activities will not run optimally. The school factors also play a role in providing adequate educational facilities. If there are adequate facilities at school, of course the teacher will also find it easier to conduct classroom management more optimally.

⁷ Cheng. Et al 2021 in Eko Purwanti. 2021. "*Classroom Manegement: Applying appropriate strategies to enhance effective teaching*". Journal of Foreign Language Teaching and Learning. Vol. 6. No.1.

⁸ Syaiful Bahri Djamarah, 2015 "*Guru Dan Anak Didik Dalam Interaksi Edukatif Suatu Pendekatan Teoritis Psikologis*", P.173.

All these processes hoped that pre-service teachers will be able to gain experience in the field so that they become the educators who are ready to face challenges and problems in the field and also be able to adapt to existing conditions. It is match with that pre-service teachers who as the beginner teacher. They have to have both a good skill in teaching strategy and management classroom⁹. Since the last of 2019, the world has been shocked with the issues of Corona virus (COVID-19). Coronavirus disease-19 is defined as illness caused by a novel coronavirus called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan city, Hubei Province, China. As a result of the COVID-19 pandemic, many aspects of life are distributed in global such as the government, economic, social, politic, and including education system in Indonesia.

During pandemic situation, field of education has change, COVID-19 has had a huge impact, because to stop the spread of this virus, all students and teachers have to learn from home, which is suddenly done without any preparation, from being face-to-face to learning online (in the network). Current conditions are urgent for innovation and adaptation related to the use of available technology to support the learning process, teaching by using e-learning and the use of ICT in english as a modern style as part of improved

⁹ Eka Apriani. 2017. “ *Utilizing Preservice English Teachers Strategies And Classroom Management Junior High School in Rejang Lebong Regency*”. English franca Vol.1 No 02.

educational content and the students learning experience.¹⁰ This requires all elements to be ready in preparing effective learning strategies or methods for students. This will also of course involve all good cooperation between the government, schools, teachers, students, and parents.¹¹

E-Learning or online learning is a type of teaching and learning that allows the delivery of teaching materials to students using the Internet, Intranet or computer network media. E-Learning is a system that uses a thecnology to be used in teaching and learning¹². E-Learning Terms: E-Learning or online learning is an educational system that using electronic applications to support teaching and learning with Internet media, computer networks, or stand-alone computers.¹³ In order to prevent the transmission of Coronavirus, Minister of Education and Culture, Nadiem Makarim changes educational system from face to face learning to online learning. After the face-to-face learning system was set to become online learning, it certainly become a challenge for pre-service teachers to practice teaching through online, while this online teaching experience has never been done by pre-service teacher before.

The new information, through Bengkulu Provincial education office, 50 percent of students from all level of schools are allowed to face-to-face learning. Limited face-to-face learning can be run with strict health rules and protocaols.

¹⁰ Pavin, Ja'ashan and Muhammad, 2020, in Eka Apriani, DKK. 2022. *“Developing ELT Materials-ICT Based Amid Covid-19”*. English Review: Journal of English Educations. Vol.10. Issue 2.

¹² Eka Apriani, DKK. 2021. *“Implementing E-learning Training toward English Virtual Lecturers: The Process, Perspective, Challenges and Solutions”*. *iJet* : Vol.16, No. 04.

¹³ Darin E.Hartley, 2021. *Selling E-Learning*, Isbn:1-56286-299-5.

So as not to cause new clusters of covid-19. Starting from Monday 16 August 2021. Bengkulu city has entered PPKM level-3 which allows face-to-face learning with our reference being the 4 ministerial Decree issued on march 30, 2021 which does not limit schools level in opening PTM with terms and condirtions that must be considered by students, teachers, and all people. In this chase blended learning become the alternative to support educational sector, to make learning procces keep going on.

Blended learning, which combines online learning with face-to-face learning. Blended learning is solution to the weakness of online learning because it combines online and offline learning advances. Online learning consists of media that is equipped with a controller used by the user, so that the user can access and offline media, it is not equipped with controller that can be used by users who do not need to bw connected to the interenet, for example tutorial material in the form of CDs or media that have been made throught applications that can be used by students without being connected to the internet network. Various studies in various Faculties, many teachers are interested in online learning and in other opinion that online learning really needs direct learning to provide feedback between teachers and students.¹⁴

During pandemic and new normal era, the reseacher did pre-research for some pre-service teacher who had did their field practice program at schools in rejang lebong, based on pre-research at several schools that implemented blended learning on september 20th, 2021, during field practice program, several

¹⁴ Ajeffrey, L.M. Milne. J, Suddaby. J & Higgins,. 2014. "Blended Learning: How Teacher Balance The Blend Of Online And Classroom Components" Journal Of Informations Tecnologyeducation:Research,.Vol.13.

problems were found regarding management class. This can be seen from the arrangement of the study room that has not been so good, laying out educational media that is less strategic so that not all students can see it easily, students misbehavior and consumed much time, and EFL pre-service teachers knowledge about blended learning was minim.

In addition, class management problems also arise from some forms of interaction in the classroom that are not very good. Among them is the lack of familiarity between pre-service teachers and students. Related to learning activities, students' behavior is still less cooperative towards learning. Even some students sometimes become pioneers of chaos in class. Students sometimes use the teacher's neglect to do things that are deviant. This can be seen from the non-conduciveness of the classroom atmosphere when the pre-service teacher is have permission. Pre-research made on the EFL pre-service teachers also found that sometimes the teacher paid little attention to class management activities. The EFL pre-service teacher is also not consistent with the rules made by him to enforce discipline. In addition, teachers also have difficulty arranging student seats so students are free to choose the seats they want. The teacher also did not seem to pay attention to students' relationships with their classmates.

Based on the experience that the researcher faced during field practice program when did pre-service program at MAN 01 Kepahiang, in this chance the reseacher got 4 class to teach english, they were in second years two class for IPA and two class for IPS . The reseacher found some obstacle when implemented blended learning. The problems that reseacher faced are students

have low motivations in learning process because they felt difficult to learn english during online, and they have misbehavior when they have offline class, they can did something that can disturb teaching and learning process and they have not enthusiasm to learn english well. Only smart student who active at the class¹⁵.

The next pre-research was conducted on september 27 until 29, 2021 and interviews with (Ardian Majid) EFL pre-service teacher who taught all students in the first year at SMA N 01 Rejang Lebong, he teach six classes of IPA and have almost sixhty students. Researcher found several problems from the informations that informant told, they were: an EFL pre-service teacher assume that classroom management is important, but sometimes it is difficult to do so. There are a number of obstacles including the fact that the school has not been able to provide facilities that suit the needs of students, so that they are only used as a minim. In addition, most of the teachers are indeed not really doing class management because it is considered difficult and time consuming¹⁶.

The data got on interviews with (Amalia Agustina) EFL pre-service teacher who did pre-service program at SMP N 01 Rejang Lebong, the researcher found some information such as she difficult to implemented blended learning because of her knowledge still minim about this system, the informant felt the problems in teaching english is how she can giving the instructions in classes, and faced some students who have misbehavior, especially in learning

¹⁵ Pre-research of the activities that reseacher did in teaching english at MAN 01 Kepahiang during field practice program on september-october, 2021.

¹⁶ Pre-research of the activities EFL pre-service teacher at SMA N 01 Rejang Lebong on september 27, 2021.

english. The students felt that they can not learn english well and did not have motivations to learn it well¹⁷.

Based on the problems above, the researcher knows that blended learning become a new challenge for pre-service teachers in current pandemic era. There is obstacle that faced on the field and also many things that should be considered by pre-service teachers in order to reach the success of teaching and learning English through online and offline system. The phenomenon above, arouse the researcher would like to knows what are the problems of classroom management faced by EFL pre-service teacher in blended learning during field practice program and how their expectations about blended learning. Hence, researcher was interested in conducting the research about **“Classroom Management Problems and Expectations in Blended Learning Faced by EFL Pre-service teachers during Field Practice Program”**.

B. Research Focus and Question

Based on background of the problems above, the researcher focused on his research about Classroom Management Problems and Expectations in Blended Learning Faced by EFL Pre-service Teachers at IAIN Curup. The question of the research was :

1. What are the classroom management problems faced by EFL pre-service teachers in blended learning ?
2. What are their expectations of classroom management in blended learning?

¹⁷ Pre-research of the activities EFL pre-service teachers at SMP N 01 Rejang Lebong on september 29, 2021.

C. Objective of the Research

Based on the question of the research, the main purpose of the research was :

1. Problems of classroom management faced by EFL pre-service teachers in blended learning.
2. Expectations of blended learning in classroom management faced by EFL pre-service teachers.

D. The Operational Definition

Conceptual review in research is relationship between concept one and other concepts of the problem to be studied. In additions, conceptual in various language can be used to explain the topics to be examined. Including the conceptual in this study as follows :

1. EFL Pre-Service Teacher.

Pre-Service teachers are educational students who are equipped with knowledge or techniques of classroom mastery through pre-field practice, through microteaching learning which is then continued with practice. The field that is usually carried out is to implement everything that has been provided during microteaching learning in class. It is proper for students to have a set of knowledge, skills, and adequate behavior in carrying out professional tasks. According to Uusimaki pre-service teachers are those who tend to bring very strong attitudes and beliefs so that they are ready about how to have good teaching and become good teachers based on their previous

experience as students at school¹⁸. From this theories it can be concluded that pre-service teachers are they who followed the pre-service program to prepare them to be a teacher.

2. Classroom Management.

Classroom management is complex situations where the teacher must use it well to create and mantain conditions so that the students can receive the material effectively¹⁹. Classroom management has function as “Provisions and procedures necessary to establish and maintain an environmentin wich instruction and learning can occur. Classroom management includes 3 main activities : 1). Arrangement of space and learning facilities, 2).Rules and habits (preventing behavior disorders), 3). Actions to overcome unproductive student behavior.

3. Blended Learning.

Blended learning is defined as having the two words “blending” and “learning”. Learning refers to the teaching we take in or impart to others, blended means mixed. In essence, blended learning is combines the benefits of in-person instructions with online learning²⁰. Blended learning is a new trend in education that includes merging face-to-face classes with computer-assisted language learning to provide the most productive and successful mix for particular subjects, contexts, and goals of learning. In the educational

¹⁸ Uusimaki. 2009. “*Pre-service teacher education and the development of middle school teacher identity*”. Queensland University of Technology, Queensland.

¹⁹ Pratama. 2020. “*Factors causing pre-service teachers’ anxiety during teaching practice program*”. IAIN Batusangkar.

²⁰ Claypole. 2003. “*Blended Learning : new resources for teaching business*”. Brighton conference selection. UK:LATEF L.

process, blended learning has become very wide-spread and the number of hybrid courses has grown exponentially, becoming an indispensable part of university teaching and learning between instructors and subjects.

4. Expectations

Expectation is defined as “the process of thinking about one’s goals, along with the motivation to move toward those goals (agency) and the ways to achieve those goals (pathways)”²¹. We propose that student or pre-service teachers levels of expectations lead them to choose learning or performance goals. Thinkers are able to conceive many strategies to reach goals and plan contingencies in the event that they are faced with impediments along the way.

5. Problems

According to Kahnéy, problems are “whenever you have a goal which is blocked for any reason, lack of resources, lack of informations and so on, you have a problems²². Whatever you do in order to achieve your goal is problem solving. So, the problems is a problem is a lesson when you are conscious as a soul consciousness, you can easily see various weaknesses and problems in your life. The problem is an obstacles that must be solved.

²¹ Snyder. 1994. *“The psychology of hope : you can get there from here”*. Newyork: Free Press.

²² Kahnéy. 2009. *“problem solving current issues”*. Buckingham: Open University Press.

E. Significance of the Research

There are theoretically and practically from this research as follows:

1. The theoretically benefit

The researcher hoped that the result of this research was expected to be able to give good contribution and information for all people about problems faced by EFL pre-service teachers in blended learning of managing classrom and how their expectations of those problems.

2. The practical benefit

This research is expected to be useful for :

a. EFL Pre-Service teachers of IAIN Curup

This research has an impact on pre-service English teachers in particular on how they can continue to provide learning material to students during blended learning in today situation.

b. The Researcher Himself

This research has a big influence for researchers themselves, because it will increase knowledge and experience. During this situation, it is necessary to learn the techniques for dealing with problems in order to provide effective learning later. During this blended learning, new methods are different of the methods applied during only the face-to-face process and will be of benefit to pre-service English teachers in the future in the world of work.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Pre-service Teacher

a. Definition of Pre-service Teacher

Pre-service teachers are those who are college students or graduate students who are studying compulsory pedagogical courses at a university or institution that have not yet entered into guided teaching for a bachelor's degree. Having a degree before starting teaching training can allow that pre-service teachers will focus more on being teachers because they have received a pre-determined teaching discipline²³. Within the Faculty of Tarbiyah or education, the goal is that certified teachers will move into their careers who are not only experts in the field of pedagogical skills to more effectively deliver training-specific content to students but also as individuals who are able to embrace a collaborative mindset that can be open to continuous learning. And for development their professional learning throughout their careers.

An important component of the pre-service teacher is practical experience that has been designed to improve practical teaching skills for pre-service teachers under the guidance of teachers and teachers in positions that act as mentors. It is hoped that prospective teachers can

²³ Atputhasamy. 2005. "Cooperating Teachers As School Based Teacher Educators : Student Teachers' Expectations". Australian Journal Of Teacher Education, 30 (2).

assume the development of teaching philosophy by transferring learning materials, which are mostly theoretical to authentic teaching concepts with students and real conditions²⁴. In preparation for pre-service teachers, the dominant focus is understanding what it means to be a teacher and learning how to teach certain materials to students.

Pre-service teacher is someone who participates in teaching practice activities in schools, field studies, school-based experiences or internship programs or what is called the Field practice program (PPL) in schools. Pre-service teachers are those who tend to bring very strong attitudes and beliefs so that they are ready about how to have good teaching and become good teachers based on their previous experience as students at school²⁵

b. Goals of Pre-service Teacher

There are several objectives of the pre-service teacher in their activities, there are five objectives of the pre-service teacher, as follows:

(1). Provide opportunities to learn the art of teaching in a real classroom and be guided by an experienced tutor or cooperative teacher. (2). Provide opportunities for students to demonstrate teaching material in real conditions in class in mastering the subject. (3). To develop a professional attitude in order to achieve a positive attitude to teaching. (4). To measure the point at which a student is able to meet the requirements for awarding

²⁴Chong, Low, &Goh, 2011. "Emerging Professionalteacher Identity Of Preservice Teachers. Australian Journal Of Teacher Education,36(8).

²⁵ Uusimaki.. 2009. "Pre-Service Teacher Education And The Development Of Middle School Teacher Identity: An Exploratory Study", Queensland University Of Technology, Queensland.

the required certificate. (5). Evaluate competence or practical aspects of educational programs.²⁶

In addition, there are various objectives of the Pre-service teacher are as follows : (1). To provide opportunities for teachers to build relationships with students. (2). To have the opportunity to provide an evaluation of the competence of students as teachers and in accordance with the teaching profession. (3). To have the opportunity to build personal relationships with other administrators, teachers, people, students and the environment. (4). To serve as a provision for prospective teachers with various experiences at school, to overcome discipline problems and develop control methods. (5). Provide opportunities to put theory into practice and develop a deeper understanding of educational principles and implications for learning. (6). To enable prospective teachers to prepare learning materials. (7). For the development of attitudes and ideas of desired professional interest in the teaching profession. (8). To develop skills in using basic procedures, techniques and teaching methods. (9). Give the prospective teacher the opportunity to evaluate and receive constructive criticism. (10). Provide opportunities for self-evaluation in order to be able to know the strengths and weaknesses²⁷.

²⁶ Ahmadu. 2021.. *"Teaching Practice Manual Nigeria"*. National Open University Of Nigeria. From <https://nou.edu.ng/sites/default/files/2017>.

²⁷ Pratama. 2020. *"Factors Causing Pre-Service Teachers' Anxiety During Teaching Practice Program"*. English Teaching Department. Tarbiyyah And Teaching Training Faculty. State Institute For Islamic Studies Iain Batusangkar.

Thus, we can conclude that there are several objectives of the pre-service teacher, they were providing an opportunity to evaluate the competence of the pre-service teacher, providing the experience of being a real teacher and providing opportunities for the pre-service teacher to solve their problems related to teaching and non-teaching activities.

2. Classroom Management

a. Definition of Classroom management

Classroom management is a complex behavioral problem, and teachers use it to create and maintain classroom conditions in such a way that students can achieve teaching goals efficiently and enable them to learn effectively²⁸. Furthermore, revealed that classroom management is a teacher's effort to create and maintain conditions that enable teaching management to take place successfully.

In line with this understanding, classroom management is the skill of the teacher as a leader as well as a manager in creating a conducive classroom climate to achieve the success of teaching and learning activities. As a class leader, the teacher seeks to motivate students and instill values. goodness that must be believed and applied by students.²⁹

²⁸ Azlin Norhaini Mansor ,Wong Kim Eng , Mohamad Sattar Rasul , Mohd Izham Mohd Hamzah & Aida Hanim A. Hami”d1. 2012. *Effective Classroom Management. International Education Studies*”,. Vol. 5, No. 5; 2012, P.37.

²⁹ Novan Ardy Wiyani. 2013. “Manajemen Kelas:Teori Dan Aplikasi Untuk Menciptakan Kelas Yang Kondusif”. Yogyakarta: Ar-Ruzz Media, P.59

The objectives of classroom management according are: (a). Facilitate student learning activities. (b). Overcoming the obstacles that prevent the realization of interaction in teaching and learning activities. (c). Regulate the use of learning facilities. (d). Fostering and guiding students according to their social, economic, cultural and individual characteristics. (e). Helping students learn and work according to their potential and abilities. (f). Creating a good social atmosphere in the classroom³⁰.

The reference for realizing effective classroom management as follows: (a). Reviewing teaching materials or learning materials to be delivered. (b). Examine the forms of classroom management. (c). Paying attention to classroom management matters related to giving and generating attention and motivation of students, developing activeness in learning, direct student involvement, giving repetition, giving learning challenges, giving feedback and reinforcement, as well as student individual differences. (d). Identify problems and obstacles. (e). Discuss with the principal and other fellow teachers to find alternative solutions. (f). Develop a work plan.³¹

One of the challenges during this pandemic is how teachers are able to create a conducive classroom atmosphere. Especially for

³⁰ Rasdi Ekosiswoyo & Maman Rachman. 2010. *"Manajemen Kelas"*. Semarang: Ikip Semarang Press, P.53

³¹ Dizdarevik, 2014. *"Classroom Management"*. International Journal Of Cognitive Reseachin Science, Engineering And Education, 10(1), 15.

prospective teachers in the future, this of course has a very relevant influence. Online learning requires classroom management that can be created by teachers so that teaching and learning activities can be carried out well.

During this pandemic period, learning is often diverted into non-face-to-face learning which requires teachers to be ready to prepare classes online . This problem is certainly a new alternative for all elements in the education sector, including the government, teachers, students and parents. In online learning, technology is very influential, in this case digital classroom management must also be able to be applied by all elements, both government,student,teachers,parents and all staff involved in education.

b. Components of Classroom Management

There are five components of Classroom management : (a). Physical Design of Classroom, The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and material are located, where heavily used items such as the pencil sharpeners are, and so on. (b). Rules and Routines, Teachers establish class rules and routines such as handing back papers and taking attendance to keep the class activities running smoothly with as little disruption and loss of time as possible. (c). Relationships, Effective classroom manager develop caring, supportive relationship with students and parent and promote supportive relation

among students. (d). Engaging and Motivating Instruction, Effective manager develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly. (e). Discipline, Discipline revolves around teacher focused on preventing and responding to students' misbehavior. Discipline does not mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.³²

c. Classroom Management Approaches

The most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom. A continuum showing a range of low to high teacher control illustrates the educational views. The expert grouped the different classroom management approaches under three main headings : (a). The Intervening Model which consists of high control approaches includes Behavior Modification, Assertive Discipline, Positive Discipline, and Behaviorism and Punishment. (b). The Interacting Model which is medium-control approaches includes Logical Consequences, Cooperative Discipline, Positive Classroom Discipline, Noncorrosive Discipline, Discipline with Dignity, and Judicious Discipline. (c). The Guiding Model which can also be called as low-control approaches include Congruent Communication,

³² Marzano, R.J. *Classroom Management That Works*. (Virginia Us : Ascd, 2017), P.13.

Group Management, Discipline as Self-Control, Teaching with Love and Logic, Inner Discipline and from Discipline to Community.³³

d. Managing the Classroom

1. Physical Presence

That the teacher's physical presence plays a large part in his or her the classroom environment.³⁴

1) Proximity, The teacher should consider how close they want to be to the students they are working with. Some students resent it if the distance between them and the teacher is too small.

2) Movement, Some teachers tend to spend most of their class time in one place at the front of the class, for example, or to the side, or in the middle. Most successful teachers move around the classroom to some extent. That way they can retain their students' interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group).

2. Seating Arrangement

1) Orderly Rows, The teacher has a clear view of all the students and the students can all see the teacher - in whose direction they are facing. It makes lecturing easier, enabling the teacher to maintain eye contact with the people he or she is talking to. If there are aisles in the classroom, the teacher can easily walk up and down making

³³ R Burden. Paul. 2010. *"Powerful Classroom Management Strategy"*. (United Kingdom: Corwin Press, Inc. P.8.

³⁴ Jeremy Harmer .2014 *"How To Teach English, New Edition"*. England: Longman,, P.15

more personal contact with individual students and watching what they are doing.

- 2) Circles and Horseshoes, In smaller classes, many teachers and students prefer circles or horseshoes. In a horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and/or computer are situated. In a circle, the teacher's position - where the board is situated is less dominating.
 - 3) Separate Tables, When students sit in small groups at individual tables, it is much easier for the teacher to work at one table while the others get on with their own work. This is especially useful in mixed ability classes where different groups of students can benefit from concentrating on different tasks (designed for different ability levels). Separate table seating is also appropriate if students are working around a computer screen, for example where students are engaged in collaborative writing or where they are listening to different audio tracks in a jigsaw listening exercise.
3. Voice Management
- 1) Audibility, Clearly, teachers need to be audible. They must be sure that the students at the back of the class can hear them just as well as those at the front. Teachers do not have to shout to be audible. Good voice projection is more important than volume.

2) Variety, It is important for teachers to vary the quality of their voices and the volume they speak at - according to the type of lesson and the type of activity. The kind of voice we use to give instructions or introduce a new activity will be different from the voice which is most appropriate for conversation or an informal exchange of views or information.

4. Student Talk and Teacher Talk

Classes are sometimes criticized because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practice their own speaking – and it is the students who need the practice, not the teacher.

If a teacher talks and talks, the students will have less time for other things, too, such as reading and writing. For these reasons, a good teacher maximizes STT and minimizes TTT.

e. The Functions of Classroom management

Managerial functions that must be performed by the teacher include:

1. Planning

Planning is to make a target that will be achieved or achieved in the future. In organization planning is a process of thinking and setting carefully the direction, objectives and actions while studying various sources and methods / techniques that are appropriate.

2. Organizing

Organizing means: (1) Determining the resources and activities needed to achieve organizational goals, (2) Designing and developing work groups that contain people who are able to bring the organization to the goal, (3) Assigning a person or group of people in one task responsibility and certain functions, (4) Delegating authority to individuals related to the flexibility of carrying out the task. With these details, managers create a formal structure that can be easily understood by people and describe a person's position and function in his work.

3. Lead

A leader in carrying out his mandate if you want to be trusted and followed must have the nature of leadership that can always be a director whose ideas and thoughts are heard by members of the organization. Not only are they smart at making decisions but they are accompanied by having personalities that can serve as role models.

4. Controlling

Controlling is the process of ensuring that the actual activities are in accordance with the planned activities. The control process can involve several elements namely; (1) setting performance standards, (2) measuring performance, (3) comparing work and established standards, (4) taking corrective action when deviations occur.

f. Classroom Management Goals

In general, class management aims to create a comfortable classroom atmosphere as a place for teaching and learning activities. Thus, these activities will be effective and directed so that the intended learning goals can be achieved³⁵. Meanwhile, in another opinion the objectives of class management as follows : (a). Facilitate student learning activities. (b). Overcoming obstacles that prevent the realization of interactions in teaching and learning activities. (c). Organize various uses of learning facilities. (d). Fostering and guiding students in accordance with various social, economic, cultural and individual characteristics. (e). Helping students learn and work according to their potential and abilities. (f). Creating a good social atmosphere in the classroom. (g). Helping students to learn in an orderly manner.

While more specifically the objectives of class management as follows³⁶ :

- a. For students, encouraging students to develop individual responsibility for their behavior and needs for self control, helping students know behavior that is in accordance with class rules and understand if the teacher's warning is a warning and not anger and generating a sense of responsibility to involve themselves in the task and in the activities held.

³⁵Novan Ardy Wiyani. 2013. "*Manajemen Kelas:Teori Dan Aplikasi Untuk Menciptakan Kelas Yang Kondusif*". Yogyakarta: Ar-Ruzz Media, P.59

³⁶Novan Ardy Wiyani. Op.Cit, P.64.

- b. For the teacher, develop understanding in the presentation of lessons with smooth opening and the right speed, be aware of the needs of students and have the ability to give clear instructions to students, learn how to respond effectively to the behavior of students who interfere and having a more comprehensive remedial strategy that can be used in conjunction with students' behavioral problems that arise in the classroom.

From the various opinions of the experts above, we can understand that the purpose of classroom management is to create and maintain a conducive classroom condition for teaching and learning activities, so that students can learn effectively and teachers can teach effectively.

Classroom management focuses on three major components, such as :

- 1) Content management, content management according to Froyen, occurs when teachers manage space, materials, equipment, the movement of people and lessons that are part of curriculum or program of studies. Content management will occur when teachers manage space, learning materials, learning equipment, student movement, and the implementation of learning which is part of the curriculum or study program. The concept of content management proposed by Froyen, can be used by researchers as a reference to describe it into indicators. The indicators of content management are managing classrooms, learning materials, media/teaching aids and learning methods.

- 2) **Conduct Management**, conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom, (Froyen and Iverson). In this case, researchers can break it down into indicators: students, class rules, and reinforcement of positive behavior in students.
- 3) **Covenant Management**, covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom, (Froyen and Iverson). Covenant Management focuses on the class group as a social system that has its own privileges, which teachers should consider when managing interpersonal relationships with students in class. This concept researchers used as indicators: good relations with students, good role models for students, and teacher enthusiasm in teaching.

The challenges for pre-service teachers in the current pandemic and digital era have resulted in pre-service teachers having to be more competitive and increase their competence in changing the perspective on education. To be able to face these challenges, an important requirement that must be met is how to prepare qualified teachers' qualifications and competencies in classroom management.

3. Blended Learning

A. Definition of Blended Learning

Blended learning is a new trend in education that includes merging face-to-face classes with computer-assisted language learning

modules, to provide the most productive and successful mix for particular subjects, contexts, and goals of learning. In the educational process, blended learning has become very wide-spread and the number of hybrid courses has grown exponentially, becoming an indispensable part of university teaching and learning between instructors and subjects³⁷. The kinds of the blend will range from courses that only provide web-based homework activities, to courses that include a complete implementation of CALL with online activities and computational technology that supporting FTF tasks.

Blended learning means : Consist of two syllable, blended and learning. Blended means mixed and learning means the lessons that we learn or teach. Blended learning is basically a combination of the advantages of learning that is carried out face to face with virtual system³⁸.

Singh and Reed, suggested six blended instruction variations for unique blended learning typology patterns: (a) offline and online learning, (b) self-paced, live and interactive learning, (c) organized and unstructured learning, (d) off-the-shelf custom materials, (e) work and learning, and (f) ingredients blending synchronous physical styles, synchronous learning, synchronous online formats, and self-paced, asynchronous formats. Reasons for the utilization of blended teaching

³⁷ Oliver And Trigwell. 2005. "Can Blended Learning 'be Redeemed?'. *E-Learning* 2/1:17–26.

³⁸ Claypole, 2003. "Blended Learning: New Resources For Teaching Business English' In *A. Pulverness*". *IAEF L Brighton Conference Selections*. Whitstable, Uk: Iatef L.

include strengthened pedagogy, easier access to information, more learner engagement, personal appearance, cost efficiency, and simplicity of revision of learning material.

Blended training has lately been widely used by academic institutions and private organizations that have several time-and-place-related benefits. The key objective of blended instruction is to address the limitations of online instruction and use diverse instructional timing and implementation methods to maximize learner satisfaction while producing higher learning results as well. Three popular definitions of blended learning are among the many definitions available: (a) a learning technique where more than one implementation mode being utilized to maximize learning results and minimize curriculum delivery costs (Mccown), (b) any mixture of instructor-led teaching approaches and technology-based learning (Golzri & Atara), (c) a mixture of conventional and digital types of classroom instruction with creative innovations such as immersive, CD-ROM, web storage, virtual classroom, email/conference calls, and online animation/video streaming technology.

Boelens et al, point out that, nevertheless the blended learning strategy is used as a realistic approach for interaction facilitation , as the face-to-face challenge brings learners together and encourages verbal and nonverbal connectivity in numerous parts of the course. A fundamental success factor would be the versatility, autonomy, and self-regulation of

learners in blended learning. Self-regulation skills that are typically needed for effective involvement in blended learning courses are organization, consistency, time management, ability to use technologies to facilitate learning, and self-efficacy to exert control over learning processes. Means et al., reported that in 100% of online classes, students performed marginally better compared to face-to-face counterparts, but substantially better in blended courses. Gemin et al, confirmed that teachers and educators in all 50 states of the United States have practiced online. Besides, as well as demand, the number of hybrid courses in higher education continues to expand.

Lee and Im, indicated that the recognition in which instructional approaches and learning environments were to be used was one of the most significant problems concerning the quality of education in higher education institutions. The blended learning paradigm integrates the benefits of conventional learning with online learning, and blended learning environments integrate face-to-face learning with technology-based learning. In the blended learning approach, students gain information on their own, and in-person with the professor in the classroom. It is versatile since it is possible to monitor the time, location, and learning style. It includes learning in the classroom in a face-to-face way for learners and also carrying out computer activities through multimedia, utilizing computers, smartphones, programs, as well as particular tutorials and educational platforms. Besides, the structure and

organization of these lessons are very crucial for learners especially in higher education courses, since any lack of cohesion and precision in the execution of an assignment frequently leads to failure in online learning.

Blended learning is thus a new educational approach that combines didactic teaching pedagogy with media-rich technology. This approach is versatile in delivering material where in addition to formal classroom instruction, tutorials, or practical classes, learners can obtain access to external learning media. In university teaching practices, particularly for education in health professions, combining e-learning materials with didactic lectures is incredibly popular, mainly due to the demonstrated learning advantages through verbal, visual, and auditory stimulations. Increased interest in self-regulatory performance, increased interaction with teachers and students both within and outside the classroom, strengthened long-term retention of information for the effective performance of cognitive learning are the most common benefits.

B. Characteristics of Blended Learning

The learning process carried out remotely is not difficult to be implemented due to development of technology and information in the era of now it is very fast. In other hand we know that technology has big impact in this era. Nowadays, people use technology for their second hand. Many students use technology in their life to help their work

easier³⁹. The ease of accessing the internet makes technology as the right choice in the activities of learning process because student can access the internet anytime and anywhere. Thus, the blended learning model is an alternative for educators to keep in touch with their students. There are four Characteristics of blended learning, That was : 1). Learning that combines various mode of delivery, models teaching, learning styles, and various technology based media. 2). As a combination of direct or face to face teaching, learning independently, and learn via online. 3). Learning supported by an effective combination of ways delivery, teaching methods, and learning styles. 4). Educators and parents have the same important role, teachers as facilitators and parents as supporters⁴⁰.

C. The Purpose of Blended Learning

The purpose of blended learning is focused on changing the shape of the model classical learning that students are more active in learning the lessons materials in inside and outside the classroom. The following are some of the objectives of blended learning, that were: 1). Helping students to develop better in the learning process according to learning style. 2). Prepare practical opportunities for students educators to independent, useful, and growing learning. 3). Increase flexible schedule

³⁹ Eka Apriani. 2016. "A New Literacy: The Role of Technology to Develop Student's Character". Ta'dib: Journal of Islamic Education. Vol. 2. No.1. Hal. 60-61.

⁴⁰ Hamongan Tabun, Dkk., 2020. "Blended Learning Dengan Ragam Gaya Belajar (Medan: Yayasan Kita Menulis). 79.

for students by combining the best aspects of face-to-face and online learning⁴¹.

4. Expectations Theory (Hope)

A. The Definition of Expectation

Expectations in the Indonesian Dictionary (KBBI) comes from an Arabic root word, which means beg, let, desire for something to happen. While the word hope itself means something that can be expected, a desire to come true or someone who is expected or trusted⁴².

The definition of expectations according to experts is:

- 1) According to Fleming and Levie, expressing the opinion that expectations are all feelings of desire, hope, as well as aspirations for something that really wants to be achieved is manifested by behavior and concrete actions.
- 2) According to Anderson and Chambers, they convey the notion of expectations, were everything that consumers believe is related to what they will get related to all the performance of certain products or services.
- 3) According to Boeree, defining is a form of expectation of a feeling of pleasure that is not constant and arises from an idea about something that exists in the future.

⁴¹Achmad Noor And Joko Adi Walujo,2020.*Desain Blended Learning*.Depok: Pt.Raja Grafindo Persada.

⁴² Yeyen Maryani, Kamus Besar Bahasa Indonesia (Jakarta: Badan Pengembangan dan Pembinaan Bahasa, Kementrian Pendidikan dan Kebudayaan, 2011), h. 155.

- 4) According to Sutusna, expectation is a form of individual belief and belief that previously knows about various things that must happen in certain situations.

Expectation is defined as the process of thinking of one goal, with the motivation to achieve these goals (agency), and the ways to achieve these goals (pathways). As an example, expectation is not an emotion but an understanding of a dynamic motivational system. In this case, emotions follow consciousness in the process of achieving goals. Expectation can also be interpreted as a form of cross situation that is positively related to self-esteem, ability to solve problems, control thoughts, optimism, positive tendencies and positive expectations.

Expectation can also be interpreted as a thought process in achieving goals that will later be achieved with all the motivation in it. In other words, when there is motivation in doing everything, more and more ideas will emerge to achieve something. The more ideas, the greater the expectation that can become a reality. Expectation theory also contains a motivation system that is a way for someone to appreciate and pursue the results of their goals when they have mastered them or not. Expectancy theory suggests that goals do not result in habit, but rather lead to a person's view of themselves as someone who is able to initiate and apply a behavior towards a valued personal desire and produce a mastery response and an indifferent response.

With expectation, individuals have the determination to discuss and agree on goals with their partner, and can think of the best way to achieve these goals. Not only that, individuals can also bring up behaviors to maintain relationships with their partners and good conflict resolution. This is because expectations are strongly influenced by experience of success in the past. Individuals with high expectations tend to have attachments that are positive, secure, and rewarding, which can make individuals more confident in their ability to solve problems and the ability to maintain relationships with other people⁴³.

Students or EFL pre-service teachers have different expectations of the expected results of the higher education process and these expectations are formed by previous educational experience, academic self-concept, promotions received and explanations obtained from those concerned⁴⁴. So expectations are estimates. individuals that arise from the relationship between effort and the results to be achieved, where the results of these efforts have their own value for the individual⁴⁵.

⁴³ Fenny Indrawati, Riry Sani, Jessica Ariela, "Hubungan Antara Harapan dan Kualitas Hubungan Pada Dewasa Muda yang Sedang Menjalani Hubungan Pacaran," *Jurnal Psikologi* Vol. 5, No. 1. (Universitas Pelita Harapan, 2018), h. 74.

⁴⁴ Nurniah, Dian Imanina Buhary Nasir, "Analisis Motivasi Dan Ekspektasi mahasiswa dalam Menempuh Pendidikan Tinggi Akuntansi," *Jurnal Ekonomi dan Keuangan* Vol. 19, No. 2, (Politeknik Negeri Ujung Pandang, 2015), h. 178.

⁴⁵ Gayatri Sukmaningtyas, "*Sikap dan Ekspektasi Mahasiswa Non Kependidikan Program Profesi Keguruan IKIP PGRI Semarang terhadap Profesi Guru*," *Jurnal Psikologi Ilmiah* Vol. 4, h. 25.

B. Components of Expectation (Hope)

In an expectation, of course, it has a component in it which will detail the intent and purpose of the expectation (expectation). Snyder's expectation theory and other research can be grouped into three categories of goals, agency thinking, pathway thinking.

According to Snyder in Fransisca, hope consists of 3 components. The first component is the target (goal). Goals are any object, experience or result that an individual imagines and wants in his or her mind. Goals can be concrete or abstract, long-term or short-term, but what is certain is that these goals must be something important to achieve. Goals must also be possible to achieve, not something that is certain or impossible to achieve. Goals or targets are the anchor of the theory of hope. The goal of the expectancy theory must have more value to motivate behavior. These goals can be short term or long term, they also often reflect between larger goals and more complex goals. In addition, certain goals are considered adaptable, must be achieved and still contain some degree of uncertainty about their realization. If the goal is truly unattainable, then it almost always demoralizes one. Conversely, if as long as the results achieved are certain, then typically the accompanying motivation will be low.

The second component of hope is will power (agency) refers to the motivation that drives individuals to initiate and maintain movement toward their goals. People with agency thinking, also known as willpower or

mediumship, are determined to use their mental energy to move around obstacles and stay focused on achieving their goals. Willpower (willpower agency). In the theory of expectations, the goal setting that underlies the movement is referred to as agency thinking. Agency is the belief that we can initiate and sustain movement along a path toward a specific goal. Agency thinking serves to motivate, and they often appear in the form of self-assertive questions such as “I know I can do this” and “I will finish this”. Furthermore, when the pursuit of that goal is disrupted, agency thinking allows one to channel positive motivation to open alternative pathways.

The third component is strategy (waypower/pathway). Snyder in Shane explained that the pathway is an individual's experience as the mental capacity needed to achieve goals, which is also known as waypower. Preparatory thinking enables individuals to find routes around goal barriers, which naturally occurs in everyone who frequently faces challenges in the pursuit of their goals⁴⁶.

From this explanation it can be concluded that the expectation component consists of three components, they were goals, will (willpower/agency), and experience (willpower/pathway). Goals refer to every object and experience that an individual imagines and desires. Willpower explains more about the power for someone to be able to maintain something they want and the motivation that encourages individuals to move.

⁴⁶ Sardia, “Ekspektasi Wirausaha Terhadap Lembaga Keuangan Bank Syariah Di Kota Parepare,” h. 43-56

While experience is something that has been passed by someone and makes it as a lesson.

C. Factors influencing Expectations

In expectation theory there are many things that can influence it. The following are several factors that can influence expectations: 1). Ability, experience, knowledge (information); 2). The learning process; 3) Physical conditions, facilities (environment), human resources; 4) Assessment from other people (regarding self-esteem and self-degree)⁴⁷.

There are several things that can be used as a measure of whether a person has a high level of expectations or expectations, namely: 1) Self-esteem; 2) Success when carrying out tasks ; 3) Help from others; 4) Required informations; 5) Materials and equipment needed.⁴⁸

5. Problem

A. Definitions of problem

In the Big Indonesian Dictionary, a problem means something that cannot be solved that causes problems. According to the bahasa, the term problem can be interpreted in several senses, it can be a matter of problem, while problematical is an adjective which means a problem⁴⁹.

The meaning of the problem itself is an obstacle or problem that must be

⁴⁷ Gayatri Sukmaningtyas, "Sikap dan Ekspektasi Mahasiswa Non Kependidikan Program Profesi Keguruan IKIP PGRI Semarang terhadap Profesi Guru," h. 34.

⁴⁸ Agustina Nuritapa, "Ekspektasi Siswa Kelas XI n SMK Negeri 1 Wonosari terhadap Pekerja Bidang Busana," (Skripsi Sarjana; Fakultas Teknik: Yogyakarta, 2017), h. 35.

⁴⁹ Kamus besar bahasa indonesia "definisi masalah".

solved, in other words the problem is a gap between reality and something expected.

A problem usually has a situation that encourages someone to solve it but doesn't know what steps to take to solve the problem. A person is considered to have a problem if he faces the following situations, namely: clearly understands the condition being faced; clearly understand the conditions being faced; clearly understand the expected goals; and understand the resources that can be utilized to address the problem in accordance with the objectives (Moursund,). A question is called a problem if someone does not have certain rules/laws that can be used immediately to find answers to these questions (Hudodjo).

Each expert has a different opinion in expressing the meaning of the problem. We often encounter problems in everyday life. The problems faced by one person are different from the problems faced by other people. Some experts in mathematics education state that problems are questions that must be responded to. However, not all questions indicate a challenge that cannot be solved by a routine procedure (Sadiq). The same thing was conveyed by (Hudojo) who stated that a question could not be answered with procedures that students already knew. Someone faces a problem when facing a situation that must respond but does not have information, concepts, principles and methods that can be used immediately to obtain a solution (Slameto). According to (Tarhadi, et a.) stating a problem related to a goal and a problem is an obstacle to

achieving a goal, a problem (problem) can also be interpreted as a situation where there is no clear way of solving it which is done individually or in groups to find answers. Likewise according to (Sumardiyono) states that the characteristics of a problem called a problem in perspective contain at least two things, namely: (a) The problem is challenging the mind (challenging). And (b) the problem is not automatically known how to solve (nonroutine) or cannot be solved by a routine procedure (routine procedure). problem (problem) can also be interpreted as a situation where the solution is not clear, which is done individually or in groups to find answers. Likewise according to (Sumardiyono) states that the characteristics of a problem called a problem in perspective contain at least two things, namely: (a) The problem is challenging the mind (challenging). And (b) the problem is not automatically known how to solve (nonroutine) or cannot be solved by a routine procedure (routine procedure). problem (problem) can also be interpreted as a situation where the solution is not clear, which is done individually or in groups to find answers. Likewise according to (Sumardiyono) states that the characteristics of a problem called a problem in perspective contain at least two things, namely: (a) The problem is challenging the mind (challenging). And (b) the problem is not automatically known how to solve (nonroutine) or cannot be solved by a routine procedure (routine procedure).

Here are some definitions of the problem according to experts;

- Irmansyah Effendi, according to him, a problem is a lesson when you are conscious as a soul consciousness, you can easily see various weaknesses and problems in your life.
- Jeffrey Liker, a problem is an opportunity for a better life, the opposite of a problem is an opportunity.
- Richard Carlson, understanding the problem is the best place to train yourself so that the heart becomes more open. Problems are an important part that must exist in life.

B. Types of Problems

In general, problems can be grouped into two types, namely simple problems and complex problems. The difference between these two types of problems is:

1. Simple problem

Simple problems are small in scale, are not related to other problems, have no major consequences, are not too complicated to solve, and can be solved by individuals. The scope of this problem is limited to individuals and can be solved by many individuals as well.

2. Complicated/complex problem

Complicated/complex problems have a larger scope and greater solution, can be related to various other problems, have enormous consequences, and their solution requires group collaboration and in-depth analysis. The scope of this problem relates to many individuals and can only be resolved by many individuals.

C. Classroom Management Problems

The most important of all the problems that exist, a teacher who is good at managing the class must be able to solve the problems that exist in the class. According to Mudasir, the problems in class management are divided into two, namely cases that occur in the class and grouping of problems in class management⁵⁰.

Classroom management problems and how to overcome these problems are as follows:

1. Cases that occur in the classroom.
 - a. The level of mastery of the material by students in the classroom.

The teacher in overcoming this material problem should pay attention to the material or teaching material that will be delivered whether it is relevant to the goals to be achieved and the teacher should repeat the explanation to strengthen the material that has been delivered.⁵¹

- b. Required facilities.

These facilities include media, place, cost and which can enable students to study well. Facilities are a problem that teachers tend not to pay attention to in managing their classes,

⁵⁰ Mudasir. *“Manajemen Kelas”*. Yogyakarta : Nusa Media, 2011.

⁵¹ Hamruni. *“Stratedy dan Model-Model Pembelajaran Aktif-Menyenangkan”*. (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga, 2009). Hal. 91-93

and this is what can lead to problems in the teaching and learning process.

In overcoming this problem the teacher must use the required facilities, such as media and places that can be used in the teaching and learning process.

c. Student condition.

The condition of students is also an important issue in the classroom. Because the condition of these students will make the teaching and learning process in the classroom successful or vice versa. It can be exemplified if students are passionate about learning, the teaching and learning process in the classroom tends to be conducive, conversely if students are not enthusiastic about receiving lessons then the teaching and learning process tends to be ineffective and makes students noisy and pays little attention to the material being taught.

In overcoming these problems the teacher should pay attention to the material or teaching materials, methods, media, and learning strategies.

d. Teacher teaching technique.

The problem of teaching techniques used by the teacher is an important problem, because if the teacher is good at choosing and using techniques or models of good learning strategies, it tends to make the class interesting. For this

reason, teachers are required to become educators who are competent in their fields.

2. Classification of problems in classroom management:

There are two types of classroom management problems, they were individual and group problems. The distinction between the two types of problems can be useful, especially if the teacher wants to identify and deal with problems that exist in the classroom for which he is responsible⁵².

Two categories of classroom management problems are as follows:

a. Individual problems.

This classification of individual problems is based on the basic assumption that human behavior leads to the achievement of a goal, namely to become a useful individual, and if an individual fails to develop self-confidence in his sense of worth, then there will be behavioral deviations⁵³.

And in this context Dreikurs and Casse distinguish four groups of individual classroom management, namely: behavior to attract the attention of others, behavior to seek

⁵² Hamruni. "*Strategi dan Model-Model Pembelajaran Aktif-Menyenangkan*". Hal.175

⁵³ Loc.cit. Hamruni.Hal.175

power, behavior to seek revenge, and demonstration of inability.⁵⁴

This individual problem becomes an emphasis in managing students, and in overcoming this problem there needs to be an effort by the teacher to increase motivation in these problematic students. As an example of the behavior of attracting the attention of others, an individual attitude like this requires a lot of attention from a teacher, namely by providing a kind of motivation, educational assignments, and also giving an important role to these students in the teaching and learning process, such as giving confidence to explain the content. material or conclusion of the material that has been submitted.

b. Group problem

Mudasir states that there are seven main problems in relation to classroom management namely, lack of cohesiveness, inability to follow group rules, negative reactions towards fellow groups, class (group) acceptance of deviant behavior, member or group activities that deviate from the provisions that have been set,

⁵⁴ Mulyadi. *“Classroom Management Mewujudkan Suasana Kelas yang Menyenangkan bagi Siswa”*.hal. 12-13.

unenthusiastic or lazy to work, and unable to adapt to the environment⁵⁵.

In the classroom sometimes there are also group problems, such as a lack of cooperation between students, a lack of ability in group assignments, and a lack of attention to the group environment. These problems can be overcome by the teacher by providing a learning model that emphasizes the process of group collaboration. Models of learning strategies that can be used are cooperative learning strategies, namely an approach strategy in which students must find, transform, and examine existing information in a complex manner⁵⁶. Cooperative learning encourages students to interact actively and positively in groups, and this learning strategy should condition and provide encouragement to be able to optimize and awaken students' potential and foster children's creativity.

D. Blended Learning Problems

One of the most frequent complaints about blended learning is that it takes more time for the educator and for the students than traditional learning . More time spent by students on the course is beneficial if it

⁵⁵ Mudasir. "Manajemen Kelas". Hal.178-181

⁵⁶ Rusman. "*Strategi-Strategi Pembelajaran Mengembangkan Profesionalism Guru*". Jakarta: Raja Grafindo Persada. 2010. Hal.201.

results in more learning. Students should not spend the extra time just doing busy work. For the educator, it can be time-consuming to thoughtfully integrate both online and traditional methods in the design of the course. It is not enough just to put an in-class activity online without thinking about how the students' interaction with the content varies with the medium. The educator must prepare in-class activities as well as online activities, including daily monitoring and responding to student submissions⁵⁷. Having to mentally switch between on campus and online methods is another challenge for educators.

Other challenges include faculty discomfort with technology/time to learn, insufficient technical support, and inadequate hardware in the office or classroom⁵⁸. Technology is also a concern of students, who mention the inability to access the web at home, slow screen loading, difficulty attaching files, difficulty navigating through the online course and difficulty learning the technology or intimidation by technology. Although they were comfortable with the technology, one third of students in one university's blended learning initiative reported technical problems⁵⁹.

⁵⁷ Welkwer and Berardino. "Blended Learning: understanding the middle ground between traditional classroom and fully online instruction". *J Educational Technology System* 2005;34. Hal. 33-35

⁵⁸ Picciano AG. "Blending with purpose: the multimodal model". Available at <http://www.ce.ucf.edu/ASP/aln/workshop/Blended%20learning%20Workshop.ppt> .Accessed 2010 march.

⁵⁹ *What is Blended Learning (INTERNET). The pennsylvania state University*. Available from <http://weblearning.psu.edu/blended-learning-innitiative/what-is-blended-learning>. Accessed 2010.

Another area of students' concern is course management. Challenges cited include unclear instructions, trouble finding the learning module that is active, course information posted in too many areas, and complex course calendars. Online discussion is also problematic. Students may find it difficult to follow discussions because the content is too complex, the flow of asynchronous discussion is too slow, and too many discussions are occurring at one time. Groves and O'Donoghue mention the "notorious" difficulty in stimulating good discussion and motivating students to learn⁶⁰. Bogle et al stated that online discussion rarely move past exploration and discussions typically decrease as students move through a problem from exploration to resolution⁶¹.

Educators are not the only ones who think that blended learning are time-consuming. Students perceive that blended courses are more difficult than traditional courses, they have more assignments and larger amounts of material to read, and they feel as if they never get a break from the course as it is always "on". Some students concerns are those related to the online format : Students not fulfilling their responsibilities (leading or participating in online discussion or group work), reduced camaraderie with peers, reduced face to face exposure to teacher, and reduced class-to-teacher interactions. Faculty also explain that too little personal interchange during the course blocks the evolution of extemporaneous

⁶⁰ Groves and O'Dhoghue. "*Reflections of students in their use of asynvchronous online seminars*". Educational Technology and Society 2009; 12:143. Hal.9.

⁶¹ Bogle, Cook V, Day S, Swan. "Blended program development: Applying the Quality Matters and Community of Inquiry frameworks to Ensure high quality design and implementation". J Research Center for Educ Tech. 2009; 5:51. Hal.66

dialogue. Randolph mentions that the biggest challenge of blended learning is that students do not know that it will have a blended format⁶². Attrition in the first two weeks is common in this case. Some schools have solved this by identifying courses as blended⁶³.

Knowing these challenges/concern of faculty and students, summarized in table bellow. Allows an educator to plan as best as possible to avoid these concerns. For example, making the course instructions clear and posting items in a consistent manner will minimize some of the frustration of students.

Table 1.1

No	Challenges of Blended Learning
1	Technology issues for both faculty and students
2	Feeling if there is no break from the course for both faculty and students
3	Time and work to prepare and deliver the course
4	Difficulty designing and blending the course content
5	Difficulty managing the course, especially online discussions

⁶² Randolph T. “ *Blended Course offer best of two worlds The Rangers Online*”. San Antonio College. 2008.

⁶³ *Online and in person*. University of Winconsin Milwauker. Available from <http://blended.uwm.edu>. Accessed 2010.

B. Previous Related Findings

As material for consideration, this research will include some of the results of previous research by several researchers who previously raised titles, objects and subjects that intersect with research conducted by researchers as follows:

The research conducted by Irja Putra Pratama, with the research title "Classroom Management (Teacher's Role, Problems and Solutions). With the results of the research it can be seen that the teacher's role is very important in class management, especially in class management, where the teacher plays a role in managing a conducive classroom atmosphere as a support for an effective and efficient teaching and learning process. There are two classroom management problems found in this study, namely; First, cases that occur in the classroom which cover the level of mastery of the material, facilities, student conditions, teaching techniques. Second, the grouping of problems in class which includes individual and group problems⁶⁴.

From the above research there are similarities or differences. The similarities are found in the problems studied, namely classroom management problems and the research method, namely qualitative research. While the differences between the two are: previous research was only on traditional classroom management or class management problems in face-to-face classes, while the research that researchers are doing now is on problems and expectations

⁶⁴ Pratama, Irja. "Classroom Management (Teachers role, problems and Solutions)". Hal. 12.

of class management based on blended learning in which the respondents are students or prospective English teachers. .

Research conducted by Muhammad Juawaini Solikhin in completing his thesis to obtain his Masters degree at UST Yogyakarta. With the thesis title "Classroom Management Based on Blended Learning During the Covid 19 Pandemic at SMK N 1 Wonosari". With the results of the research, it can be seen that blended learning is an alternative that can be used by schools to support the learning process at school during the Covid-19 pandemic. In this study, the researchers found that blended learning has strengths that lie in the efficiency of this learning system, because teachers and students can carry out learning or communication through offline and online⁶⁵.

From the results of the research described above, there are similarities and differences, where the similarities lie in the research method, namely qualitative research. The differences in the research that will be carried out by researchers are in Blended Learning-Based Learning Management during the Covid 19 Pandemic, where researchers use interview methods with teachers and students at SMK N 1 Wonosari and Classroom Management Problems and Expectations in Blended Learning faced by EFL Pre-service teachers use the interview method with students or prospective English teachers at IAIN Curup.

Research conducted by Diky Indra Atmaja in completing his thesis at the Widya Yuwana Teaching and Education College. With the thesis title

⁶⁵ Muhammad Solikhin. "Classroom Management Based on Blended Learning During the Covid 19 Pandemic at SMK N 1 Wonosari". 2021. Hal. 12

"Implications of the Blended Learning Learning Model for the Implementation of Learning in Yohanes Gabriel Pare Catholic Middle School". With the results of the research that the blended learning model has a relationship in the teaching and learning process at Yohanes Gabirel Pare Catholic Middle School. This can be seen from the answers of the Yohanes Gabrieal Pare Catholic Middle School teachers who stated that the blended learning model supports the implementation of learning. In addition, the teachers also revealed that the function of digital learning in learning activities in the classroom is as a complement or complement⁶⁶.

From the results of the research described above, there are similarities and differences, where the similarities lie in the learning model to be studied, namely blended learning. The differences in the research that will be carried out by previous studies are in the implications or benefits of the blended learning model in learning, while in this study there are the Problems and Expectations of pre-service English teachers regarding classroom management in blended learning model with qualitative research method.

⁶⁶ Diky Indra Atmaja. *"The Implications of Blended Learning as Learning Model for the Implementation of Learning in Yohanes Gabriel Pare Catholic School"*. Hal. 172

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is uses descriptive qualitative. Qualitative research is a research that intends to understand the phenomena experienced by the research subjects. This is also supported by other experts who also state that qualitative research seeks to investigate in depth the setting research to gain an understanding of the phenomenon⁶⁷. Descriptive research must involve collecting data to answer questions about the status of research subjects. It is means descriptive research is research that understands phenomena by collecting data to answer research questions. Based on the theories above, the researcher wants to know and describe classroom management problems and expectations faced by EFL pre-service teachers in blended learning at IAIN Curup.

B. Subject of the Research

Subject of the research or Research informants were people who have contributed in providing information and situations related to this research. Informants are people who help researchers to understand the phenomenon under study⁶⁸. Informants in this study are English students at IAIN Curup who has implemented a blended learning during field practice program in

⁶⁷ L .Moleong. *Metodologi Penelitian Kualitatif*.2006.Jakarta:Departement Pendidikan Dan Kebudayaan

⁶⁸ Gay, Mills, and Airsian, “*Educational Research:Competencies For Analysis And Application*”. 10 Edition. 2012. Newyork:Pearson

Rejang Lebong. There are eight informants In this study they were coded as I-1, I-2, I-3, I-4, I-5, I-6, I-7 and I-8. From the informants researchers analyzed six problems faced by EFL Pre-service teachers in managing the classroom and how their expectations those problems while carrying out a blended learning during field practice program.

There are five criterias of research informants according to Moleong, those who are honest, reliable, speaking up, neutral subjects, and subject has view point about certain cases that happened. In addition, the characteristics of a good informant include having reflective and wise abilities, being able to communicate both orally and in writing, being effective with the researcher, and comfortable with the presence of the researcher at the research location.

In order to selecting informants, the researcher uses purposive sampling. In purposive sampling, the researcher deliberately selects individuals and groups to study or understand the central phenomenon. In purposive sampling, researchers use experience and insight to obtain samples and use randomness as part of the process⁶⁹.

C. Technique of Data Collection

In this reseach the reseacher use interview as a method to collecting the data. Interview is a process of communication or interaction to collect information by means of question and answer between the researcher and the informant or research subject. With advances in information technology as it is today,

⁶⁹ J. Creswell. *“Educational Research : Planning, Conducting, and Evaluating Quantitative And Qualitativeresearch”*. Fourt Edition. Boston: Pearson

interviews can be conducted without face to face, namely through telecommunication media. In essence, the interview is an activity to obtain in-depth information about an issue or theme raised in research. Or it is a process of proving information or information that has been obtained through other techniques before. Because it is a process of proof, it is possible that the interview results match or differ from the information that has been previously obtained.

In order for the interview to be effective, there are several stages that must be passed stated by Yunus, were : 1). to introduce oneself, 2). to explain the purpose of coming, 3). explain the interview material, and 4). ask questions.

D. Technique of Data Analysis

The data analyzed based on the result of interview. The result of interview was analyzed in three steps: data reduction, data display, conclusion and data verification, (Miles and Hube). In analyzing qualitative data, needs three activities. They were as follows:

1. Data Reduction

Data reduction is interpreted as the process of choice, interest focused, simplifications, abstractions, and data transformation that exist from written noted in the field. It means when the data was collected the phase of the continuing of reduction is occurred such as drawing conclusion, codification, investigating themes, grouping and writing memorandum.

In data reduction, the researcher did some steps. First, he made transcriptions of interview result. Second, he organized the sequence of all

transcriptions and coded the transcriptions that related to problems and expectations in blended learning faced by EFL Pre-service teachers during field practice program. Third, he gave initial reading of the data, such as: informant1 (I-1), informant 2 (I-2) and so on. Fourth, he selected the data related to the topic. Researcher also discarded and unneeded ones in the transcript.

2. Conclusion and Data Verification

After reduced the data, the final steps were conclusion and data verification. The researcher made conclusion and verification of data. This activity was at the conclusion about Problems and expectations of classroom management faced by EFL Pre-service teachers in blended learning during field practice program. In this case, the conclusion was taken based on the data which has been reduced.

E. Instrument of the Research

Research instrument is a tool used by researchers in collecting data in order to facilitate research activities and to get good, complete, systematic results so that they can be processed easily. In this study, the researcher became a data collector and classified the data. Another instrument was also used by the Researcher in this study to complete the data. An additional instrument prepared by the researcher to obtain the data was an interview guide. The interview guide was a list of topics or questions that had been made by the researcher. The researcher before conducting the interview, ensures that all areas of interest are important to consider, and can be used as a guide in the interview itself. This

interview guide will be used by the researcher to interview EFL pre-service teachers during field practice program in rejang lebong regency that implemented blended learning system.

In this interview, Researcher use structured interview by using question gird. In this research, the respondents of interview is EFL pre-service teachers at IAIN Curup for know about “Classroom Management Problems and Expectations faced by EFL Pre-service Teachers of blended Learning in the class”.

Table 2.1
Interview Guidance for EFL Pre-service teachers for Classroom Management problems

No	Indicators	Sub Indicators	Number of Questions
1	Content management (Classroom management)	Managing classes,teaching materials,teaching tools/media,and learning methods.	Number 1,2,3,4,5,6,7,8 and 9
2	Conduct management (Interactive learning)	Class rules,reinformance of positive behavior in student	Number 10,11,12, and 13
3	Convenant management (Social system)	Relationship,role model,enthusiasm	Number 14,15,16,17,18 and 19

Table 2.2
Interview Guidance for EFL Pre-service teachers for Their Expectation of Classroom Management

No	Indicators	Sub-Indicators	Number of Questions
1	Goals	Motivations	Number 20, 21, and 22
2	Willpower/Agency	Energy,Beliefs,motivations to	Number 23,24

		keep the goals come true.	and 25
3	Waypower/Pathway	Experiences,face and solve the problems.	Number 26 and 27

F. Trustworthiness

Trustworthiness refers to the degree of truth value, applicability, consistency, and neutrality to which a research can prove. In this research, the researcher put neutrality to reducing bias by some ways. First, use multiple people to code the data, if there is some consistency between researcher's interpretations and that of others, then it is more likely that there is some truth by agreement in researcher's interpretations. Second, have participants review of the result, ask the people who provided the data whether the interpretations seem to be representative of their beliefs. Third, review of findings with peers, researcher ask others to review the conclusion, others will see things that researcher missed or can identify gaps in researcher argument that need to be addressed, they also can provide affirmations that the conclusion are sound and reasonable given the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter is divided into two parts. They are findings and discussion. Research finding reports the fact faced by the researcher and discussion represented in the theories from expert compared with the fact in field.

A. Research Finding

1) Descriptive Data

This chapter discusses the finding of the research about pre-service teachers problems in teaching english in blended learning during the new normal era. There were eight of english pre-service teachers of IAIN Curup who had become informants of this research. In conducting the data, the researcher did interview to those informants. The first interview did on October, 10th 2021 and the second interview did on October, 13th 2021.

After doing the interview, the researcher analyzed the result of interview by following the theory of Miles and Huberman, that was data reduction, data display and conclusion and data verification. Before reducing the data, he made the transcriptions of the interview results. He organized the sequence of all transcriptions and coded the transcriptions that related to classroom management problems and expectations in blended learning faced by EFL pre-service teachers during field practice program into the tables. He gave initial reading for the data, such as: Informant 1 (I-1), Informant 2 (I-2)

and so on. Then he reduced the data by separating necessary information with the less. He grouped the data related to research finding, last, he displayed the data based on their groups.

This section presents the findings from research problems. In which the question is concerned with the questions of What are the problems that EFL Pre-Service teacher faced of classroom management in blended learning. The interview has eight informants they were I-1, I- 2, I-3, I-4, I-5, I-6, I-7, and I-8. Before the reseacher started the research, the reseacher meeting with the pre-service teachers at IAIN curup to interview on october 10 and 13, 2021.

2) Result of the Research

Research data from this research is from the results of interviews depth with semi-structured interview techniques. Where are the informants involved in this research were selected are students of English Tadris Study Program of IAIN Curup at random. Interviews were conducted with eight respondents. To know the Classroom Management Problems and Expectations Faced by EFL Pre-service Teachers in Blended Learning, then the researcher describes the result of interviews with several informants.

A. Classroom Management Problems faced by EFL Pre-service Teachers in Blended Learning

Table 3.1
The Coding Result of Classroom Management Problems in Blended learning

No	Indicator	Sub-indicator	Informants	Data coded
1	Content management	<ul style="list-style-type: none"> • Managing classes • Teaching materials • Teaching tools/media • Learning methods 	Informants 1,2,3,4,6,7 and 8	<ol style="list-style-type: none"> 1. Lack of facilities as media or tools that support teaching/learning process 2. Pre-service teachers knowledge about blended learning, felt difficult to combining two system of teaching or learning process
2	Conduct management	<ul style="list-style-type: none"> • Class rules • Reinforcement of positive behaviour in student 	Informants 3,5 and 8	<ol style="list-style-type: none"> 1. Still used traditional rules of teaching and learning process in blended learning 2. Students have lack of discipline 3. Still did not understand the rules of blended learning
3	Convenant management	<ul style="list-style-type: none"> • Relationship • Enthusiasm 	Informants 2,3,4,5 and 7	<ol style="list-style-type: none"> 1. Students misbehavior 2. Lack of enthusiams or have low motivations

Based on the interview result or research that has been carried out for approximately ten (10) days, reseacher use interview technique to collect data, the reseacher did interview with 8 of EFL pre-service teachers based on their criteria. After analyzingthe data about Classroom management problems in blended learning faced by EFL pre-service teachers during field practice program, there are 3

indicators that influence the problems, were : content management, conduct management and covenant management. And it discuss bellow:

a) Content management

The problems in Content management will occurs the EFL pre-service teachers to manage space, learning materials, media/teaching tools, and learning methods that they used in blended learning. Some EFL pre-service teachers experienced problems in content management aspect. Based on interview with 8 EFL pre-service teachers, it turns out that there are 6 EFL students who answered that they still have problems in managing the classes of blended learning, the problems were : Lack of facilities as a supporting media or tools in learning process and the knowledge of EFL pre-service teachers still minim about combinations of two system.

“Informant-1: General problems that I have faced in blended learning is how I felt difficult to combine two system of learning process, because this system is the new system that I found. I need to increase my knowledge about blended learning and looking for the alternative media or tools to support my english class”

“Informant-2: “The problem of classroom management planning in blended learning is a problem for students, every teacher, especially in the field of English language studies, has prepared a combination of online and offline learning methods, but there are obstacles from students, for example there is no quota when the material is distributed through WhatsApp media, does not understand the use Google classmate or zoom. And other problems are students' behavioral problems, when online classes they don't appreciate every plan from class management that has been made, more precisely, they lack discipline.”

“Informant-3: The implementation of class management should be in accordance with the existing lesson plans, but the lesson plans that I made for blended learning have not been fully

completed and implemented because there are no supporting facilities at school and also from the students themselves, mixed classes also require students to be more active themselves and the problem is there gang in class so that class planning is not as desired.”

“Informant-6: *I have prepared all the lesson plans that I need to share in my class, but sometimes there some obstacles like student did not have quota, they don't have handphone, and also they difficult to get informations about material that I shared through whatshap when online class”.*

“Informant-7: *The impact of classroom management problems that I encountered was the difficulty of making good interactions during online and offline classes, because blended learning was also new knowledge for me, especially when I had to combine two learning systems. And in classroom management the teacher's role was very large in order to be effective.”*

“Informant-8: *The inhibiting factor that I feel is that there is indeed a complete lack of supporting facilities for English learning by schools, besides that students' interest is lacking because there is no awareness of them to learn more independently, blended learning should be an opportunity for students to be able to access learning independently.”*

From the statements above, it can be concluded that the general description of the problems in the implementation of classroom management in blended learning in schools is still lacking because there is a problem of lack of supporting facilities for learning activities, so that the learning process becomes less interesting and looks monotonous the same as traditional classes. Pre-service teachers feel difficult when they want to give the assignment for students because there some problems in work instructions that students sometimes feel difficult to understand. EFL pre-service teacher hopes that school can gives some facilities to

supporting learning process, especially to support blended learning as new system in educational sector.

b) Conduct Management

From the interview with 8 EFL students of conduct management aspect there are several problems in procedural skills like : class rules and reinforcement of positive behavior in students. This is the factor of problems that EFL pre-service teachers faced in managing the classes. It was following:

“Informant 8: Of course, blended learning have little bit different rules for learning process, but in my class I instruct my students to follow what the rules that almost same with traditional learning”

“Informant 5: the problems in reinforcement students habit are The problems of classroom management planning there were some consequences of this practice. Firstly, students did not pay attention when teachers giving turns in answering questions and did task. Students might think that the teacher would not ask them, they did others things and talked each other. Secondly, sometimes students who did not active felt neglected, the feeling which could cause others problems such as being discouraged and being demotivated.”

“Informant 3: and also from the students themselves, mixed classes also require students to be more active themselves and the problem is there gang in class so that class planning is not as desired.”

Hence, from those EFL pre-service teachers, the problems that they faced in conduct management aspect of classroom management in blended learning were : the rules still same with the traditional learning, in conduct management problems the students have misbehavior that become the job for Teachers or EFL pre-service teachers to reinforcement the positive behavior in students.

c) Covenant Management

Covenant management' aspect including the classroom group as a social system, there are some challenges that EFL pre-service teachers faced in this aspect. The problems were : low interactions between teachers and students, students enthusiasm/motivations and students behavior. The interview result discussed as follow :

“Informant 3: As I told before that students have low motivations to learn in blended learning because of some obstacles like lack of facilities ,etc.”

“Informant 5: Students feel confused about the combined system in the learning process, in the offline class they are active in discussing, but when in the offline class the students who dominate the class are only students who have the ability, this shows their lack of enthusiasm in blended learning, which they think is confusing”

“Informant 5: The problems that I found in blended learning is students misbehavior, and I can't handle the students well when I did online class, and in offline class I saw the different behavior that students showed in online class, I felt difficult to give the score of their assignment.”

“Informant 5: The impact of classroom management problems that I encountered was the difficulty of making good interactions during online and offline classes, because blended learning was also new knowledge for me, especially when I had to combine two learning systems. And in classroom management the teacher's role was very large in order to be effective.”

“Informant 2: General problems that I have faced in managing classes during field practice program especially in blended learning were how to giving work instructions, monitoring group work and how to grouping them when I want to give them some assignment, it is difficult for me, because we know that blended learning is combining two system in learning and teaching process. Sometimes students have no enthusiasm for learning.”

“Informant 2: The problem of classroom management planning in blended learning is a problem for students, every teacher, especially in the field of English language studies, has prepared a combination

of online and offline learning methods, but there are obstacles from students, for example there is no quota when the material is distributed through WhatsApp media, does not understand the use Google classmate or zoom. And other problems are students' behavioral problems, when online classes they don't appreciate every plan from class management that has been made, more precisely, they lack discipline."

"Informant 4:but this becomes an obstacle because blended learning is not necessarily timed so the lesson plans that are made are also sometimes not in accordance with learning expectations, then the interaction between teachers and students does not occur properly."

"Informant 7: In blended learning to deliver my material when online class I use whatsapp as our learning media, so I shared all the material through whatsapp and giving the instructions. There are some problems that I got from students were : Student did not have motivations to solve their task, and they did other things when we have online class. So, I need extra strategy to explain the material in offline class."

B. EFL Pre-service Teachers Expectations of Classroom Management in Blended Learning

Table 3.2

EFL pre-service teachers expectations of classroom management in blended learning based on the problems that they faced

No	Indicator	Sub-indicator	Informants	Data Coded
1	Goals	<ul style="list-style-type: none"> • Motivations 	Informants 1,2, and 3	<ol style="list-style-type: none"> 1. Technological support 2. Educators and student competency 3. Available support
2	Agency thinking	<ul style="list-style-type: none"> • Energy • Motivations to keep the goals come true 	Informants 4 and 5	<ol style="list-style-type: none"> 1. Blending the course 2. Collaborative learning project
3	Pathway thinking	<ul style="list-style-type: none"> • Experiences • Face and solve the problems 	Informants 6,7 and 8	<ol style="list-style-type: none"> 1. Course management 2. Continual monitoring of class management

Expectation or hope is the basic form of belief that something you want will be obtained or an event will bear good fruit in the future. In general, hope is in the form of an abstract, invisible, but is believed to be even sometimes, in the mind and made a suggestion to make it come true. But sometimes hope rests on someone or something. In practice, many people try to make their hopes come true by praying or trying.

Snyder said that hope is the sum total of an individual's ability to generate paths to achieve desired goals, along with the motivations they have for using these paths. Hope is based on positive expectations in achieving goals. Snyder divides expectations into three components, namely: In this study the expectation measurement uses the expectations components compiled by Snyder which consist of goals (having goals to be achieved). Then pathway-thinking (way or effort to realize the goal). And agency-thinking (motivation or energy from within to make efforts to achieve goals).

1. Goals

According to Snyder human behavior is oriented and has a goal direction. Goals or goals are the objectives of the stages of mental action that produce cognitive components. Goals provide the end point of an individual's mental behavior stages. Goals must be of sufficient value to allow conscious thought. Furthermore, some of the results of the interview will be described according to the indicator

questions about the questions that ask questions about class management in mixed classes. The responses from I-1 are as follows:

“Informant-1: My hope is that schools can provide adequate facilities, because the facilities are minimal, obstacles in the learning process can occur. Moreover, in blended learning, good facilities are needed, especially technological support in learning. Learning English really needs complete facilities and technological support so that learning is more creative and fun for students.”

Another response from I-2 as follows:

"Informant-2: Of course following the rules is one of them, and there needs to be cooperation from all parties, both from the government, school principals, teachers and students so that they are able to realize good classroom management.”

As for responses Informant-3 (I-3) to responses regarding the purpose of their hopes/expectations for classroom management as follows:

“Informant-3: The purpose of classroom management is to make classes conducive, effective and efficient and of course be able to support a good learning process for both teachers and students, and I hope that in the future education in our area will pay more attention to the needs of classes or schools according to the times and the quality of education. Just a small example of providing WIFI so that the use of technology for students, especially in learning English can be realized properly, learning english can also be accessed via students' mobile phones, such as using online dictionaries, etc.”

From the informants' statements, the average response shows that the expectations of students or pre-service english teachers are that there are facilities that support the learning process. Given that blended learning requires technology as a support for learning and its goal is that blended learning can achieve the learning target in accordance with the class management plan that has been prepared.

The informants' responses can be seen from the statements of the expectations above for good classroom management, the hopes of students or pre-service english teachers hoping to become professional teachers. So it can be concluded that the expectations of students or pre-service english teachers to work to become professional teachers are very large because according to them they have greater opportunities for it than those who only graduate from high school, because the education they take is very promising and very suitable for the job.

2. Agency Thinking

To be able to achieve the goal, the individual must see and make himself as an individual who has the ability and skills to develop a path to achieve the goal. This process is called pathway thinking, which indicates a person's ability to develop a path to achieve the desired goal.

The result of interview from the informants' statements, it shows that the expectations of pre-service English teachers for classroom management have high expectations because the informants wish that a conducive, efficient, effective class will make the learning process and transfer of knowledge match expectations.

The following are statements from I-4:

***“Informant-4:** I hope that after knowing the problems in classroom management, I can learn more about how this blended learning system should be implemented. Because I*

know that in the digital era as it is now, blended learning can be an alternative to creative learning by utilizing existing technology, my highest hopes namely being able to become a professional teacher who does not only master traditional learning or face-to-face learning, but must be able to master blended learning which we know as blended learning, especially in learning English."

So the researcher then asked further about how the informant achieved the goals of expectations for good classroom management, while the answers from I-5 were as follows:

"Infomant-5: *To achieve my goal in managing classes, namely I need to master the material first and provide existing tools or media, because my school has minimal projectors, I borrowed my brother's projector which I use for learning media so that learning in my class can be realized according to the blended system. learning. So, this needs to be the school's concern again as I have said the school needs to provide learning support facilities."*

3. Pathway Thinking

The motivational component of hope theory is agency, namely the capacity to use a path to achieve the desired goal, agency reflects the individual's perception that he is able to achieve his goals through the paths he thinks about, agency can also reflect an individual's assessment of his ability to survive when facing obstacles in achieving the goal. Individuals who have high agency-thinking, in other words, these individuals have a strong desire or will to make efforts to achieve the goals they want. Agency thinking respondents' responses can be seen being able to achieve the desired goals and the ability to survive when facing obstacles.

Pre-service teachers to be able to achieve the desired goals, this can be seen from the expectations because the informants thought that they were able to achieve the goals of the desired expectations for classroom management in blended learning. As the statement from I-7 as follows:

“Informant-7: Yes, I believe I am able to achieve my goals in creating a conducive classroom atmosphere even though there are still minimal facilities and a lack of student discipline or poor student behavior, because my initial goal was to become a professional teacher, so I continue to study mastering two learning systems in this era and continuing to create creative learning media even if only by using minimal technology such as mobile phones or laptops.”

“Informant 7: Our obstacle as prospective English teachers in blended learning management, apart from inadequate facilities, namely students' lack of enthusiasm when we give assignments through online media, as we know blended learning must combine 2 learning systems and of course this also makes it difficult for students and also us as prospective teachers who provide English material.”

“Informant-8: The way to get through the obstacles besides us looking for solutions in learning, we also have to be able to show our students that we prospective English teachers are also able to learn in mastering blended learning matrices, and work together with school parties so that students also follow the rules. from us as PPL students.”

It can be concluded that the expectations of the EFL Pre-service teacher of classroom management in blended learning need to get special attention from both the school and the provision of adequate facilities, it is necessary to increase the knowledge of pre-service teachers so that they are able to become professional teachers in the future, students must be actively involved in creating an effective classroom atmosphere so that the planned class management plan can be realized properly and in accordance

with the expectations of all parties in the school and can achieve good learning objectives as well.

B. Discussion

This part presents the discussion of the research finding. There are two research questions proposed in this study. The discussion focused on the finding of two proposed research questions. The first discussion is Classroom management problems in blended learning faced by EFL pre-service teachers and second is their expectations of classroom management in blended learning. The discussion that researcher found based on the finding were following :

1. Content management problems

In managing the classes of blended learning, the class certainly different from traditional learning or face to face learning which then creates new problems. In this case, EFL pre-service teachers or EFL students of seven semester of English tadaris study program IAIN Curup consider that there are some problems in manage the classes during field practice program one of the problems is in content management aspect. In content management aspect according to froyen and inverson the teachers need to have skills to manage the space, preparing /explaining the materials, and how to preparing and selecting the media or teaching aids.

In this aspect there are several problems that EFL pre-service teachers faced when they teaching the english subject during field practice program, they were : the schools still have lack of facilities that support learning or

teaching process, so the process of learning did not effective. Because blended learning is the combinations of two system, of course the teaching or learning process need supporting educational facilities, in another problem that EFL pre-service teacher faced is their knowledge about blended learning is still minim, they stated that blended learning is something new for them and they need to mastering all the aspect of technique or skill in managing the classes in blended learning. So in the future they will become profesional teachers that they hoped. According to Cong and GOH, they ststed thta an important component of the pre-service teacher is practical experience that has been designed to improve practical teaching skills for pre-service teachers under the guidance of teachers and teachers in positions that act as mentors.

As a result, the facilities and teaching resources they employ are still minim, because of this case EFL pre-service teachers limited the capacity to develop innovative media, and they have obtacles to implement classroom management in blended learning well and also their knowledge still become the problems to apply this system well. The most crucial thing that EFL pre-service teachers shoud understand is that classroom management is a complex issue that teachers utilize to establish and uphold learning environments that allow students to efficiently accomplish instructional objectives.

2. Conduct management problem

In managing the classroom the teacher use a set of procedural skills called as conduct management, because of blended learning is new system

that created to combine two learning systems, so the system causes new problems. In conduct management, the skills that EFL pre-service teachers need to master are how to make the class rules and how they can reinforce positive behavior in students.

The problems that EFL pre-service teachers faced when they teach English is they have minimal knowledge about blended learning, so they still used the traditional rules in their class. That is why the blended learning created is how pre-service teachers can use several devices to support their teaching or learning process. According to Munir, the role of teacher is important because it requires a process of transforming content knowledge and blended learning as a tool.

In another problem of conduct management aspect is students have lack of discipline. Based on the interview result in teaching and learning process of blended learning, students did not pay attention when pre-service teachers give turns or explain the materials. To reinforce their positive behavior, the teachers need another space because blended learning consumes much time. To guide the students to reinforce their behavior, the teachers need another space because there are many things that problematic behavior that EFL pre-service teachers faced. Miguel stated that students who display problematic behavior may be struggling with underlying emotional, social, or cognitive difficulties and addressing these root causes can be more effective than solely focusing on changing the behavior itself.

3. Conduct Management Problems

The challenges for pre-service teachers in new normal era have resulted in pre-service teachers having to be more competitive and increase their competence in changing the perspective on education. Developing competent instructors credential and skill in classroom management is a crucial prerequisite that must be reached in order to be able to handle these issues.

In covenant management aspect the most important thing that EFL pre-service teachers need to have is how they can build up the social system. There are several problems in covenant management aspect, they were : students relations with the pre-service teachers are not too good, they think that the pre-service teachers only teach them for a while. The students have misbehavior in the classes, they can disturb their friends and talking about bad words. Because of students misbehavior it made the EFL pre-service teachers felt difficult to giving work instructions, the students have different behavior in online and offline class.

Another problem is students did not appreciated the classroom management that EFL pre-service teachers have planned before. The students felt that blended learning is a complex course. It is in line with statement of Grove that he stated students may find it difficult to follow the discussions because the content of blended learning is too complex, the flow of asynchronous discussion is too slow and too many discussion are occurring at one time.

Another discussions of this research is about EFL pre-service teachers' expectations of classroom management in blended learning according to 3 aspects : Goals, agency thinking and pathway thinking. They were following:

4. Goals

The highest expectations that EFL pre-service teachers are that after knowing the problems in classroom management, EFL pre-service teachers can learn more about how blended learning system should be implemented. Because they know that in the digital era in today situation, blended learning can be an alternative to creative learning by utilizing existing technology, the highest expectation was being able to become a professional teacher who does not only master traditional learning or face-to-face learning, but must be able to master mixed system of learning which we know as blended learning, especially in learning English.

5. Agency thinking

From the problems in classroom management that Reseachar got from the interview with some respondent, the Reseachar can conclude that EFL pre-service teachers have negative expectation during field practice program. Negative expectations or low expectations are a low belief that whoever is taught or whatever is done is of no avail⁷⁰. Hence the pre-service teachers hopes all the problems of classroom management in blended learning as a new system in learning process will get the solution which are match with

⁷⁰ Eliyah, Imam Muttaqim, Aslan. 2021. " Pengaruh Ekspektasi Guru terhadap Prestasi Belajar Peserta Didik Kelas VI Semester 1 di MI Al- Mu'awannah Jombang".Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidayyah. p-ISSN: 2599-3194, e-ISSN: 2775-8109. Vol. 4. Issue 1.

the expectations that EFL pre-service teachers expected above. The informants said that to become a profesional teacher, especially english teacher they need to mastering or create good classroom management. To make their expectations come true, those problems that informants gave before need solutions, it is need cooperations between all sector, such us : Goverment, Headmaster, Teachers, students, and All people who involved in educational sector.

From these problems, there needs to be a continuation in finding strategies and solving problems in classroom management, so that in the future blended learning can be implemented properly. Given that blended learning is a learning system that is very feasible to use in the current era, especially in learning English.

6. Pathway thinking

Others expectations of EFL pre-service teachers need are : First, building positive relationships with students: Getting to know students on a personal level, showing genuine interest in their lives and interests, and acknowledging their successes can help build trust and respect, which can lead to more positive behaviors in the classroom. Second, using effective communication: Using clear and concise language, active listening skills, and nonverbal communication can help teachers communicate effectively with students and create a positive learning environment. Third, differentiating instruction: Providing individualized instruction and support to students can help address their unique learning needs and reduce the likelihood of

disruptive behaviors. Fourth, using positive reinforcement: Praising and rewarding students for positive behaviors, such as following class rules, can help motivate students to behave appropriately in the classroom. Fifth, using consequences for misbehavior: Consequences for misbehavior should be fair, consistent, and clearly communicated to students in advance. This can help deter negative behaviors and promote positive ones.

Effective classroom management is an ongoing process that requires continuous evaluation and adjustment. Teachers should be open to feedback and willing to try new strategies to better meet the needs of their students and create a positive and productive learning environment.

CHAPTER V

CLOSING

There are two parts of this chapter. The first part discusses about the conclusions from this research. The second part gives recommendations for the EFL Teachers, Lecturers of Micro Teaching Class, and Pre-service Teachers.

A. Conclusion

There are two research questions in this research. The first one is “What are the classroom management problems faced by EFL Pre-service teachers in blended learning?”. The second one is “How their expectations of blended learning in managing the classroom?”. The objectives of this research were to find out Problems of classroom management faced by EFL pre-service teachers in blended learning. And Expectations of blended learning in classroom management faced by EFL pre-service teachers.

To answer the research questions, the researcher conducted the interview. From this method it could be seen that the problems came from several categories. There are the content management, conduct management and covenant management. The problems experienced of classroom management by the EFL Pre-service teachers in blended learning were: Inadequate facilities at school, pre-service teachers knowledge, students have disrespect with the lessons, the low relations between students, the time which not effective, students’ misbehavior, and Students interest. From those problems the researchers can conclude that pre-

service teachers have negative expectations about blended learning, because there are many complicated things that they faced when blended learning implemented.

The expectations that EFL pre-service teachers expected based on the problems of classroom management in blended learning including on 3 aspects : goals, agency thinking and pathway thingking. Based on the result finding there are several hoped that EFL pre-service teacher hoped for classroom management in blended learning, that were: need supporting educational support, increasing the quality of teachers competency, hoped that blended learning can be sustainable system, have continual monitoring in classroom management.

As pre-service teachers that prepare themselves to become a profesional teacher in the future , EFL pre-service teachers hoped that they can mastering the skill of class management in blended learning, even there are some obstacles. They beliefs that it will bw solved.

B. Suggestions

As the end of the writing of this thesis, by basing the research on the researcher doing, the researcher wants to provide suggestions that may be input material, among others as follows:

1. The schools need to prepare and complete all the facilities and infrastructure that will support learning and teaching procces, especially in blended learning.
2. The teacher should be able to experience classroom management well so that learning in the class is carried out according to plan and by using various methods and media.

3. Students should be able to make the best use of learning time and focus all existing efforts to be able to learn in achieving the desired goals and improving the good attitude and good relations.

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Research Instrument (Interview)

Tabel 1.1 Interview classroom management problems in blended learning faced by EFL pre-service teachers

No	Indicators	Sub-indicators	Questions
1	Content management	<ol style="list-style-type: none"> 1. Managing classes 2. Teaching materials 3. Teaching tools/media 4. Learning methods 	<ol style="list-style-type: none"> 1. What are the general problems of implementations of classroom management in blended learning? 2. What are classroom management problems in planning the classes in blended learning? 3. How is the problems in implementations of classroom management in blended learning? 4. What are the problems in steps to implementing blended learning of classroom management? 5. What are the kind of teaching tools and media used in blended learning? 6. What are the problems in delivered the material of english class in blended learning? 7. What are the method used in blended

			<p>learning in teaching english?</p> <p>8. What are the effects of problems that you faced in classroom management of blended learning in teaching english?</p> <p>9. What are the inhibiting factors of classroom management problems in blended learning?</p>
2	Conduct management	<ol style="list-style-type: none"> 1. Class rules 2. Reinforce positive behavior in student 	<ol style="list-style-type: none"> 1. What are the rules in blended learning in teaching english you used? 2. What are the problems in class activities of blended learning? 3. How does the responses of students in classroom management rules in blended learning? 4. How does the effect of problems of classroom management in blended class to improving the quality of learning?
3	Convenant management	<ol style="list-style-type: none"> 1. Relationship 2. Role model 3. enthusiasm 	<ol style="list-style-type: none"> 1. what are the strategy used in blended learning to have interactions with student? 2. Do your teaching

			<p>strategies are able to increase student's enthusiasm?</p> <p>3. What are the preparations that you do before teaching your students in blended learning?</p> <p>4. What are the problems in blended learning in teaching English?</p> <p>5. How is the student interacting in blended learning?</p> <p>6. Do your students have problems in English class of blended learning?</p>
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Table 1.2 interview EFL pre-service teachers expectations of classroom management in blended learning

No	Indicators	Sub-indicator	Questions
1	Goals	Motivations	<p>1. What are the expectations of classroom management problems in blended learning?</p> <p>2. What are your ways to fulfill expectations of classroom management in blended learning?</p> <p>3. What are the purposes of the expectations of</p>

			EFL pre-service teachers of classroom management in blended learning?
2	Agency thinking	<ol style="list-style-type: none"> 1. Energy 2. Beliefs 	<ol style="list-style-type: none"> 1. What are the highest hopes or expectations of pre-service teachers of classroom management problem in blended learning? 2. How does EFL pre-service teachers To achieve goals from expectations or hope of classroom management in blended learning?
3	Pathway thinking	<ol style="list-style-type: none"> 1. Experiences 2. Face and solve the problems 	<ol style="list-style-type: none"> 1. What are the ability of the EFL pre-service teachers in achieving the goals of classroom management in blended learning? 2. What are the barriers to EFL pre-service teachersbin managing blended learning and how to solve these problems?

INTERVIEW GUIDE

Interview EFL pre-service teachers to get data about classroom management problems and expectations in blended learning faced by EFL pre-service teachers during field practice program.

Classroom Management Problems faced by Efl Pre-Service Teachers in Blended Learning.

Content Management

1. What are the general problems of implementations of classroom management in blended learning?
2. How does classroom management problems in planning the classes in blended learning?
3. How is the problems in implementations of classroom management in blended learning?
4. What are the problems in steps to implementing blended learning of classroom management?
5. What are the kind of teaching tools and media used in blended learning?
6. What are the problems in delivered the material of english class in blended learning?
7. What are the method used in blended learning in teaching english?
8. What are the effects of problems that you faced in classroom management of blended learning in teaching english?
9. What are the inhibiting factors of classroom management problems in blended learning?

Conduct Management

10. What are the rules in blended learning in teaching english you used?
11. What are the problems in class activities of blended learning?
12. How does the responses of students in classroom management rules in blended learning?

13. How does the effect of problems of classroom management in blended class to improving the quality of learning?

Covenant Management

14. What are the strategy used in blended learning to have interactions with student?
15. Do your teaching strategies are eble to increase student's enthusiam?
16. What is the preparations that you do before teach your students in blended learning?
17. What are students problems in blended learning in teaching english?
18. How is student interacting in blended learning?
19. Do your students have problems in english class of blended learning?

INTERVIEW GUIDE

Interview EFL pre-service teachers expectations of classroom management problems

Goals

1. what are the expectations of classroom management problems in blended learning?
2. What are your ways to fulfill expectations of classroom management in blended learning?
3. What are the purpose of the expectations of EFL pre-service teachers of classroom management in blended learning?

Agency Thinking

4. What are the highest hopes or expectations of pre-service teachers of classroom management problem in blended learning?
5. How does EFL pre-service teachers To achieve goals from expectations or hope of classroom management in blended learning?

Pathway Thinking

6. What are the ability of the EFL pre-service teachers in achieving the goals of classroom management in blended learning?
7. What are the barriers to EFL pre-service teachersbin managing blended learning and how to solve these problems?

INTERVIEW TRANSCRIPTIONS

Classroom Management Problems in Blended Learning

Content Management

1. What are the general problems of implementations of classroom management in blended learning?

Informant 1 (Ardisn majid) : “General problems that I have faced in blended learning is how I felt difficult to combine two system of learning process, because this system is the new system that I found. I need to increase my knowledge about blended learning and looking for the alternative media or tools to support my english class”.

Informant

Informant 2 (Azlina Fitria): “General problems that I have faced in managing classes during field practice program especially in blended learning were how to giving work instructions, monitoring group work and how to grouping them when I want to give them some assignment, it is difficult for me, because we know that blended learning is combining two system in learning and teaching process. Sometimes students have no enthusiasm for learning.”

Informant 5 (Rita Heryani): “The problems that I found in blended learning is students misbehavior, and I can't handle the students well when I did online class, and in offline class I saw the different behavior that students showed in online class, I felt difficult to give the score of their assignment.”

2. How does classroom management problems in planning the classes in blended learning?

Informant 2 (Azlina Fitria): “The problem of classroom management planning in blended learning is a problem for students, every teacher, especially in the field of English language studies, has prepared a combination of online and offline learning methods, but there are obstacles from students, for example there is no quota when the material is distributed through WhatsApp media, does not understand the use Google classmate or zoom. And other problems are students' behavioral problems, when online

classes they don't appreciate every plan from class management that has been made, more precisely, they lack discipline.”

Informant 5 (Rita Heryani): “The problems that i have faced of classrom management planning there were some consequencesof this practice. Firstly, students did not pay attentions when teachers giving turns in answering questionsand did task. Students might think that the teacher would not ask them, they did others thingsand talked each other. Secondly, sometimes students who did not active felt neglected, the feeling which could cause others problems such as being discouraged and being demotivated.”

3. How is the problems in implementations of classroom management in blended learning?

Informant 3 (Yeni Rahayu): “The implementation of class management should be in accordance with the existing lesson plans, but the lesson plans that I made for blended learning have not been fully completed and implemented because there are no supporting facilities at school and also from the students themselves, mixed classes also require students to be more active themselves and the problem is there gang in class so that class planning is not as desired.”

4. What are the problems in steps to implementing blended learning of classroom management?

Informant 4 (Amalia Agustina): “The first step is preparing the lesson plans, but this becomes an obstacle because blended learning is not necessarily timed so the lesson plans that are made are also sometimes not in accordance with learning expectations, then the interaction between teachers and students does not occur properly.”

Informant 6 (Valen Kurnia): “The biggest classroom management problems deals with handling student who have behavior problem. In implementing the classroom management of blended learning and based on the observation when i did PPL it was found that all pre-service teachers who did PPL here faced this problem.”

5. What are the kind of teaching tools and media used in blended learning?

Informant 5 (Rita Heryani): “The impact of classroom management problems that I encountered was the difficulty of making good interactions during online and offline classes, because blended learning was also new knowledge for me, especially when I had to combine two learning systems. And in classroom management the teacher's role was very large in order to be effective.”

6. What are the problems in delivered the material of english class in blended learning?

Informant 6 (Valen Kurnia): “I have prepared all the lesson plans that I need to share in my class, but sometimes there some obstacles like stsudent did not have quota, they don't have handphone, and also they difficult to get informations about material that I shared through whatshap when online class”.

Informant 7 (Suci Meliania): “In blemded learning to deliver my material when online class I use whatshapp as our learning media, so I shared all the material throught whatshapp and giving the instructiosn. There are some problems that I got from students were : Student did not have motivations to solve their task, and they did others thing when we have online class. So, I need extra strategy to explain the material in offline class.”

7. What are the method do you used in blended learning in teaching english?

Informant 4 (Amalia Agustina): “ the method that I used in blended learning were online learning with some devices, face to face learning, and independent learning”

Informant 5 (Rita Heryani): “As I know that blended learning is combinations of online and offline learning, so he method that I used were using some devices to support online learning and used some technology media for my offline class”.

8. What are the effects of problems that you faced in classroom management of blended learing in teaching english?

Informant 7 (Widi Tria Aryani): “The impact of classroom management problems that I encountered was the difficulty of making good interactions during online and offline classes, because blended learning was also new knowledge for me, especially when I had to combine two learning systems. And in classroom management the teacher's role was very large in order to be effective.”

9. What are the inhibiting factors of classroom management problems in blended learning?

Informant 8 (Suci Meliania): “The inhibiting factor that I feel is that there is indeed a complete lack of supporting facilities for English learning by schools, besides that students' interest is lacking because there is no awareness of them to learn more independently, blended learning should be an opportunity for students to be able to access learning independently.”

Conduct Management

10. What are the rules in blended learning in teaching english you used?

Informants 1 (Ardian Majid): “Actually there are some rules for my class in blended learning that i put on my RPP Or lesson plan, and all students still have problems to follow the rules”.

Informant 4 (Amalia Agustina): “ The rule that I used in blended learning is most same with traditional learning, but in blended learning I used supporting media or tools like used some online media to support learning process like whatshap, youtube and other devices”.

Informant 8 (Suci Meliania): “Of course, Blended learning have litle bit different rules for learning process, but in my class I instruct my students ti follow what the rules that almost same with traditional learning”.

11. What are the problems in class activities of blended learning?

Informant 2 (Azlina Fitria): “Like I have told befaore there are some obstacle things in blended learning they were, students misbehavior, facilities, students motivation and discipline and also students knowledge about blended learning system”.

12. How does the responses of students in classroom management rules in blended learning?

Informant 6 (Valen Kurnia): “Students feel confused about the combined system in the learning process, in the offline class they are active in discussing, but when in the offline class the students who dominate the class are only students who have the ability, this shows their lack of enthusiasm in blended learning, which they think is confusing.”

13. How does the effect of problems of classroom management in blended class to improving the quality of learning?

Informant 7 (Widi Tria Aryani): “The impact of the problem of classroom management in blended learning is clearly seen in its impact, was students do not understand the material described both in online and offline media, and also the time is less effective when implementing blended learning”.

Convenant Management

14. What are the strategy used in blended learning to have interactions with student?

Informant 3 (Yeni Rahayau): “The strategy that I used for my blended learning class is what I have planned before in lesson plan and sylabus”.

Informant 5 (Rita Heryani); “The startyegy that I used to have interations wit my students is using online media”.

15. Do your teaching strategies are eble to increase student’s enthusiam?

Informant 3 (Yeni Rahayu): “ As I told before that students have low motivations to lear in blended learning beacuse of some obtacles like lack of facilities ,etc.”.

16. What are students problems in blended learning in teaching english?

Informant 5 (Rita Heryani): “Students feel confused about the combined system in the learning process, in the offline class they are active in discussing, but when in the offline class the students who dominate the class are only students who have the ability, this shows their lack of enthusiasm in blended learning, which they think is confusing”.

EFL Pre-Service Teachers Expectations of Classroom Management in Blended Learning

Goals

1. what are the expectations of classroom management problems in blended learning?

Informant 1,4,5,6 (Ardian,Amal,Rita,Valen): “My hope is that schools can provide adequate facilities, because the facilities are minimal, obstacles in the learning process can occur. Moreover, in blended learning, good facilities are needed, especially technological support in learning. Learning English really needs complete facilities and technological support so that learning is more creative and fun for students”.

2. What are your ways to fulfill expectations of classroom management in blended learning?

Informant 2 (Azlina Fitria): “Of course following the rules is one of them, and there needs to be cooperation from all parties, both from the government, school principals, teachers and students so that they are able to realize good classroom management”.

3. What are the purpose of the expectations of EFL pre-service teachers of classroom management in blended learning?

Informant 3 (Yeni Rahayu): “The purpose of classroom management is to make classes conducive, effective and efficient and of course be able to support a good learning process for both teachers and students, and I hope that in the future education in our area will pay more attention to the needs of classes or schools according to the times and the quality of education. Just a small example of providing WIFI so that the use of technology for students, especially in learning English can be realized properly, learning english can also be accessed via students' mobile phones, such as using online dictionaries, etc.”.

Agency Thinking

4. What are the highest hopes or expectations of pre-service teachers of classroom management problem in blended learning?

Informant 4 (Amalia Agustina): “I hope that after knowing the problems in classroom management, I can learn more about how this blended learning system should be implemented. Because I know that in the digital era as it is now, blended learning can be an alternative to creative learning by utilizing existing technology, my highest hopes namely being able to become a professional teacher who does not only master traditional learning or face-to-face learning, but must be able to master blended learning which we know as blended learning, especially in learning English”.

5. How does EFL pre-service teachers To achieve goals from expectations or hope of classroom management in blended learning?

Informant 5 (Rita Heryani): “To achieve my goal in managing classes, namely I need to master the material first and provide existing tools or media, because my school has minimal projectors, I borrowed my brother's projector which I use for learning media so that learning in my class can be realized according to the blended system. learning. So, this needs to be the school's concern again as I have said the school needs to provide learning support facilities”.

Pathway Thinking

6. What are the ability of the EFL pre-service teachers in achieving the goals of classroom management in blended learning?

Informant 6 (Valen Kurnia): “Yes, I believe I am able to achieve my goals in creating a conducive classroom atmosphere even though there are still minimal facilities and a lack of student discipline or poor student behavior, because my initial goal was to become a professional teacher, so I continue to study mastering two learning systems in this era and continuing to create

creative learning media even if only by using minimal technology such as mobile phones or laptops”.

7. What are the barriers to EFL pre-service teachers in managing blended learning and how to solve these problems?

Informant 7 and 8 (Widi Triaryani Nasution): “Our obstacle as prospective English teachers in blended learning management, apart from inadequate facilities, namely students' lack of enthusiasm when we give assignments through online media, as we know blended learning must combine 2 learning systems and of course this also makes it difficult for students and also us as prospective teachers who provide English material”.

“The way to get through the obstacles besides us looking for solutions in learning, we also have to be able to show our students that we prospective English teachers are also able to learn in mastering blended learning matrices, and work together with school parties so that students also follow the rules. from us as PPL students”.

Documentations of Interview EFL Pre-sevice Teachers





