CHAPTER I
INTRODUCTION

This chapter explains the introduction to the research. The nature of the research including background of the research, research questions, aims of the research, significance of the research and organization of the research will be elaborated.

1.1 Background of the Research

The success of a field experience program or *program pengalaman lapangan (PPL)* depends not only on the high frequency of a pre-service teacher being present in the classroom but also having a good relationship with the senior teacher. It becomes one of the key of its success when the senior teacher is willing to give some advices for the pre-service teacher's goodness but problems come when the pre-service teacher cannot engage a good relationship with the senior one (Landt, 2004; Perry & Bard, 2001).

Based on the experience discovered by the writer, it is found that some problems which involved the senior teacher and the pre-service teacher happened in particular schools. For example, the experienced one is having a more monologic mentoring and giving unclear instructions in a few times, even the experienced teacher neglects the pre-service teacher without giving any instructions or advices.

The afore-mentioned problems should not be ignored at all because the impact is not as simple as it looks, somehow, it may cause a disbelief in the pre-service teacher's teaching (Irvine, 2003). If it happens, the pre-service teacher will be keenly struggling by themselves in order for him or her to pass the program with a good grade. They will lose a key direction in terms of successful field experience program, or even they will get a bad grade in the final exam.

However, it makes the writer, feel infuriated regarding this problem. It needs to be fixed by utilizing mentoring which is more dialogical and effective. Even though in recent years, much distinguished research has been conducted in the field of mentoring (see Hudson, 2007; Parsloe, 2009; Starcevich, 1998), and

only a few dialogic mentoring research exists (see Bokenko & Gantts, 2000), the writer will try to enhance the literature of current study.

Regarding the context of the current study, this investigates the mentoring of the pre-service teacher in effective classroom management practices using the dialogic mentoring model as a theoretical framework for collecting qualitative data from a mentor (senior teacher) and mentee (pre-service teacher).

The writer believes that dialogic mentoring can fix the problems mentioned because the dialogic mentoring underlines relations between senior teacher and pre-service teacher, including how they develop what to do in classrooms, what attitudes they have in classrooms, and how they perform evaluations towards their own position as a teacher. The other main points are that it all passes on knowledge of subjects, facilitates personal development, encourages wise choices, and helps the mentee to make transitions (Santamaria, 2003; Torenbeek, 2011; Ensher et al., 2001).

The concept of mentoring itself relates to emotional support and guidance, so its goal is to make the pre-service teacher much better than the first day she / he comes to school. After dialogic mentoring, the pre-service teacher is expected to have better confidence in teaching, more knowledge in doing the program, and be able to produce a good result in final exam. It further explores how the mentors' feedback can act as a facilitator for developing the mentees' reflective practices leading to positive changes in teaching practice. Then one big question arises: is it important to have a dialogic mentoring for pre-service teacher?

Thus, the purpose to analyze dialogic mentoring for developing pre-service teacher's classroom management practices is joined by the research. Not only does the research plan to get information regarding what substantive a mentor gives to the mentee, but it also calls interpretation of classroom observation to bring out relationship between what the mentoring informs and what happens in the classroom where the pre-service teacher is teaching. The findings are employed as suggestion planned to broaden EFL teachers' (especially pre-service teachers) understanding of teaching and managing classroom to be effective.

1.2 Research Questions

Regarding the background above, the research questions are raised in:

1. In what ways is dialogic mentoring carried out in the mentoring process?
2. How does the pre-service teacher implement the feedback gained from dialogic mentoring in classroom practices?

1.3 Aims of the Research

The current research is aimed at:

1. Revealing in what ways dialogic mentoring is carried out in the mentoring process.
2. Revealing how pre-service teacher implements the feedback gained from dialogic mentoring in classroom practices.

1.4 Scope of the Research

This study is focused on analyses of pre-service teacher's dialogic mentoring in terms of classroom management practices. By using a dialogic mentoring framework proposed by Hudson (2007) and Bokenko and Gantts (2000), context mentoring evidence is analyzed.

1.5 Significance of the Research

The study is significant from three perspectives. Theoretically, this research is expected to make a better contribution to the English field, especially in classroom management. It is expected to enhance the literature about how to develop a pre-service teacher's teaching skill in good ways, and the current research can be used as a reference.

Practically, the research is expected to provide rich data towards a deeper analysis within the five-factor mentoring model. Personally, for being interested in learning social studies which observes how a human being interacts, the writer is indeed having the intention to do this research.

1.6   Clarification of Terms

In fulfillment of its convenience, there are several main terms going to be adequately specified below.

1.   *Dialogic Mentoring*

Dialogic Mentoring encourages both participants (mentor and mentee) to use two-way communication to challenge and extend their thinking, re-shape their understanding and work collaboratively to create meaning (Nahmad-Williams et.al. 2015). This will affect the results of one's teaching skill if the dialogic mentoring gets right proportion of mentor to motivate the mentee in order to be a better teacher.

2.   *Pre-service Teacher*

Pre-service Teacher is a college student involved in a school-based field experience. Under the supervision of a cooperating teacher, the pre-service teacher gradually takes on more classroom management and instructional responsibilities (Virginia Wesleyan College, 2015).

3.   *Classroom Management Practices*

Classroom Management Practices has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006).

1.7   Organization of the Research

This paper will be presented in five chapters. Each chapter will be divided into subtopics that elaborate the investigated issue.

Chapter I. Introduction

This chapter explains the introduction to the research. The nature of the research include background of the research, research questions, aims of the research, significance of the research and clarification of related terms will be elaborated.

Chapter II. Literature Review

This chapter presents theories and previous studies that are relevant to the research. Specifically, it discusses all theories related to dialogic mentoring and classroom management.

Chapter III. Research Methodology

This chapter discusses the procedures of the research in order to investigate the two questions previously stated in the chapter one. The discussion of this chapter includes participants and methods of selection, techniques of collecting data, research design, data analysis and organization of the paper.

Chapter IV. Findings and Discussion

This chapter explains the result of the study, including the analysis of data based on the data collection and the theoretical frameworks, and the interpretation of the findings from the study.

Chapter V. Conclusion and Suggestion

This chapter contains the conclusion of the research that leads to the future suggestion related to the focus of the study as well as other related fields.

1.8 Concluding Remarks

This chapter has discussed the background of the research, research questions, aims of the research, significance of the research, clarification of terms, and organization of the research. The next chapter will elaborate the theoretical background as well as related research to be used as the foundation to develop a clear framework of the formulation of the problem to be investigated.