

CHAPTER I

INTRODUCTION

A. Background of the Research

The quality of teaching and learning process are mainly affected by the teacher competence. Teacher competence—one of the important aspects of teaching—relates to being a good teacher for the students. Teachers' educational background, training or seminar participation, even workshop are the aspects of how teacher gets their competence (Rafsanjani, 2022). In addition, a good teacher is not focusing on their teaching, yet it focuses more on the students (Harmer, 2001). Moreover, teacher competence may improve their students' achievement which leads to equal learning experience for their students (Marwan, 2025). This competence is even more important in English as a Foreign Language (EFL) context. Teacher should be able to deliver the content completely, and they have to be able to create a meaningful learning environment to support the students' language development. Furthermore, one of the most essential parts of the teacher competences is pedagogical competence.

Pedagogical competence is one of the aspects that a teacher must have since it covers their ability in managing learning sessions which includes planning, implementing, and evaluating the learning outcomes (Rahman, 2014). It means once one being a teacher, they should be able to integrate all of those competences to gain a successful learning session for their students. Additionally, teaching cannot be done just by doing the same routine in every teaching and learning session without any innovation. The implementation of innovative learning activity can be applied when teachers' teaching and learning ideas turn into applicable activities that affect students' achievement (Hustiana et al., 2023). Once teacher has strong pedagogical competence, also apply innovative teaching activity, their ability in managing their classroom will be at the zenith.

One vital aspect of pedagogical competence is classroom management. Every teacher must have solid comprehension of classroom management, especially in English as a Foreign Language (EFL) classrooms context. An effective classroom management is the way for teachers to monitor and organize their classroom activities, maintain student engagement, and providing a conducive learning environment (Scrivener, 2011). Moreover, classroom management covers everything related with teachers' personality, roles, and competences (Djigic & Stojiljkovic, 2011). Other than that, there are lots of organizational skills that teacher should have, such as, the way they manage the activities, grouping and seating, authority, critical moments, tools and techniques, and working with people (Scrivener, 1994).

Effective teaching and learning environment are impossible to do in a poorly managed classroom. Even a well-polished lessons may fail to accomplish the outcomes without the appropriate classroom management (Marzano, 2003). Furthermore, by creating good classroom management, a teacher will put in a set of stage variety in their lessons (Harmer, 2001). In EFL classrooms, the classroom management complexity is heightened due to several aspects, such as, students' proficiency level, motivation, and participation. Therefore, teachers are required to demonstrate not only instructional skills, but also their ability to manage classroom dynamics effectively.

However, to implement strong classroom management is not as easy as it seems. Teachers often encounter students' demotivation or students' misbehavior act, large class sizes, poor seating arrangement, students' high-level noise, and institutional constraints such as rigid curricula demands and limited resources (Muhammed et al., 2024; Kumari, 2025). These challenges emphasize the importance of continuous professional development in improving teachers' pedagogical competence, specifically in classroom management. Therefore, when teachers are able to maintain this phenomenon wisely and they join continuous professional development, they expected to

create safe and sound learning environment for the students at the same time (Muhammed et al., 2024).

Teacher competence is not only gained by formal education, but also by participating in professional development programs, which has significant role in improving teaching quality (Darling-Hammond, 2017). Additionally, teacher can enhance their teacher competence from their classroom experience (Kunter et al., 2013 cited in Lucksnat et al., 2024). Moreover, by joining teacher development program, teacher has applied the other pedagogical competence which is continuous learning (Sa'adah & Rohmah, 2025). Students' achievement is closely related with teacher with sustainable and intensive professional development, as one of the continuous learning aspects (Darling-Hammond et al., 2009).

In the Indonesian context, teacher professional development has been institutionalized through national certification programs aimed at improving teachers' pedagogical competence and overall teaching quality that held by the Indonesian Ministry of Education since 2006 (Avillanova & Kuswandono, 2019). Teachers—who have joined this certification—are expected to have improvement in their instructional skills, including their classroom management. This is an action to prepare the sophistication of teaching forms to develop 21st century student competencies (challenging content deep mastery, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction) (Darling-Hammond, et al., 2017). Additionally, teachers with certification are expected to have an in-depth comprehension and time management for their teaching practice which provide pedagogical proficiency, and it affects their teaching quality (Arif, et al., 2024).

However, in addition to national certification, some teachers also participate in international professional development programs, which may offer different pedagogical perspective and practice. One of the most prominent international teachers' teaching professional development programs is Cambridge Assessment English CELTA (Certificate in English Language Teaching to Adults). This program is designed to develop teachers' practical

teaching competence, including classroom management, especially in the EFL context (Cay & Akay, 2021). Moreover, studies have shown that teachers who have joined CELTA have enhanced their reflective awareness, classroom management, and lesson adaptability (Brandt, 2016; Copland & Ni, 2018; Hudson & Crook, 2017). Therefore, by joining teacher professional development program both nationally and internationally may improve teachers' pedagogical competence, especially in terms of classroom management.

In previous study in Dublin, CELTA affects and gives appropriate and effective classroom management as long as the teacher adjusts the utilization of language proficiency and classroom context based on the students' level (Rahman, 2016). Besides classroom management, previous study held in Ecuador showed that CELTA has effective encouragement in students' language production in the English classroom (Chiriboga-Garate & Vega-Auquilla, 2022). Additionally, one of the previous studies held in Bulgaria, has shown that one of the aspects of classroom management in CELTA, Instruction Checking Questions (ICQs), showed that ICQs help the learning process (Radeva, 2020). In Iran, teachers who have joined CELTA displayed strong confidence in managing classrooms, engaging learners, and implementing instructional strategies (Mousavi et al., 2025).

Despite these reported benefits, the effectiveness of CELTA-trained practices may not be equally applicable across all educational context—local conditions, institutional constraints, and classroom realities—are aspects which formed the teaching practices (Darling-Hammond et al., 2017; Bailey, 2006). Lots of researches focus on how CELTA affects classroom management globally (Copland & Ni, 2018; Hudson & Crook, 2017), the research in EFL, particularly in Indonesian context, where large class sizes, diverse students' needs, and institutional constraints, remains limited (Scrivener, 2013; Avillanova & Kuswandono, 2019). Additionally, most existing studies focus on general impact of CELTA on teaching competence rather than examining specific aspects such as classroom management in comparison with locally

certified teachers (Copland & Ni, 2018; Cay & Akay, 2021). Furthermore, comparative study investigating the differences in classroom management practices between internationally certified teachers (e.g. CELTA certified teacher) and nationally certified teachers remains limited, especially in Indonesian EFL context (Avillanova & Kuswandono, 2019).

Therefore, this study aims to investigate and compare how teachers with international certification (CELTA Certified) and teachers with national certification (PPG) implement their classroom management practices in their classrooms. This comparison is essential since there are differences in training frameworks, pedagogical orientations, and professional standards. The national certification refers to government-regulated teacher certification program developed to guarantee that teachers meet professional standards in pedagogical, professional, social, and personal competencies (Avillanova & Kuswandono, 2019). In contrast, international program such as CELTA highlighted practical teaching skills, reflective practice, and communicative language teaching approaches. These differences may lead to variations in how teachers manage their classrooms, particularly in EFL context.

Furthermore, this study looks for the challenges faced by both teachers in their classroom. By comparing both teachers, this study is expected to give comprehensive information on how professional certification may affect classroom management practice in Indonesian EFL context.

B. Research Questions

Based on the background mentioned previously, teacher professional development is essential as it can lead to a better teacher competence. When teacher competence is improved, teachers' classroom management can also be improved as it is one of the competences teachers should have. Therefore, this study has produced the problems into the following points:

1. How do internationally and nationally-certified EFL teachers implement classroom management practices in their classroom?

2. What differences and challenges can be identified in the classroom management practices between internationally and nationally-certified EFL teachers?

C. Purposes of the Research

This study will not be complete without purposes. Purposes of this study are made to set clear pathways. The primary purpose of this study is to examine the classroom management practices of internationally and nationally-certified EFL teachers in a senior high school context. Therefore, this study aims to:

1. Explore classroom management implementation by internationally and nationally-certified EFL teachers in their classroom context.
2. Analyze classroom management difference and challenges in both internationally and nationally-certified EFL teachers.

D. Research Scope

This study focuses on the comparison and investigation on both internationally and nationally-certified EFL teachers' classroom management implementation, differences, and challenges. In addition, this study will be conducted in one of private senior high school in Bandung, Indonesia. Moreover, classroom management's scope for this study includes some aspects such as classroom organization (seating, monitoring, etc.); giving instructions; language grading and teachers' talk; lesson presentation and the use of whiteboard; monitoring classroom interaction; and solving classroom challenges during the teaching and learning process.

Additionally, the respondents of this study are limited to EFL teachers with international certification who has joined and completed Cambridge CELTA (Certificate in English Language Teaching to Adults) by Cambridge Assessment English, and EFL teachers without international certification who has not joined nor completed Cambridge CELTA at all, yet has joined national certification program held by Indonesian Ministry of Education. Additionally,

this study does not aim to evaluate students' academic achievement or assess particular teaching method effectivity. Instead, this study stresses the comprehension and comparison of teachers' classroom management in Indonesian context.

E. Significance of the Research

This study is expected to contribute significantly theoretically and practically in English language teaching discipline, in particular, classroom management in EFL context.

1. Theoretical Significance

This study is expected to enrich classroom management in EFL classrooms literature by providing deeper understanding on how teachers with international certification (CELTA) and teachers with national certification implement their classroom management strategies. The findings may contribute to a better understanding of how different certification courses affect teachers' classroom management practices, particularly in Indonesian context. Moreover, this study may serve as reference for future research focusing on the differences of classroom management implementation of internationally certified teachers and nationally certified teachers.

2. Practical Significance

a. For EFL Teachers

The finding in this study is expected to be one of the references for teachers to manage their classrooms more effective and more engaging learning environment.

b. For Educational Institutions

This study may provide a comprehensive information for schools and educational institutions in understanding the potential aspect of international teaching certification in classroom management practice for teachers. It may also provide information for the institutions to design more relevant teachers professional development program.

c. For Teachers Professional Development Programs

The finding in this study may offer worthy insight for teachers training program and teachers professional development initiatives to design the effective and efficient classroom management training program that usually applied by internationally-certified teachers, and the way they solve every challenge they may face in their classrooms.

d. For Future Researchers

This study may serve as reference for future study which concentrates on the comparison of classroom management in the EFL context, especially in Indonesia; teachers' certification; and EFL teaching practice.

