

ABSTRACT

Hilmi. Akhyat. 2013. *A STUDY ON STUDENTS' ACADEMIC AND BEHAVIORAL PROBLEMS IN CLASSROOM FACED BY ENGLISH TEACHERS IN THEIR FIRST YEAR CAREER. "A Case Study on Junior High School Teachers Who Are The Alumni of English Education Department, Education and Teacher Training Faculty State Institute For Islamic Studies Sunan Ampel Surabaya Graduated in 2012"* (S-1 Thesis). English Education and Teacher Training Department, Faculty of Tarbiyah and Teacher Training. State Institute for Islamic Studies: Nur Fitriatin, S.Ag, M.Ed, Ph.D, and Dwiariati Fitri, M.Pd.

Keywords; Students' behavioral problems, students' academic problems, classroom problems.

This case study aimed to investigate the students' behavioral and academic problems in the classroom faced by four English teachers in junior high school who are the alumni of English education and teaching training department. This study contains three statements of the problems, they are; what are the students' academic and behavioral problems in the classroom faced by English teachers?, what are the teachers' solution that address those problems?, and the students' reasons for those problems. By applying qualitative case study approach, this study used interview to the teachers, group interview and questionnaire to the students to collect the data.

The results of the study show that the entire teachers faced the students' academic and behavioral problems in the classroom in the first year career. The students' academic problems in the classroom arising from the result of interview are categorized in terms of disruption, defiance, inattention, indifferent attitude, truancy, and aggression. The students; academic problems in classroom are categorized in terms of the common problems, serious problems, and the most serious problems. Therefore, the teachers' actions to face those problems generally applied proactive, reactive, and humanistic approach. Meanwhile, the students' reasons for those problems are generally categorized in terms of internal factor (students' mental ability, readiness, tiredness, boredom, confidence, and laziness), and external factors (teachers, classmates, family, and environment). The study did give some recommendations.