

CHAPTER I

INTRODUCTION

A. Background of Study

This research focuses on investigating the classroom problems faced by English teachers, the alumni of English Education Department Education and Teacher Training Faculty, State Institute for Islamic Studies Sunan Ampel Surabaya (SISSAS) graduated in 2012 and teaching in junior high school. In detail, classroom problems are defined as students' behavioral and academic problems.

Teaching is one of the hardest, most stressful jobs going. It forever changes with new ideas; schools are a constant conveyer belt with pupils all the time¹. Traditionally, teachers are encouraged to set orderly and quiet learning environment. For some schools, a quiet classroom means effective teaching. At present, with the growing movement toward cooperative learning, more novice English teachers are using activities in which students take active roles. The activity in cooperative learning such as; sharing ideas and information with various activities occurs at the same time which makes for noisy classrooms. It seems a mistake that regard such situation in the classroom, students are not learning.

¹ Laura.Jane Fisher. *100 Ideas for Surviving your First Year in Teaching*. P.117

Although teaching is only one part of the profession; there are many other things to do in a school². Anthony in his book “Developing Personal, Social, And Moral Education through Physical Education” states that teachers are faced with many constraints on their time³. Teachers in the classroom have many students with different characteristics, background, and ability. In the teaching and learning process, novice teacher certainly will face big challenging to face that condition; it demands the beginning teachers to have good skill in classroom management to control the class. By having so, the teachers will be hoped enable to manage the class well.

Teachers are demanded to be able to manage the class of pupils and organize them effectively⁴. The classroom management and mastering order inside the classroom are the most important factors in educational process and basic requirements of teaching. They are considered the basic problems which face the teacher since teachers complain about mastering the order inside the classroom, and it consumes much effort and time, and they are considered as sensitive, important and critical factors for the teachers’ success or failure in their tasks. The concept “classroom order” point to the learner’s behavior discipline

² Laura.Jane Fisher. *100 Ideas for Surviving your First Year in Teaching*. P. 53

³ Leker.Anthony. *Developing Personal, Social, And Moral Education through physical Education*. P. 2

⁴ Leker.Anthony. *Developing Personal, Social, And Moral Education through physical Education*. P .21

according to the followed systems and rules which facilitate the process of classroom interaction towards achieving the planned goals⁵.

In national survey of public attitude toward education which conducted in New York, disruptive behavior, managing “discipline students” has been cited as the major problems. It is regarded as the most stressful problem in their professional lives, and similar finding also appeared in Chicago (Cichon; 1974), Great Britain (BBC; 2006), and New York teachers (Maura; 2008)⁶. Glavin states that the behavioral problems may appear as a result of: inappropriate skills which students learn, choosing inappropriate time for learning, and the restricted learning opportunities offered to students. While teachers are instructed that mark of a good teacher is the teacher who has good ability in controlling the class. The seldom ness to send their students to counseling office is interpreted as proof that teachers are in control and doing good job⁷.

However, to ensure whether what the experts state about the classroom problems exist in classroom while teaching and learning process, the researcher has conducted preliminary research by taking most of the whole objects, they are three teachers. The reason of taking them as the object of preliminary research is they graduated with the highest grade point average (GPA), they got 3.4, 3.46, and 3.48. And they are the highest GPA than all alumni who are junior high teachers and graduated in 2012. Based on the preliminary research which

⁵ Marie T, Mustafa S. *Practical Education*. P. 3

⁶ Seeman, Hooward. *Preventing Disruptive Problems in College*. P. 1-2

⁷ Glavin P. *Behavioral Strategies for Classroom Management*. P 31

conducted by interviewing three teachers who are first year teachers, there were many academic and behavioral problems regarding students that face teacher in the classroom and has a direct impact on the teaching – learning process such as: forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom, vandalism, disobedience, aggressiveness, refused to do tasks and home works⁸.

In addition, successful teaching crucially involves experience, knowledge, decision-making and action, and it has direct relation to the professionalism in Teaching⁹. Every teacher certainly wants to be professional teacher with having ability to reach the goal of teaching and learning process successfully, including the beginning teachers who have not yet enough experience in teaching. Certainly all teachers, beginning teachers or old teachers have ever felt facing problems in their first year career dealing with classroom management.

English education department in Education and Teacher Training Faculty in SISSAS every year produces many English teachers. It drives the researcher to know what classroom problems they face in the first year of their career because these problems have direct influence on the learning process. Not only seeking the classroom problems that they face, but also seeking their proposed solution and reasons of those problems. By knowing the solution of those problems, it will give little reflection of their professionalism in managing class.

⁸ Result of the interview with three beginning junior high teachers. 2012. 14th October.

⁹ Kyriacou. Chris. *Essential Teaching Skills*. P. 1

This research takes subjects four alumni of English Education Department Education and Teacher Training Faculty graduated in March and October 2012 who are English teachers in junior high school. Moreover, the reasons of taking the objects who are junior high teachers are; English Education Department has vision and mission to produce high school teachers then every year produces alumni who are hoped being high school teachers, they are; junior or senior high school teachers. Based on the graduation books, from the 70 alumni who graduated in 2012, 10 alumni being English teachers in junior high school, it means that around 14% of alumni are teaching in junior high school, and only 7 alumni or 10% are teaching in senior high schools . It shows that the only 17 alumni have got job which is suitable with the mission of English Education Department. Besides, junior high school teachers probably have heavy responsibility to make their students enable to learn even master English because according Danny D. Steinberg in his book *Psycholinguistics: Language, Mind, and World*, he states that there is a critical age to learn language, it is 13. While logically in Indonesia, children who are 13 years old are junior high school students¹⁰. This critical age will shape the future of children in mastering English skills if the teachers successfully teach them.

Over the years, much has been written research about classroom teaching skills. The impetus for this has included those concerned with the initial training and the in-service training of teachers, those concerned to monitor the standard

¹⁰ Steinberg.Danny. *Psycholinguistics: Language, Mind, and World*. P.187

and quality of teaching performance, those involved in schemes of teacher appraisal, and those concerned with understanding, as a research endeavor, what constitutes successful teaching. Such as, there is now a massive literature available for study. Studies of teaching skills have typically focused on how skills are developed and displayed by beginning teachers and how beginning teachers differ from experienced teachers¹¹.

The statement above brings the researcher new idea to research in the area of classroom teaching. There have been researches have been conducted in out of Indonesia (Maura; 2008, Oksana; 2011, Salem; 2011). And this research will be totally different from the previous researches which focus on classroom problems. The differences are; this research will be conducted in Indonesia where English is as foreign language while the previous researches were conducted in countries where English is the first or second language. Then this research will take English teachers in junior high schools only, while the previous study took all teachers who are in certain area, like in Chicago and Great Britain. By taking English as the subject, it will be a new discussion which focuses on academic and behavior classroom problems faced by beginning English teachers and the proposed solution of those problems.

In general, this research gives benefit to beginning English teachers in Indonesia and the ones who want to be an English teacher. Especially for the English department, because it gives lesson to the students who will be English

¹¹ Kyriacou. Chris. *Essential Teaching Skills*. P. 2-3

teachers in the future, they will avoid those problems that might probably happen in their beginning teaching. Not only that, after knowing that problems, the researcher highly hope the department to have preventive way in order the following alumni will not face those problems.

B. Significance of Study

The researcher aims to complete this research with having high expectation which will bring much benefit to the department and several people. This research is about students' behavior and academic problems in classroom faced by beginning teachers in the first year career. In addition, this research also draws the cause and the suggested solution from the teachers address those problems.

By completing this research, the researcher hopes that the result will give good impact to the department, because with knowing the classroom problems faced by the alumni in their first year career, the department will have anticipating way to face those problems. Furthermore, this research is hoped will be useful for the students who are studying in English department at present, because by this research they can avoid the problems that might be happen on them in the future in real teaching or in practical teaching. In addition, this research is also hoped will be useful as a reference for any further research which focuses on the similar subject with this research.

C. Statement of the Research Problems

Based on the statements described previously, the researcher wants to investigate the teaching classroom problems faced by English teachers faced in their first year career. To be specific, the problems could be formulated as follows:

1. What are the students' academic and behavioral problems in classroom faced by English teachers in their first year career?
2. What are the reasons of academic and behavioral problems in the classroom faced by English teachers in the first year career?
3. What are the teachers' solutions that address the students' behavioral and academic problems faced by English teachers in their first year career?

D. Objective of Study

Based on the statements described previously, the researcher has formulated the major objectives of this study is to describe the problems faced by English teachers who are the alumni of English education department SISSAS in terms of;

1. To identify the academic and behavioral problems faced by English teachers in their first year career.
2. To know the reasons of academic and behavioral problems in classroom faced by English teachers in their first year career.
3. To show the suggested solutions from the teachers that addresses the behavioral and academic problems faced by English teachers in their first year career.

E. Scope and Limit of the Study

The researcher will conduct the research by choosing the English teachers who are the alumni of English department SISSAS who are teaching in junior high schools. In this case, the researcher limits the year of the teacher graduate, it is 2012, whether the alumnus who graduated in March or October in 2012. By doing so, it will ease the researcher to find the data of alumnus. While the researcher tries to limit the discussion of: (1) Classroom problems in relation to behavioral and academic problems in the first year of their career, (2) the teachers' action to solve the problems' dealing with behavioral and academic problems, (3) the students' reasons for the existence of students' academic and behavioral problems in classroom. Indeed, this generally research deeply presents the result of the research viewed from teachers' perspective.

F. Definition of the Key Terms

In order to have the same idea and concept to understand this study, the researcher tries to clarify the terms as used in this study, as the details are;

At first, the researcher brings the definition of **English teacher**, someone whose job is to teach English in a school or college¹². Then, coming to the following term which is about the basic term or foundation, it is **problem** which is

¹² Cambridge Advance Learner's Dictionary Third edition digital version.

defined as a situation that causes difficulties or a situation or thing that needs attentions and needs to be dealt with or solved¹³.

Moreover, from the definition of the problem, it is narrowed down to **behavioral problem** which is one of the concerns in this research. Many experts gave the definition address thin term, the first definition of behavioral problem comes from Uma Roy in his thesis; students' behavioral problem is serious event which happens out of the teacher's control during the teaching and learning process¹⁴. Then, another one gives different definition of students' behavioral problem, a problem which rises in the class as the reflection of the managerial expertise and competence of the teachers¹⁵. While Sibaya argues that student's behavioral problem is the representative of behaviors which frustrates the teacher's effort to teach and thereby interfere the learning activities of the learners, and it seriously affects the teaching and learning process¹⁶. In Addition, Emmer, Everson, Sanford, Clements, and Worsham indicate that behavior problems that are disruptive in the classroom are not pleasant to contemplate, but it is important for teachers to have ways to cope when they prevail¹⁷. Indeed, from the definitions above, the definition of students' behavioral problems can be concluded as the

¹³ *ibid.*, Cambridge

¹⁴ Roy, Uma. *A Study of the Educational Problems of High School Students in West Garo Hills District in Relation to the Organizational Climate of Schools*. P. 10

¹⁵ Zondi, Zithulele. *The Management of Classroom Behavior Problems in Secondary Schools*. P.3

¹⁶ Sibaya, PT. *The Psychological Assessment of Children's Learning and Behavioural Problems as Manifested in KwaZulu Primary Schools*. P. 67

¹⁷ Emmer, E. T. Evertson. *Classroom Management for Secondary School Teachers*. P: 102

students' behavioral problems which rise in the classroom that brings effect to the teaching and learning process.

The last term, is **students' academic problems**, first definition comes from Arends, he stated that students' academic problem is the problem which is the result of student's personal in achieving the goal of learning process in the class¹⁸. Another argues that students' academic problem is a serious problem which contingency contracting as the result of student's effort in achieving learning goal in the class¹⁹. In short, the definition of students' academic problem is the serious problem which has direct relation to achieving the goal of learning in the classroom.

¹⁸ Arends. I. R. *Learning to Teach*. P. 104

¹⁹ Good, and Bhropy. *Looking in Classroom*. P. 194