

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Introduction

The literature in this chapter gives a brief explanation about some theories that will support this study. It deals with the theories related to classroom problems, while the researcher decides this research covers three main areas: English teacher, first year teaching and the classroom problems (behavioral and academic problems).

Before stepping further down in classroom problems faced by beginning English teacher, better for us to know definition of teacher, classroom dynamic, classroom monitoring, effecting teaching, teacher's act influents behavior problems, roles of teacher, what the teacher should know, and teacher attitude and characteristics. These aspects are chosen because they have direct relation to students' behavior and academic in classroom.

B. English Teacher

Two important things have been seen narrowly by teachers in the past. They have been the primary focus on teaching. Generally teachers in the study talked about them, classroom procedures, and classroom activities. In both cases, have function to be an important input as teachers guide to the students to conduct

teaching process sequentially. They include in serving students in the class through explanation, feedback or correction about procedure and activities²⁰.

In Indonesia, the majority of teachers are generally seen as experts; they are expected to know everything and may feel guilty if they are not talking or if they cannot answer students' questions. This is particularly true in second language classrooms where teachers are expected to know the language they are teaching. In addition, what the teachers did in managing the task was in part determined by the condition within they were teaching; that is to say their behavior was influenced by limited input available in the environment, the educational culture, and the personal factors of teachers' first language and the target language proficiency²¹.

1. Roles of Teacher

According to Harmer (1983) the roles of teacher will depend on the large extent of the function performed in different activities. The teachers should play the roles properly, when the class needs correction or when incorrectness happens the teacher should play role as an assessor, it demands the teacher correct wisely because incorrectness is sensitive for the students. While the class runs and needs control of the teacher, the teacher should play role as a controller. The teacher not only controls what the students do, but also their speaking and language they use.

²⁰ Cahyono. *The Tapestry of English Language Teaching and Learning in Indonesia*. P. 3

²¹ Cahyono. *The Tapestry of English Language Teaching and Learning in Indonesia*. P.149

Teacher should play role as an organizer is when the teacher designs the class with the activities which requires much instruction. Teacher should give clear and understandable instructions to get the students understand what they are going to do then organize the feedback when it ends. In another side, teachers are also demanded to be a prompter when the students need encouragement or suggestion for the better understanding while teaching and learning process. However, it is used when it is necessary. In addition, when the students need teacher's help, the teacher should play role as the source²².

2. Teacher Attitude and Characteristic

There have been many research studies which have attempted to determine the attitudes, characteristics, and practices of effective and successful teachers. According to Howard (1986) these studies describe the effective teacher and suggest that the beginning teacher can profit from the examination of this description.

- a. Respect yourself. Maintain a sense of personal worth. Teachers are the model for the students. Be patience and kind- these are persons not things, with whom you are dealing. Young persons who need help and encouragement. A good teacher will do the right and fair thing under all conditions.
- b. The effective teacher is enthusiastic about his or her subject, his class, his job, and all of teaching. Enjoys teaching and communicates this to his

²² Harmer, Jeremy. *The Practice of English Language Teaching*. P. 201 - 204

students; he does not complain about his work or his students. He is creative and flexible; he tries new methods, new techniques, and is always on the lookout for a better way to do the job. If the lesson does not go over, he does not blame the class but tries another approach.

- c. He speaks clearly, and can communicate his idea to students and adult alike. His voice is neither too loud nor too soft, and he does not talk all the time.
- d. Good teachers are interested in students as individuals. Learn students' names as quickly as possible, their interest, potentials, background, and be interested in their plans and futures.
- e. A good teacher has knowledge and resourcefulness. In addition to know what he is teaching, a good teacher is not indecisive. He can act in emergencies, inspire others, select a course of action, and has initiative.
- f. Avoid sarcasm and ridicule. It may be a strain sometimes but it is always better to appear good-natured, cheerful, and happy.
- g. Never play favorites: be impartial. Class control must exist and strictness is acceptable, but not rigid.
- h. Unpunctuality and laziness in the teacher brings out the same behavior in students²³.

²³ Harmer, Jeremy. *The Practice of English Language Teaching*. P. 19-21

3. What the Teachers Should Know

According to Harmer (1983), before the teacher can start to consider planning his classes, he needs to know a considerable amount about three main areas: the profession, the institution, and the students.

- a. The profession: Clearly a well-prepared teacher needs to know a lot about his job before he can start to make successful plans. There are six major areas of necessary knowledge:
 - 1) The language for the level: the teacher must know the language that he is going to teach to his students. The teacher must be able to use the language himself and also has an insight into the rules that govern its forms and its use.
 - 2) The skills for the level: the teacher needs to know the skill he is going to ask his students to perform. It is not good asking the students to write a report if the teacher cannot do it himself.
 - 3) The aids available for the level: the teacher has to know the aids are available and appropriate for the level he is teaching. These may include wall picture, flashcard, tape recorders, OHP, blackboards, textbooks, etc.
 - 4) Stages and techniques in teaching: the teacher needs to know and recognize different teaching techniques and stages. The teacher also needs to be able to recognize stages in the textbook he is using, so that he realizes when an activity is controlled rather than free and vice versa.

- 5) A repertoire of activities: A repertoire of activities can enable teacher to have varied plans and achieve an activities balance.
 - 6) Classroom management skills: the teacher is able to adopt a number of different roles, to use different student grouping, and to maintain discipline.
- b. The Institution: The teacher needs to know a lot about the institution in so far as it is involved with his teaching. The following five areas of knowledge are crucial:
- 1) Time, length, frequency: the teacher should know at what time, for how long, and how often classes take place since it will affect all planning.
 - 2) Physical condition: the teacher needs to know physical condition for instance the condition of the chairs and blackboard, the brightness of the lighting, the size of the room, and the availability of electricity, etc.
 - 3) Syllabus: the teacher should be familiar with the syllabus the institution has for the levels that are being taught.
 - 4) Exam: the teacher needs to know what type of exams the students will have to take and when, so that the students can do the test well.
 - 5) Restrictions: the teacher should be aware of any restrictions imposed by the institution upon his teaching: apart from the obvious restrictions of physical size and shape of the classroom.

- c. The Students: The teacher needs to know the considerable amount about his students. He needs to know who the students are, what the students bring to the class and what the students need.
- 1) Who the students are: in the terms of age, sex, social background, occupation, etc.
 - 2) What the students bring to the class: in terms of motivation and attitude, educational background, knowledge, and interest.
 - 3) What the students need: different types of student will need to be treated differently²⁴.

4. The Relationship between Teacher and Students in Classroom

Building the good relation with students is one of the primary things considering in achieving the goals of teaching and learning²⁵. In Jeremy's book, the relation between teacher and the class called rapport. It is the relationship that the students have with the teachers and vice versa. In the best lesson teachers will see a positive, enjoyable, and respectful relationship. Rapport is established in part when students become aware of teachers' professionalism, in contrast, it also occurs as a result of the way teachers listen to and treat the students in the classrooms²⁶.

Jeremy harmer in his book, there are four steps to build good relationship between students and the teachers, they are;

²⁴ Harmer, Jeremy. *The Practice of English Language Teaching*. P.222 - 226

²⁵ Classroom management.

²⁶ Harmer, Jeremy. *The Practice of English Language Teaching* P. 25

Recognizing students, based on the research which written in Jeremy's book, one of the criteria being a good teacher is remembering students' name, Although this comment is revealing both literally and monophonically, it is one of the demands which belong to the teachers who want to get predicate as good teacher. Many ways to recognize the students such as; using name cards, drawing seating arrangement, and making a note about individual students.

There is no easy way of remembering students' names, it is extremely important for building the rapport with individuals. However, knowing students' name also knows *all about* students, such as; age, achievement outside and inside classroom, preference, strength and the weakness in learning English²⁷.

Listening to students, students will respond well to the teachers who listen to them. In the real class teachers are demanded to decide whether listening to the students or going on the teaching. Teachers need to listen properly to students in lesson; teachers need to show that they are being given attention. As far as possible the teacher also needs to listen to the students' comments on how they are getting on, and which activities and techniques they respond well or badly. If the teachers keep going on teaching and ignoring all things come from students' view, it will become more and more difficult to build even maintain the rapport which is so important for successful class²⁸.

²⁷ Harmer, Jeremy. *The Practice of English Language Teaching*. P. 26

²⁸ Harmer, Jeremy. *The Practice of English Language Teaching* P. 26

Respecting students, give respect to students through correcting students' mistake without offending them is one of the ways in classroom. Respect is vital, too, when the teachers deal with any kind of problem behavior. Responding to indiscipline or awkwardness by being biting criticism of the students who have done it, yet it will be counterproductive. The teachers who respect students do their best to see them in a positive light. They are not negative about their learners or in the way they deal with them in class. They do not react with anger or ridicule when the students do unplanned things, but instead use a respectful professionalism to solve the problems²⁹.

The respectful of the teacher determines and shapes the character of the students, many ways of respecting the students in class, they are; loving the students as a caring the family member, building the 'friendliness' with the students, and treating them as people or adult not students³⁰.

Being even-handed is a valuable attitude toward the successful class. Most teachers have some students that they like more than others, for example, teachers tend to react well to those who take part, are cheerful and cooperative, take responsibility for their own learning, and do without complaint. Students will generally respect teachers who show impartiality and do their best to reach all the students in a group rather than just concentrating on the ones who always put their

²⁹ Harmer, Jeremy. *The Practice of English Language Teaching* P. 27

³⁰ Hawk, Kay. *The Importance of Teacher Student Relationship in Class*. P. 8

hands up. Indeed, treating all students equally not only helps to establish and maintain rapport, but also a mark of professionalism³¹.

5. The Condition of English Teachers in Indonesia

In Indonesia English is taught in all stages of formal education, it is from elementary school until in the university. Professional English teachers in Indonesia have been trying to develop and innovate in teaching and learning, unfortunately it does not run well. Many teachers tend to ask their students to memorize, and mastering the grammar which brings impact most students understand English textually³².

The association of teaching English as a foreign language in Indonesia (TEFLIN) is an association which has many members who are English teachers in Indonesia from Elementary and High school teachers. It often conducts the Forum Group Discussion (FGD) to discuss about the hot issues dealing with English teaching in Indonesia. The result of the discussions which focus on English teaching in Junior high school in Indonesia; the reasons toward English teaching in Indonesia needs much attention are;

- 1) The majority of teachers teach English focuses on certain skill only or they do not teach English integratively.

³¹ Harmer, Jeremy. *The Practice of English Language Teaching* P. 27

³² Result of FGD conducted by TEFLIN 11-12 February 2011

- 2) Many teachers do not understand the Goal and objectives (SK/KD) of teaching that are foundations of the successful in teaching and learning English.
- 3) The majority of teachers in Indonesia are under controlled the government that obligate to focus on students' cognitive component, students' affective component and psychomotor skill of the students.
- 4) Teachers tend to use one book to teach which is regarded as the best, and understandable book.
- 5) Teachers are accustomed to conduct classroom activities which concern on explaining the structure of the text, and the characteristic. So the students have not comprehended the English text at all.
- 6) Teachers asses the students' ability from certain skill, it is proven by the examination is written test³³.

English teachers seem getting the calamity when there are many bad news toward their professionalism, they are; based on the result of the result which published by World Bank Indonesia (2011) and KOMPAS (2012), the quantity of teachers in Indonesia is not equal with the quality of the teacher, over quantity but low quality. Not only that based on the result of test of teachers' competence (UKG) which conducted by Ministry of Education and Culture, The average score of Junior High English teachers in try out is 34. The result of UKG for English teachers in junior high school was directly announced by Mohammad Nuh as the

³³ The result of FGD TEFLIN

minister of Education and Culture (Mendikbud). Means that the score is under the standard of UKG, and from that score, the English teachers in junior high school need much attention to increase the competence and the professionalism. The better quality of the teacher will determine the quality of the students.

C. First Year Teaching

1. Beginning Teachers and The Challenges

The early years of teaching are often characterized by a “sink-or-swim” or “survival” mentality because we have often failed to provide for careful support and thoughtful development of teaching expertise over time. Beginning teachers are traditionally expected to assume all the same responsibilities as the more experienced teachers, and are often assigned the most difficult and challenging students, those that their more experienced colleagues do not want to teach. There is no staging or levels of responsibilities as there is in many other professions. It should not be a surprise that new teachers often speak of just trying to survive during their initial years in the classroom³⁴.

However, Teaching is still one of the hardest, most stressful jobs going. It will always alter with new ideas; school is a constant conveyer belt with new pupils all the time³⁵. Beginning teachers enter classrooms today with high expectations for themselves and for their students. Yet, we know that the first year of teaching is a sobering experience for most new teachers, and that, over the course of one year,

³⁴ Mc Donald. *The Challenges Facing Beginning Teachers*. P.3

³⁵ Laura Jane Fisher. *100 Ideas for Surviving your First Year in Teaching*. P. 117

teachers experience a decreased strength of belief in their own efficacy and in the learning potential of their students. Nearly every study of retention in the teaching profession identifies the first three years as the riskiest on the job, the years in which teachers are most likely to leave. The drop out rate is highest among teachers in hard-to-staff, urban schools, which have the most difficulty both attracting and then retaining fully certified teachers.

Many support programs for new teachers focus on the teacher who enters the classroom having been through a comprehensive preparation program. Even the most well-prepared teachers need assistance in applying what they have learned and in moving from a student-teaching situation to their own classroom where they are now fully in charge. For the increasing numbers of teacher who enter classrooms without strong academic and professional preparation, the challenges are magnified³⁶.

New teachers need to be recognized for their professional expertise, require high levels of work autonomy, and demand active involvement in decision-making. Conversely, an environment that allows for professional discretion bolsters teachers' motivation, commitment, and confidence, while a lack of independence tends to lead to dissatisfaction and attrition. The issues that first-year-teachers encounter as they enter teaching are noteworthy. New teachers frequently become discouraged at the beginning of their careers because of the anxiety, frustration, and overwhelming mental and physical demands. They must immediately function as

³⁶ Mc Donald. *The Challenges Facing Beginning Teachers*. P. 4

teachers from the first day, managing behavior, teaching, and producing the same as experienced teachers. Mandates for instruction, performance, and accountability are the same whether the teacher is new or experienced³⁷.

D. Classroom Problems

1. Kinds of Classroom Problems

Harmer (1998) stated the common problems in classroom are; one of the biggest problems face is a lesson where the students are at different levels, the class is very big, students keep using their own language, students are uncooperative, students do not talk and understand the listening tape, and some students-in-groups finish before everybody else³⁸.

Many problems are rising in the classroom when the teachers are delivering the material to the students, and those problems can be from the students' act, teacher's, another one who is coming in the class, even the situation which elicit the teacher and or students behave out of control. Based on the research which conducted by Umay Roy, there are many kinds of classroom problem, they are; teacher's personal problem, student's personal problem, academic problem, behavioral problem, social problem, language problem, health problem, family problem, and problems connected with facilities in school. And all those problems will shape even give much influence to the teaching and learning process³⁹.

³⁷ Morina,Jr Sam. *Mentoring and Retention in First-year Teachers: A mixed-method Study*. P. 6

³⁸ Harmer,Jeremy. *How to Teach English*. P. 17

³⁹ Roy. Uma. Unpublished Thesis.*A Study of Educational problems of high school students in West garo Hills District in Relation to the Organizational climate of school*

2. Behavioral Problems in Classroom

Classroom behavior problems have always troubled teachers in the past, yet presently the problem persists. Axelrod argues that what makes the problem persist is that consistency in maintaining behavior is not sustained. For instance, teachers ignore unwanted behavior on occasion but in other cases they do not. The ignoring of unacceptable behavior is defended by some teachers, who argue that the age difference between them and the learners is the main cause or that learners are naturally troublesome but will outgrow juvenile behavior in time. Research studies show, however, that classroom behavior problems are still cause for concern for most teachers, particularly beginning teachers. Teachers perceive these problems as factors that impede productive teaching and learning in school classrooms⁴⁰.

In an attempt to address behavioral problems, Kerr and Nelson emphasize that there is a need for all teachers to deal with problem behaviors so as to establish "reasonably productive and orderly classroom environments"⁴¹. In support, yet elaboratively, Kyriacou says that no matter how effective the teachers might be in their teaching, they need to deal with learner misbehavior so as to complement their "ability to set up and sustain effective learning experiences". This argument means that dealing with problem behaviors needs teachers to be acquainted with the principles and

⁴⁰ Axelrod, S. (1983). *Behaviour Modifications for the Classroom Teacher*. New York: McGraw Hill. P.1

⁴¹ Kerr, M. M. & Nelson, C. M. (1983). *Strategies for Behaviour Problems in the Classroom*. Columbus: Charles E. Merrill Publishing Co. P. 4

strategies of handling problem situations that emanate in and from the classroom Teachers have to manage the problems of learners who are disruptive and defiant⁴².

Moreover, Quec and Angela state that classroom discipline problems are unplanned, and unexpected events interfere with and prevent the smooth flow of teaching and learning. Students' talking, shouting vulgarities, physical violence with or without weapons, defiance, and leaving the classroom without teacher's permission are types of disruptive behavior that interrupt teaching and learning in the classroom. Such behavior could also endanger the lives of others⁴³.

Behavioral problems in classroom is classified in some categories, these categories are used to ease the teachers to overcome the problems right and properly. Here are the categories;

Disruption, it is the students' behavior in a classroom which disrupt the educational process⁴⁴. There are many students' behaviors which are categorized as the disruption; in general they are called as explosive style of the students. While the disruptive students are characterized by volatility, shouting, screaming, getting out of control repeatedly by using their mouth, In practice or in the real teaching, the students who are categorized as the disruption usually behave actively but their activeness is not related with the teaching and learning process⁴⁵.

Inattention, it is the hidden characteristics or personalities which belong to students in the classroom, according to Meryln, Inattention is a hidden disability.

⁴² Kyriacou, C. (1993). *Effective Teaching in Schools*. Herts: Simon and Schuster Education. P. 153

⁴³ Quec and Angela. *Engaging Beginning Teachers*. P. 40

⁴⁴ Amada.Gerald. *Coping with Misconduct in the classroom*.P.3

⁴⁵ Amada. Gerald. *Coping with Seven Disruptive Personality Types in The Classroom*. P.46

Inattention can be classified as ADHD (Attention Deficits/Hyperactivity Disorder). It is a disorder that is often invisible, buried beneath what appears to be misbehavior, sloppiness, laziness, and even stubbornness. It is called the hidden disability⁴⁶.

Inattentive students with this type have many symptoms of being inattentive. One of the key symptoms is that they have trouble listening and following directions and have difficulty focusing and sustaining attention. They may start out listening to what the teacher is saying, but their minds drift off to other topics. This happens all the time, not only in the class. In practice, behavioral characteristics of this type are; hyperactivity, show off to the class, playing gadgets, looking outside of class, always asking or show dignity⁴⁷.

Indifferent Attitude of the students is the part of students' behavioral problems which has characteristics not interested in anything that is happening in the classroom, and not concerned about what is happening to him/her as a result of this disassociation. In Short, indifferent attitude is "not care" to everything in the class. In the reality, the behaviors which classified as indifferent attitude are; may be docile or belligerent, listens to what teacher says, but does not respond, does not display emotion, not motivated by teacher effort, or shows boredom by complaining to the teacher⁴⁸.

Defiance is the part of characters which belong to the students who against the teacher, the difference between defiance and Indifferent attitude is; the students who

⁴⁶ Appelbaum. Maryln. *How to Handle Students With ADHD*. P.1

⁴⁷ Appelbaum. Maryln. *How to Handle Students With ADHD*. P.5

⁴⁸ Andolina, Molly. "Habits from Home, Lessons from School: Influences on Youth Civic Engagement." P. 275-280.

have this character tend to ignore even refuse what the teacher instruct. In the real teaching, the defiant students tend to do some acts as follows; ignoring teacher's instruction, declining, refusing, and complaining to the teacher's action in the class⁴⁹.

Aggression in psychology, the term aggression refers to a range of behaviors that can result in both physical and psychological harm to oneself, other or objects in the environment. The expression of aggression can occur in a number of ways, including verbally, mentally and physically⁵⁰. In practice in the classroom, the characters of behaviors which are categorized in aggression are; bullying, kicking, throwing learning equipments, doing harassment, and abusing other students⁵¹.

Truancy, generally, most educators and court personnel who deal with truancy define it as an unexcused absence from school. Beyond this general understanding is a myriad of state and local permutations that qualify and quantify truancy through statutes, policies, regulations, and even school building codes of student conduct. In the real teaching, students' behaviors which categorized as the truancy are; student frequently comes late, absents from certain subject or even class⁵².

⁴⁹ Denise.Benny. *Oppositional Defiant Disorder*. P. 1-5

⁵⁰ Behar, D. and Hunt, J. *Subtyping Aggression in Children and Adolescents. The Journal of Neuropsychiatry and Clinical Neurosciences* P. 189–192.

⁵¹ American Federation of Teachers. *Classroom Tips Behavior Management Technique for Schools*. P.3-6

⁵² Seeley. Ken. *Guidelines for a National Definition of Truancy And Calculating Rates*. P. 2

3. Academic Problems in Classroom

The result of the survey which conducted in Great Britain says that the recipe for encouraging misbehavior among students is to turn them into bored students. Once students are turned off and find no interest or excitement in learning, they become disruptive. It can be conclude that there is a longitudinal relationship between behavioral problems and academic achievement. However, there are two views of reasons of academic problems in English class; they are from the teacher, and or from the student's⁵³.

Angela states that to decrease the students' academic problems in English class, English language teachers need to differentiate their lessons, teaching approaches and materials so that they can customize their interaction to meet the needs, abilities and interests of their students. More specifically, teachers can differentiate:

- a. The difficulty of the task or text that they assign their students;
- b. The amount of support that is given to their students in terms of teacher modeling and scaffolding and student collaboration; and
- c. The performance criteria that is expected of their students. The teacher can vary the amount of time given to students to complete a task, the type of response (prepared/ spontaneous), and the nature of the response (oral/ written/ diagrammatic/ performance)

⁵³ Emmer, E.T. 1997. *Classroom management for secondary teachers*. USA: Allyn and Bacon. P.22

- d. Teacher makes an appropriate choice of the instructional strategies to use based on their knowledge and understanding of their students' characteristics (readiness, interests, and learning profiles).
- e. Teacher practice learner-centeredness which is important to understand students' backgrounds, needs, abilities, and interests.
- f. Teacher practice to set the tone while completing the teaching process from opening to the closing⁵⁴.

If the teacher could not accommodate all the students need, as the result there will be students' academic problems rising in classroom. In general academic problems can be categorized as common types of students' academic problems, serious types, and the most serious academic problems. The problems which are categorized as common problems are; students do not bring textbook/ workbook, and assignment not done/ incomplete homework. While the problems which are categorized as serious problems are; students reluctant to speak English, students do not understand the English instruction/ explanation, and students are unable to write, read, listen and speak English. And the problems which are categorized as the most serious problems are; the academic achievement is decreasing, students are cheating in tests or examination, and students always fail to do test and examination⁵⁵.

⁵⁴ Quek and Angela. *Engaging Beginning Teachers*. P.167 - 172

⁵⁵ Quek and Angela. *Engaging Beginning Teachers*. P. 46 - 48

4. Reasons for Classroom Problems

The classroom problems considered the most dangerous ones, which face the components of the educational process (teachers, principals, parents, and supervisors). They are the matters that may threaten the educational process. Students that practice disruptive behavior causes disciplinary problems in the classroom and have negative efforts on student, it may also lead to low achievement. There are many academic and behavioral problems regarding students that face teacher in the classroom and has a direct impact on the teaching – learning process that has been explained above.

There is no instruction without any problems, as long the classroom has different achievement factors, and different personality. The reasons of academic and behavioral problems could be classified as follows⁵⁶.

- a. School Administration: It plays role to increase the behavioral problems inside classroom if the laws since dictatorship, un-actual laws, and school administration instructions may encourage students to challenge those laws and instruction and there is no any commitment among them. Finally, it would reduce the opportunities of students' discipline.
- b. Teachers: They play a role in the classroom problems when they do not make their objectives clear, and when they do not plan their teaching methods earlier. When teachers follow traditional methods in teaching, this leads to

⁵⁶ Salem. Muhammad Al-amarat. *The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions*. P. 5

students getting bored, and stressed. This triggers the probability of classroom management problems. Teachers who insists on a classroom full of activity, and quietness' by keeping the students busy, working all the time without any break or any changes in the activities, lead to humiliation working and activity for the students will make the probability of classroom problems due to classroom discipline⁵⁷.

- c. Family: The family lifestyle and environment will put its mark on controlling the behaviors of students. Some students' behavior can be unacceptable at school. Also, the level of behavior that is acceptable and allowed in the family, the way the family acts with one another, leads the student to unacceptable performance in the school. Parents indirectly share in creating problems when they insist on their kids' grades, and achievements to be always high. These lead to feeling of anger, and worry, and create student behavioral problems inside the classroom.
- d. Student's Mental Abilities: Teachers face in the classroom a group of students who suffer from the slowdown, faltering and failure in learning and they need more time than their friends need to accomplish any learning task. Those students are characterized by a number of characteristics, including problems of language, oral expression, and unable to pay attention, memory problems and the dispersal of attention. In addition, teachers face another kind of problem in the classroom of gifted students. They are a source of

⁵⁷ Lynne. *Risk Factors for Academic and Behavior Problems at The Beginning School*. P. 21

annoyance for the teacher and students in the classroom since they talk without permission, and the ordinary students are always jealous of them⁵⁸.

Finally, those problems and behaviors could be treated through varying educational programs offered by the school, giving attention to activities, which assuage the school curriculum, expanding communication with parents to understand the economic, social, health and psychological conditions of the students and to promote the social behavior, and to encourage the social life among them in later stages. The international disregard of the bad behavior by the teacher and the non- verbal interference through gestures and signals, and approaching riotous students' seats may decrease the behavioral problems. The importance of the study emerged from the fact that the above literature indicated that classroom problems face the teachers, and try to investigate those problems in order to come up with solutions.

⁵⁸ Salem. Muhammad Al-amarat. *The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions*. P. 9

E. Review of Previous Study

The researcher explains the previous studies that have been completed by the previous researchers which have familiar subject in this section.

The research which comes from Oksana Malinauskiene from Mikolas Rumeris university, with the title “Longitudinal Examination of relationship between problem behavior and academic achievement young adolescents” the results of the research are; A systemic viewpoint posits that behavioral and academic problems exert reciprocal influences on one another, which, over time, can negatively affect the development of individuals and their environments. However, the results of these studies should be interpreted cautiously, given the considerable co morbidity of problem behaviors that often exists among school-age youth. Low academic achievement is a risk factor for behavioral problems; on the other hand it is thought that reciprocal relation between academic achievement and problem behaviors⁵⁹.

Again, the research which is from Mohammad Salem al-amarat, with the title, ‘The Classroom Problems Faced by Teachers at the Public Schools in Tafila Province, and Purposed Solutions’. This result shows that there are many mean of academic problems and mean of behavioral problems, and the researcher found that statistical significances refer to interaction between gender and level of school, in

⁵⁹ Malinauskiene, Oksana. *Longitudinal Examination of relationship between problem behavior and academic achievement young adolescents*.

the behavioral problems. Also, there are no statistical significant differences between gender, level of school, and education degree in the academic problems⁶⁰.

However, the weakness of this research is the problems in the classroom, and schools in general, are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors, also vandalism, theft, destruction of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers and students. It should be the suggestion for the teachers who faced those problems by giving them training or discussion among the teachers to find the solution.

Finally, the researcher briefly concludes that all the previous studies have similarity and different areas of study. Those previous studies above could be one of the foundations to continue conducting this research. In this research the researcher focuses on analyzing deeply about students' behavioral and academic problems faced by English teacher in junior high school who are the alumni of English education and teacher training department SIISSAS in the first year career, the reasons of them rising in the classroom, and the proposed solution. While here the researcher does not determine certain class or grade, school, even use case study by choosing certain teachers who are alumni because the researcher wants to

⁶⁰ Salem, Muhammad. *The Classroom Problems Faced by Teachers at the Public Schools in Tafila Province, and Purposed Solutions*.

generalize the teaching classroom problems (academic and behavioral problems) faced by English teachers in their first year teaching. Indeed, aspects that make this research different from the research above are; this research will focus on English teachers only, this research is aimed to investigate students' academic and behavioral problems which faced by the first year teachers who are the alumni of English Education and Teacher Training Department SISSAS, the reasons of those problems rising inside the classroom and come up with the proposed solution.