

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research, they are; students' academic and behavioral problems faced by 4 English teachers in junior high school in the classroom, the teachers' solution toward students' academic and behavioral problems, and the reasons of students' academic and behavioral problems faced by junior high teachers in English class.

A. Research Findings

Based on the result of conducting interview four junior high teachers who are the alumni of English Education and Teacher Training Department, giving questionnaire to the students of each teachers, then obtained the following result;

1. Students' academic and behavioral problems in classroom faced by English teachers in the first year career

In this research there are two kinds of problems which are the focus problems of this research; they are students' academic and behavioral problems in classroom. According to the result of interviewing four teachers who are teaching English in Junior high school, they are the alumni of English Education and Teacher Training Department, they exactly teach in four different schools,

a. Students Behavioral Problems in classroom faced by English teachers in the first year career

Based on the result of interviewing the teachers, there are many behavioral problems in classroom faced by English teachers, they are classified in certain categories, and the details are;

Category 1: Disruption

There are many students' behavioral problems which are categorized as disruption, they are; talking, shouting, and interrupting the teacher or other students. Meanwhile based on the result of interview all teachers who are as the subjects of the research faced these problems, it is proved by the result of the interview.

The result of interview is presented on the table below, it shows the students' behavioral problems which are classified in disruption category.

Table 1
Students' Behavioral Problems in Category Disruption

No.	Problems	Teacher A		Teacher B		Teacher C		Teacher D	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Student shouts or screams to answer teacher's question to show the thrill or excitement.	√		√		√		√	
2.	Student is releasing sounds during preoccupation in teaching and explanation of the lesson.	√		√		√		√	

The first teacher or teacher A who teaches in junior high school which under controls of Islamic foundation, stated that she often faced the condition which drew there were some students who screamed, even shouted to answer the teacher's question. Moreover, she added that there were two students who were boys, they were accustomed to scream or shout whether answering teacher's question or having a talk with the classmates. In Addition, while she was explaining the material they frequently released sounds which were not related to teaching and learning process.

The rest of the teachers who are second, third, and fourth teacher also faced the same what the first teacher did. The second teacher or teacher B stated that having students who screamed, and shouted to answer the question from the teacher probably faced by all teachers in her school because junior high school students are immature, and labile.

While the fourth teacher or teacher D stated that, a student who shouted and screamed to answer teacher's question was usual problems faced by teachers. Moreover, having students who released sound during the teacher was explaining is the usual problem which is regarded as a big problem that enabled disrupting the teaching and learning process. In contrast, the third teacher stated that, having students who screamed and shouted to answer teacher's question sometimes regarded as the big problem, it is based on the teaching strategy that applied at that time. If in a game, in her opinion, shouting or screaming to answer

question is a normal. In the contrary, in discussion or test, it would be a serious problem which needs teacher's action.

On the other hand, Stage and Quiroz argued in their book entitled '*a meta-analysis of interventions to decrease disruptive classroom behavior in public education. School psychology review*'. Based on asking any school personnel, seasoned or new, about their experiences with persistently disruptive students, we are almost guaranteed to hear stories filled with extreme frustration and feelings of exasperation. Less effective teaching, teacher student conflicts, and lower teacher morale are all associated the persistently existence of disruptive students⁶⁹.

However, Pianta stated in her book, disruptive students receive disciplinary interventions, which often results in the removal of these students from their classrooms via the applicant of rules and regularity. These students have a significantly disproportionate probability of academic failure, often comprising the bottom 20% to 25% in academic achievement⁷⁰. It indicates that handling the disruptive student is great demand of the teacher which needs much experience and attention.

⁶⁹ Stage, S. A., & Quiroz, D. R. *A meta-analysis of interventions to decrease disruptive classroom behavior in public education*. P. 333-338

⁷⁰ Pianta, R. *High-risk children in the schools*. P. 30

In short, from the result of interview and the support theory which are the result of research and expert's statement that written in the book, the students' behavioral problems which are in the disruption category generally rise in schools which demand the teacher to give attention addressing the problems.

Category 2: Inattention

There are some students' behavioral problems in classroom which can be classified in Inattention category, they are; using mobile phone, MP3 player, restless due to lack of interest in learning, sleeping, and doing things unrelated to lessons. Actually, the behavioral problems which are in inattention category will always develop based on the situation of the class.

The result of interviewing four teachers shows that there are many different problems which are in inattention category faced by them. In detail in can be seen from the table below.

Table 2
Students' Behavioral Problems in Inattention Category

No.	Problems	Teacher A		Teacher B		Teacher C		Teacher D	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Student draws attention to teacher or other students when they are demonstrating their knowledge	√		√		√		√	
2.	Student shows dignity until the teacher is overwhelmed	√			--		--	√	
3.	Student is playing gadgets (Mobile phone, MP3 player, games, etc) in		--		--		--	√	

	teaching and learning process.								
4.	Student is daydreaming during learning and teaching process.	√		√		√		√	
5.	Student sleeps in the class	√		√		√		√	
6.	Student always ask permission to toilet when teaching and learning process.	√		√		√		√	
7.	Student always pays attention in another class or looks outside.	√			--		--	√	

When the research subjects were asked if they have student who draws attention to other students when they are demonstrating their knowledge, all the teachers answered yes, but each of them had different reason. The first teacher stated that there was student who did it; it was the common event that she faced, because as the novice teacher perhaps the student who did it wanted to show his strength to the class. The second and the fourth teacher argued with the same opinion, students who did it. It indicated that the students besides seeking the classmates attention, also teacher's attention. Meanwhile, the third teacher stated that students who showed off the strength to other students indicated that the teacher needed to take care and give much attention to them.

The following problem which is categorized as the inattention is students show dignity until the teacher is overwhelmed, in this case, only the first (teacher A) and the fourth teacher (teacher D) who faced the students who did it. Both of the teachers answered students who showed dignity by asking questions many

times until the teacher was overwhelmed, there were some possibilities reasons, they are; they really need our explanation deeply, our explanation was not clear yet, they were confused, and they sought our attention.

The practical of inattention also occurred when the student is playing gadgets (mobile phone, MP3 Player, PSP, Game Player, camera, etc). The result of the interview four teachers, the only teacher D who said that having student who brought the gadget to the class. He added the majority of students brought mobile phone and or MP3 Player, for the reasons of bringing the gadgets to the school are; there was no any significant rules forbidding students or teacher to bring the gadgets to the class. Perhaps, nowadays everyone needs the mobile phone even for the students, because they need to call their parents to pick them up to get home after school.

The student is daydreaming when the teacher explains the material is the following behavior which is part of inattention. Many reasons of student daydreaming, it probably comes from the teacher, student, or the situation of the class. Based on the result of interview, all the teachers experienced facing student daydreamed when they were explaining the material. Each teacher had different thought about the student who did it. Teacher A stated that students daydreamed probably they were tired because there were many subjects that should be learn, and some classes got turn to learn English in the last section of the teaching and learning process. So it was normal that students were tired and daydreamed in the class. Teacher B and Teacher D answered that students who daydreamed in the

class, perhaps they were bored of the teaching or having problem with the classmate or the parents at home. Meanwhile, teacher C argued that students who daydreamed, probably because of boredom and the tiredness of the learning process because the timing of English teaching usually in the afternoon.

Sleeping at the class, leaving the class, and always looking outside of the class are the following students' behavioral problems which categorized as inattention. The result of interview the four teachers as the research subject, 100% or all the teachers ever experienced facing students who slept in the class when teaching and learning process was running. Moreover, all the teachers guessed that their students who slept in the class were tired. It was normal thing, because for Teacher A, B, and C, they were teaching in full-day school. So it demanded the students to school longer than the students who are from not full-day school. However, teacher D who was teaching in the school which is not full-day school, he still ever found the students who slept in the classroom when he was delivering the material.

Besides sleeping in the class, leaving the class when teaching and learning process was also faced by all teachers as the research subject. Here leaving the class can be seen from some views. In the reality, leaving the class can be seen when the students always ask permission to go to toilet, or have other activities outside like organization, or sport. In this case, all teachers compactly answered that they ever experienced facing the students who leaved the class while

teaching in the class. Teacher A, B, C, and D stated that, student who leaved the class with or without asking permission certainly had reasonable reason.

For the students who always paid attention to other classes or outside the class, the only teacher A and D who experienced facing this case, it happened because the situation of the building of the classroom support the students doing it. The window is low, and the students enabled to see outside easily. Not only have that, the opened door also supported the students to pay attention outside the class.

Therefore, Deb Wingert and Tom Molitor have the same idea classifying the students' behavioral problems in the classroom contains annoying others with their incessant chatter, online gaming, and other distracting behavior the teaching process⁷¹. Moreover, Mary Deane also classify the students' behavioral problems in the inattention category are; If students are chatting online, sleeping, and doing things which are not related to learning process⁷². Indeed, the students' behavioral problems which are classified in inattention category are; sleeping in the class, using mobile phone, using MP3 player, and doing things unrelated to lessons.

⁷¹ Wingert. Deb. *Best Practices: Preventing and Managing Challenging Classroom Situations*. P. 5

⁷² Deane. Mary. *Dealing with Troublesome Behaviors in the Classroom*. P. 4

Category 3: Indifferent Attitude

Many reasons of students behave in the classroom, whether cooperative behavior or misbehavior. Students' behavior which classified in the category indifferent attitude is when the students get bored in the teaching and learning process, and the students show the boredom through complaining the teacher to change the material or conducting other activities.

The result of the interview research subjects who are four junior high teachers showed that all of them ever witnessed indifferent attitude which belong to their students in the class. The evidence can be seen on the table below.

Table 3
Students' Behavioral Problems in Indifferent Attitude

No.	Problems	Teacher A		Teacher B		Teacher C		Teacher D	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Student shows boredom by complaining to the teacher	√		√		√		√	

Based on the result of interview four teachers, all the research subjects answered ever experienced this case, all the teachers had same opinion why this case happened. They thought probably need much experience and elaboration in their skill in designing or choosing teaching technique. Perhaps, the teaching technique that they used at that time was unsuitable with the students or condition.

Sarah D. Sparks stated that Boredom is one of the most consistent experiences of school and one that can be frustrating and disheartening for teachers. According to findings in the High School Survey of Student Engagement, conducted by the Indiana University Bloomington, boredom is nearly universal among American students. Of a representative sample of more than 275,000 high school students surveyed in 27 states from 2006 to 2009, 65 percent reported being bored in class at least once a day⁷³. Students show boredom through eyes contact, body language, and written expression, even oral expression like complaining to the teacher or telling to the classmates.

Category 4: Defiance

Defiance is the behavior of the students who ignore or defy the teacher's instruction. While defiance can be a disorder which defined as a disorder in which children ignore or defy adults' requests and rules. They may be passive, finding ways to annoy others, or active, verbally saying "No". They tend to blame others for their mistakes and difficulties. When asked why they are so defiant, they may say that they are only acting against unreasonable rules. They are different from children with conduct disorders in that they do not violate the rights of others. These behaviors are present at school, at home, but not necessarily in other situations, with other adults⁷⁴. And based on the survey,

⁷³ Sparks. Sarah. *Studies Link Students' Boredom to Stress*. P.1

⁷⁴ Denise. Benny. *Oppositional Defiant Disorder*. P.2

defiant disorder is typically seen in children age 9-18, in Indonesia, children in 9-14 mostly they are elementary and senior high students.

However, the statement above is also supported by the result of interview four junior high teachers who are as research subjects, and the result of interview is presented on the table below.

Table 4
Students' Behavioral Problems in Defiant Category

No.	Problems	Teacher A		Teacher B		Teacher C		Teacher D	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Student does not participate in the corporate learning groups	√		√		√		√	
2.	Student ignores teacher' instruction, comment, or order	√			--		--	√	
3.	Student does not want to speak English while the teacher is instructing to speak English	√		√		√		√	
4.	Student eats in the class	√		√		√		√	
5.	Student is doing another subject in English class		--		--		--	√	

The result of interviewing the four teachers, when they were asked if the student deny or refuse to participate in the corporate learning groups, all of the teacher or 100% answered 'yes'. It means that all of them have experienced facing students who deny or refuse to join in the group when the teachers applying corporate learning group. Moreover, the teachers also entirely answered 'yes' when they were asked to answer whether they have ever experienced

knowing student who did not want in a group with other students who are not regarded as best friend. Seemed from the explanation of the teachers, the students who deny, refuse joining in the corporate learning group could not be classified as the defiant students, because they stated that sometimes they refuse joining the learning group because of they have problems with one of their friends in the group.

The following behavior which is in category defiance is ignoring teacher's instruction, comment, or order. The result of the interview said that only 50% of the research subjects or two teachers who stated having student who always ignores the instruction, comment or order. They are teacher A and D. Teacher A stated that the only one student who always did it. She stated that the student did not only ignore her, but also other teachers. While teacher D stated the same as teacher A, there were two students who always ignored all teachers' instruction, comment, or order in the school.

The student who is reluctant to speak English is one of the characters of student which is in defiant category. When the research subjects were asked whether they have student who was reluctant to speak English while the teacher instructed the students to speak English, entire teachers answered 'yes'. It means that 100% teachers or 4 teachers have experienced having student who was reluctant to speak English in the class. Teacher A stated that, she tough junior high students who have different level or ability in English. She stated that it was normal that there were one or two students who were reluctant to speak English;

perhaps, they had not ever got English before. Teacher B and C stated that the existence of students who were reluctant to speak English was her obligation to make it perfect. Perhaps they needed model and motivation to speak English. Teacher D argued that, the existence of students who were reluctant to speak English in English class, probably it raised because of the teacher never gave reward for those who spoke English, and punishment for those who were reluctant to speak English.

Basically, humans need to eat to get energy but it will be a big mistake if eating in the forbidden time and place. Certainly, all schools have rules and regularity for the teachers even for the students. It also happened in the schools where the research subjects teach. All the schools, where all four teachers teach forbid the students to eat in the class when teaching and learning process. Student eats when the teacher deliver the material is one of the student's behaviors which categorized in defiant category. Entire teachers answered 'yes' when they were asked whether they have student who eat in the classroom. Teacher A, B, C, and D stated that probably student who eats in the classroom did not intent to break the rule but certainly he/she had rationale reason, he was very hungry or forget to have breakfast at home. Teacher D argued, he ever experienced asking student who ate in the class, and the student answered because forgot to have breakfast at home.

The last student's behavior which is classified in defiant category is when the teacher is explaining, the student does another subject. The result of interview

is the only teacher D or 25% of the research subjects who ever experienced knowing some of his students did another subject when he was teaching at class. He stated that, perhaps they did it because they would get exam for the subject which students did.

Anthony Kane added defiant students in the age 11 – 15 who are the majority study in junior high school, they have unique characters, they are; academic difficulties, lost of interest in school, peer relationship are generally poor, increase in chronic lying and stealing, and truancy in school or dropped out⁷⁵.

Based on the field research defiant students are generally found in the class with the characters like; denying or refusing to participate in the corporate learning group, ignoring teacher's instruction, comment, or order, reluctant to speak English, eating in the class, doing another subject in the class. The characters of the defiant students above supported by Quek and Angela in their book *Engaging Beginning Teachers*⁷⁶. In her book containing some students' behavioral problems which are regarded as defiance category, they are; eating in the classroom, disobedient, disrespectful, wandering in the class, smoking, and stealing things in the class. However, the classification of the defiance above is also supported by Margaret Berry Wilson's book. She stated that when students

⁷⁵ Kane. Anthony. *Oppositional Defiant Disorder Treatment*. P.3

⁷⁶ Quek and Angela. *Engaging Beginning Teachers*. P. 40 - 41

are defiant, they have characteristics like annoying, disrespecting, or frustrating the teachers. They have goal to feel significant in the class⁷⁷.

Category 5: Aggression

Quek and Angela in their book entitled *Engaging Beginning Teachers* aggression can be defined as spoken or physical behavior which is threatening or involves harm to someone or something. In reality, in education, student's behaviors which classified as aggression category are bullying, doing harassment, and abusing other students⁷⁸.

Therefore, the result of interview justifies the statement of Angela in her book. It can be seen on the table below.

Table 5
Student's Behavioral Problems in Aggression Category

No.	Problems	Teacher A		Teacher B		Teacher C		Teacher D	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Student is doing harassment or abuses other students during teaching and learning process.	√			---		---		---

In reality which is based on the interview four teachers, when they were questioned about student's aggression, 25% or the only a teacher who ever witnessed the student who did harassment or abused other students when she was

⁷⁷ Berry, Margaret. *Teasing, Tattling, Defiance and More*. P. 3

⁷⁸ Quek and Angela. *Engaging Beginning Teachers*. P. 41- 42

delivering the material in the class. The teacher who witnessed aggressive student doing harassment or abuse was teacher A. Teacher A stated that, she witnessed her students abusing other students when she was scoring students' work, when she tried to settle that condition, the students stopped quarreling. She knew that what her students doing were only for rehearsal because in the school there was an extracurricular "Pencak Silat". In addition, teacher A stated that commonly students who abused other students or did harassment were boy students.

Some experts said aggressiveness is intolerable in the teaching and learning process. Relating to aggressiveness of the students in the classroom which is regarded as the behavior that disrupt the teaching and learning process. It is proven by the researches conducted by Kerr and Zigmond in 1986 and Walker and Rankin 1983 show that most teachers agreed that many of behaviors which define students with aggression, negative responses to the teacher feedback were intolerable in the classrooms⁷⁹.

Category 6: Truancy

Truancy is about the student's character which drew disappearing from the class. It can be because of coming late, or getting absence. Based on the result of interview, all research subjects ever witnessed students' behaviors which are categorized in the truancy category. It is proved by the table below.

⁷⁹ Walker, H. M., & Rankin, R.. Assessing the behavioral expectations and demands of less restrictive settings. *School Psychology Review*, P. 274-284.

Table 6
Student's Behavioral Problems in Truancy Category

No.	Problems	Teacher A		Teacher B		Teacher C		Teacher D	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Student frequently absents from class		---		---		---	√	
2.	Student frequently comes late		---		---		---	√	

Presently, after conducting the interview with four teachers as the research subjects, when each of them was questioned whether they have student who frequently absent, the only 25% from the teachers or only a teacher said 'yes'. While the rest of the teachers answered 'no'. The teacher who had student who frequently absent was teacher D. He argued that perhaps his student who absented for the whole day or even only for English class, and rationally she/he had rationale reason to leave the class. Probably, she/he was sick or having academic project like joining competition or attending the prestigious event which could not be leaved. However, truancy is not only about absence but also about the coming late. When the research subjects were asked whether they have student who always come late, the result is the same with when they were asked about student's absence. The only teacher D who answered 'yes', and the rest answered in the contrary. The teacher D told that he had class in early morning, it was 06.45 WIB. Some students frequently came late, and when he asked them the reasons, they had many reasons; they got up very late, caught the traffic jam,

waited the friend, stomached, and got small accident (got rain, and broke the wheels).

Generally, most educators and court person 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 conduct⁸⁰. Student who frequently absence or come late is defined as the student who had done student's behavior which classified in the truancy category. It is strengthened by Quek and Angela in their book under the title *Engaging Beginning Teachers* stated that many practical of truancy in the schools, they are; absence, come late, and absence for certain subject only⁸¹. Not only that, many researches conducted to seek the strategy decreasing the truancy, one of the ways is by using uniform. And the result of research which was conducted by Brunisma and Rockquemore in 1998 stated that school uniforms did not have an impact on truancy⁸².

Thus, from the explanation above, the students' behavioral problems faced by English teachers in the classroom are divided in some categories, they are; disruption category which contains students' talking, shouting, and interrupting the teacher or other students. Then, the inattention category that contains

⁸⁰ Seeley, Ken. Guidelines for National Definition of Truancy and Calculating Rates. P:3

⁸¹ Quek and Angela. *Engaging Beginning Teachers*. P. 43

⁸² Brunisma, D. L. & Rockquemore, K. A. *Effects of student uniforms on attendance, behavior problems, substance use, and academic achievement*. P. 92.

students' behaviors which draw; playing mobile phone, doing things unrelated to lessons, sleeping, playing MP3 player, restless due to lack of interest in learning. The following category is indifferent attitude category. It contains students' behaviors which draw getting bored in the teaching and learning process, and the students show the boredom through complaining the teacher to change the material or conducting other activities. Then, another category is defiance category. It is the behavior of the students who ignore or defy the teacher's instruction. Defiant students are generally found in the class with the characters like; denying or refusing to participate in the corporate learning group, ignoring teacher's instruction, comment, or order, reluctant to speak English, eating in the class, doing another subject in the class.

In addition, the last two categories are; aggression category, in practical, it can be defined as spoken or physical behavior which is threatening or involves harm to someone or something. In reality, based on the research, student's behaviors which classified as aggression category are bullying, doing harassment, and abusing other students. And truancy category, it contains the student's behaviors which draw the students' absence, come late, and absence for certain subject only.

b. Students Academic Problems In Classroom Faced By English Teachers In The First Year Career

Based on the book of Quek and Angela entitled *Engaging Beginning Teachers*, 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 examination⁸³. Meanwhile, the result of interviewing the teachers, there are many academic problems in classroom faced by English teachers, they are classified in certain categories, and the details are;

Category 1: Common Problems

Based on the idea of Angela in her book, the students' academic problems which are classified in this category are; the problems dealing with students' readiness or preparation prior to the class, and homework. Surprisingly, all teachers who are research subjects witnessed those problems, and the evidence is shown on the table below.

⁸³ Quek and Angela. *Engaging Beginning Teachers*. P. 46 - 48

Table 7
Students' Academic Problems in Common Problems Category

No.	Problems	Teacher A		Teacher B		Teacher C		Teacher D	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Student lacks preparation prior to class.	√		√		√		√	
2.	Student always fails to do homework.	√		√		√		√	
3.	Student is unable to memorize the info that given on the previous day.	√			---		---	√	

In this category the students' academic attitude which is dealing with the preparation prior to the class or things that should be done at home. The first attitude which classified in this category is lack of preparation prior to the class. When the research subjects who are four junior high teachers were asked about the students whether they have characters that lack of preparation prior to English class, all the teachers answered 'yes'. It means that they had experienced having students who had lack of preparation prior to the class.

Teacher A stated that, she found her student lack of preparation prior to her class because she knew her student many times forgot to bring book, dictionary or even homework. Therefore, Teacher B argued that she ever faced some of her students who did not bring the homework because of forget. In the contrary, teacher D witnessed his students who were lack of preparation when he said to his students that on that day there would be a daily examination, immediately there were some students honestly shouted that they forgot to prepare and study.

However, having student who was lack of preparation prior to the class was also happened on teacher C. She stated that she was teaching in a private school under the control Islamic boarding school (PESANTREN), her students had full activities all the day, and ended 10 in the night. So, it was normal thing having student who did not complete the homework, forgot to bring dictionary, and even did not study because of fell in sleep at night before.

The teachers perhaps do not want to have student who has trouble in the academic or behavior. That hope also happened on the four teachers, they hope there won't be students who have problems in their academic or behavior. The following students' academic problem in this category is student always fails to do homework. When the teachers were asked about it, entire teachers stated that they have student even some students who always failed to do homework.

Teacher A stated that, she had special student who always failed to do homework, she added, student A1 always did failure doing the homework not only for English but all subjects. She knew it because in the teacher office she ever reported to the other teachers about him, and all teachers stated that student A1 was special student and needed much attention.

Teacher B and teacher D stated that ever faced student who failed to do the homework but not always, it rarely occurred and happened on different students. They stated that perhaps the students forgot to do the homework at home, so they completed it in the class in hurry because English was always in the first section. Meanwhile teacher D argued that she ever witnessed her student failed to do

homework but only once. It happened on her student because her student had absented for a couple meeting, so it was normal that her student could not do the homework because her student had been left behind for some meetings.

The last students' academic problem which is in common problems category is student who is unable to catch the info that given on the previous meeting. There is a word 'fast remember fast forget' it also happened on the students. Based on the interview with four teachers, when they were asked whether they have student who is unable to catch information or material given on the previous day, the only 50% of the teachers answered 'yes' they were teacher A and teacher D.

Teacher A stated that, she had two students who were forgetters; she stated that students who forgot the information that was given on the previous day happened when they got many important in the same occasion. It usually happened on a couple days before the final examination, that condition demanded the students to study much longer to prepare the final exam, and sometimes before the final examination many teachers conducted the daily examination to prepare or test the students' readiness in having examination.

Meanwhile teacher D stated that having student who was unable to catch the information that given on the previous day was making him surprised. He ever told to the students that each of them should bring dictionary and memorize the words dealing with the material on the following day, and some of students forgot to bring the dictionary and memorize the words. That condition demanded him to

make up his mind and change the teaching strategy in order the teaching and learning process would run successfully.

The classifying of the common type of students' behavioral problems which contains students' forgetfulness, and lacking preparation learning tools at home is supported by Evertson in his book *Classroom management for secondary teachers*. He stated that forgetfulness of the students rise because the student gave partial to the teacher's instruction, comment, or order. Those behaviors frequently bring effect on student forgetful to do the homework, to bring certain thing related to lessons, even to study or prepare prior to the class⁸⁴.

Category 2: Serious Problems

Students' academic problems which are classified in this category are dealing with decreasing academic achievement, lacking vocabulary which brings effect to other skills of English, and lacking or thrill/ excitement (laziness). This classifying is based on the researcher which is supported by Angela's book 'Engaging Beginning Teachers'. However, based on the interview, the research subjects ever encountered the problems which are classified in this category. It can be seen on the table below.

⁸⁴ Evertson. *Classroom management for secondary teachers*. P. 98

Table 8
Academic Problems in Serious Problems Category

No.	Problems	Teacher A		Teacher B		Teacher C		Teacher D	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Student has low level of academic achievement in certain skill or final result.	√		√		√		√	
2.	Student' academic achievement is decreasing level in certain skill or final result.	√			---		---	√	
3.	Student lacks of thrill or excitement in class	√			---		---	√	
4.	Student writes some words even the whole passage in Indonesia while teacher is instructing to write in English.	√		√			---	√	
5.	Student lacks vocabulary when she/he is speaking English	√		√		√		√	
6.	Student does not understand instruction or explanation in English	√			---		---	√	
7.	Student is unable information or question in listening test.	√		√			---		---
8.	Student can not read English passage.	√			---		---		---
9.	Student lacks of thrill or excitement to speak English.	√		√		√		√	
10.	Student is unable to speak English.	√		√		√		√	
11.	Student is unable to write in English.	√		√		√		√	

Decreasing academic achievement, in the learning process many aspects are affecting the children to learn, they are mental intelligent and the environment.

Those aspects affect the student's effort to achieve the learning's goal. In this case, decreasing level to of academic achievement in certain skill or in the final result is categorized as the serious problem category.

The research subjects were asked about whether they have student who got problem decreasing level of academic achievement in certain skill or in the final result, the only two teachers who answered 'yes'. They were teacher A and teacher D. Teacher A stated that, decreasing level of academic achievement probably could not be felt by the students directly, but after they knew their scores, then they just realized. When she asked the students why theirs were got decrease, they answered different test different difficulties, and the more difficult probably they would got the more false answers.

In contrast, teacher D argued that he witnessed there were some of his students got decreasing academic achievement in the certain skill or final result. He added that they got it because of having problems with family, another said having problems with friend, and other said having difficulty to answer the questions. After knowing the reasons which belonged to their students he realized that environment, and students' mental intelligent affected the academic achievement.

The following problem which is categorized in serious problem is about student's laziness. Laziness can be classified in this category because laziness affects the student's thrill or excitement in class. Based on the result of interview, the only two teachers or 50% from the research subjects who answered 'yes' when

they were questioned whether they have student who had lack of thrill and excitement in the class.

Teacher A stated that student who was lazy brought much impact to the academic achievement of the student. She added, if the student lacked of thrill or excitement in the class, the student would do out of learning activities. She had student who lacked of thrill or excitement in the class, he was a boy. He was lazy to do everything, he just sat, wrote as he liked, kept silent, and behaved passively. When she consulted to other teachers, she was shock. He behaved passively and seemed lazy to do everything also occurred on other teachers' class. She ever tried to ask him, but he just said lazy.

In the contrary, teacher D argued that he had student who was lazy to do anything when he had been teaching for about three months. He stated that he found a student who was so lazy to do everything, but it only happened for about three meetings. When he asked the student, the student said that at that moment the student got problem in the family.

The last problem which is in serious problem category is about student who lacks of English vocabulary. This term will be followed by other four cases dealing with lacking vocabulary. Moreover, the result of interview four teachers drew that they have student who lacked of vocabulary. It is proved with the their answer when they were asked five questions which were 2 questions about lack of vocabulary in writing, and three questions that are about lack of vocabulary in listening, reading, and speaking.

The result of interviewing teacher A, she stated that she had some students who had lack of vocabulary. It could be proved when she was asked if her student wrote some words in Indonesia even the whole passage while the teacher instructed to write in English. She answered 'yes'. It means that she had student who wrote some words even the whole passage in Indonesia while she had instructed to write in English. She argued that, student who lacked of vocabulary would have difficulty in writing which is one of productive skills. On the other words, another fact that proved her statement was she stated 'yes' when she was asked whether she had student who lacked vocabulary in speaking. The consequence, the student who was asked to speak English, the student spoke in Bahasa Indonesia even in Javanese.

Moreover, lacking vocabulary affected to reading and listening skills. The proven is when she was asked about the student who was unable to catch information or instruction in listening test. She nodded her head which meant she agreed. She added some students sometimes handed up when listening test conducted, they wanted to repeat even translate the instruction into Bahasa Indonesia because they did not understand what the instruction was.

Similar with teacher A, teacher B, C, and D also witnessed their students lacked of vocabulary. The evidence of having students who lacked of vocabulary is when they had the same answer 'yes' to answer whether they had student who wrote some words even the whole passage in Bahasa Indonesia, while the teacher had instructed to write in English. Teacher B and D stated that they often found

their students wrote some words in Bahasa even though they had instructed them to write in English. They argued it was common happened on students who lacked vocabulary in English. In the contrary, teacher C argued that, she ever found students' works written in Bahasa Indonesia although she had instructed to write in English, but it was very rare because she is teaching in bilingual school which all subjects are explained by using two languages, Indonesia and English.

Meanwhile, other evidences are when the three teachers were asked whether their students lacked vocabulary when they were speaking, all of them answered 'yes'. Teacher C stated that although her school applied bilingual system but it did not mean necessarily that all students were fluently to speak English. She stated that, sometimes she witnessed her students got difficulty to speak English, as a consequence her student spoke in Bahasa Indonesia. In contrast, teacher B and D argued that they often found their students spoke in Bahasa Indonesia even in Javanese. They expected that making students speak English fluently is their challenge as new teachers. Even though they often found students who did not speak in English, they would never give up facing the challenge to make them enable to speak English.

In addition, when they were asked if they have student who was unable to catch the information or the instruction in English test, the only teacher B or 33.3% who answered 'yes'. She stated that when she conducted listening test, she ever witnessed her students handed up which indicated they did not understand. And

sometimes, she knew her students shouted because they could not understand about the instruction or the question.

The serious problems which are related to students' academic problems in English as a Foreign Language (EFL) classroom, according to Stephanie, they are; student got descending score, tardiness of the students' learning, lacking the vocabulary, and laziness of the students in class⁸⁵. He added, the quality of EFL teacher determines the students' academic achievement because EFL students tend to depend on the teacher. Therefore, David E Freeman justifies the Stephanie's statements about the serious problems rise in EFL classroom. He adds that the serious problems which rise in the EFL classroom can be classified as follows; students become overly depend on teacher, persistence of use bilingual (L1 and FL), students unclear what to do, and do the wrong thing, tardiness, and laziness of student involve in the learning and teaching process⁸⁶.

Category 3: The Most Serious Problems

The student' academic problems which include in this category are academic cheating. Therefore, based on the interview research subjects, showed that all the research subjects ever witnessed their student did academic cheating. It is displayed on the table below.

⁸⁵Michaell. Stephanie. *The Influence of High Quality Teacher-Student Relationships on Emergent Literacy of English Language Learners*. P.16

⁸⁶Freeman. Yvonne. *ESL/ EFL Teaching : Principles for Success*. P.45

Table 9
Students' Academic Problems in the Most Serious Academic Problems Category

No.	Problems	Teacher A		Teacher B		Teacher C		Teacher D	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Student frequently attempts of cheating during examination.	√		√		√		√	
2.	Student frequently attempts of cheating during listening test.	√		√		√		√	
3.	Student frequently attempts of cheating during reading quiz.	√		√		√		√	

Based on the result of interview four junior high school teachers, when they were questioned whether the practical of cheating happened in their class or not, entire teachers or 100% teachers said 'yes'. Teacher A stated that she witnessed some of her students were cheating when she gave listening test or even reading quiz. Then, when she conducted examination for mid term even final exam, she also saw some students were cheating. She argued that, if they were cheating when she gave listening test probably they expected that she could not see them clearly because listening test was frequently conducted in the language laboratory, but it was wrong. She added, the students who usually cheated were the students who sat in the last line or in the corner. For those who sat in the first line, perhaps they were afraid to cheat because the teacher was used to monitor or supervise the students by standing in front of the class.

Teacher B and C stated that witnessing their students when they were cheating remained them when they were in school, but cheating is not tolerable thing. They guessed the test was not suitable for their ability then made them confused and did cheating. The teachers could not get the students wrong because the wise teacher would always reflect what they had done. It was contrast with teacher D, he stated that perhaps in the school where he was teaching is private school which did not need to test for the students who wanted to register or join that school. It could be one of the reasons why the students were accustomed cheating when they were doing test, beside that, he added without testing the candidates of the students would bring many students who had low ability joining the school and gave much effect to the students who have good quality.

Academic cheating is extremely common in educational institutions. Cheating undermines the use of assessment data as both indicators of student learning and as sources of feedback to teachers for instructional planning. Although cheating appears in many institutions, no age group is exempt from acts of academic dishonesty. For example, based on research which was conducted by Kanfer and Duefeldt in 1968 indicated that cheating occurs among elementary school children⁸⁷. On the other sides, the researches were conducted by Anderman in 1998, and Murdock in 1998 showed that there were many practical of cheating

⁸⁷ Kanfer and Dueferldt. *An Educators' Prediction On Early Students' Cheating*. P.56 - 71

occurred in middle and high school by adolescents⁸⁸. Meanwhile, the research that was conducted by Newstead in 1996 stated that there were many practical of cheating happened in the college and as late as college⁸⁹. Meanwhile, there were also practical of cheating occurred in graduate school it was proved by the research which was conducted in 1996 by Daugherty, Rowley, and Schwarz⁹⁰.

In conclusion, the students' academic problems faced by English teachers in the classroom are divided in some categories, they are; the first category is the common problems category, based on the research; the students' academic problems which are classified in this category are; the problems dealing with students' readiness or preparation prior to the class, and homework. Then, the second is the serious problems category, students' academic problems which are classified in this category are dealing with decreasing academic achievement, lacking vocabulary which brings effect to other skills of English, and lacking or thrill/ excitement (laziness). Thus, the last category is the most serious problems category which only contains students' academic cheating.

⁸⁸ Anderman, E. M., *Motivation and Cheating During Early Adolescence*. P. 84-93. And Murdock, T. B., *Effects Of Classroom Context Variables On High School Students' Judgments Of The Acceptability And Likelihood Of Cheating*. P. 165-771.

⁸⁹ Newstead. *Grade School under Investigation As Teachers Allege Test Cheating*. P. 13

⁹⁰ Daugherty. A survey of teachers' perspectives on high-stakes testing in Colorado: what gets taught, what gets lost?

2. Teachers' solution toward academic and behavioral problems in the classroom faced by English teachers in the first year career

For a wide range of explanation students' academic and behavioral problems have been explored above, therefore seeking the problems without finding the solution would be nothing. So this part will explain the teachers' solution that addresses academic and behavioral problems in the classroom faced by English teachers in first year career.

a. Teachers' solution toward behavioral problems in the classroom faced by English teachers in the first year career

This research was conducted not only to investigate the behavioral problems in the classroom faced by English teachers in the first year career, but also seeking the teachers' solution toward the problems. The detail explanation about the teachers' solution that addresses the problems will be presented in some categories like the previous part. Therefore, the details solution as follow;

Category 1: Disruption

Classroom disruption is the behavior that a reasonable individual view as substantially or repeatedly obstructing or frustrating the environment of the classroom. Usually the disruptive behavior slows down and negatively affects the instructor's capability to conduct the class, or the capability of other students to profit the instruction⁹¹.

⁹¹ Finn. *Educational squeal of High School Misbehaviors*. P. 101

Disruption category contains students' behavior which draw student's talking, shouting, screaming, and interrupting the teacher or class. Moreover, after conducting the interview four teachers, the researcher also asked about the teachers' solution toward the students' behavioral problems in disruption category. Therefore, the teachers' solution can be seen in the table below.

Table 10
The Teacher's Action for Disruptive Students

No.	Problem	Teacher	Solution
1.	Student shouts or screams to answer teacher's question to show the thrill or excitement	A	Threat and warn the students by showing aggressive action.
		B	Advise the students.
		C	Threat and warn the students by showing aggressive action.
		D	Advise the students.
2.	Student is releasing sounds during preoccupation in teaching and explaining of lesson.	A	Advise and use a loud voice to point the students.
		B	Give punishment.
		C	Advise and use a loud voice to point the students.
		D	Advise and use a loud voice to point the students.

Regarding the disruption category which contains two problems, they are; students shout or scream and students release sound during the teacher is explaining the material. Therefore, the result of interviewing four teachers, there were two different ways to overcome the students who shout or scream, and there were two different ways to overcome the students who were releasing sound during the teacher was explaining the material. And the detail information is;

Witnessing the students who scream or shout to answer teacher's question probably would break the class concentration, even disturbing the class activities, four teachers who are the research subject had different ways to face that condition. Teacher A and teacher C had stated that to face that condition they threat and warn the students by showing aggressive action. In fact, they directly yelled the students' name that screamed or shouted in front of the class to make them silent. However, teacher B and teacher D had different way to face that condition, they argued that to face the students who screamed or shouted when answering teacher's question they directly advised them.

The condition which draws students, who were releasing sound when the teacher was explaining the material, certainly will disrupt the class, and it would be crowded or noisy class. Based on the result of interview, there were different teachers' actions to cope that condition. Teacher A, C, and D cope that condition by giving direct advice and using loud voice to point the students who acted out that behavior. In the contrary, teacher B stated that to cope that condition, she pointed out the students to go in front of the class, and mentioning things in English. In short, what she did was giving the students punishment which has relation to English.

Disruptive student behavior is detrimental to the academic community because it interferes with the learning process for other students, inhibits the ability of instructors to teach most effectively, diverts teachers' and the school

energy and resources away from the educational mission, and may indicate a significant level of personal problems or distress on the part of the disrupter⁹².

Handling the students' behavior which are classified in the disruption behavior that had been done by the teachers are similar with the Peter Lorain's opinion to overcome those problems. He stated that the disruptive students need much attention and to handle those students' problems need communicative, firm and direct advice, high tone to show aggressiveness, and sometimes punishment⁹³.

Category 2: Inattention

In general, students' behaviors which are classified in inattention category are; using mobile phone, using MP3 player, restless due to lack of interest in learning, sleeping, and doing things unrelated to lessons⁹⁴. However, in reality based on the interview research subjects who are four junior high teachers, they also witnessed the students' behavioral problems which are classified in this category that are accompanied by the teachers' solution. It can be seen in the table below.

Table 11

⁹² Amada. Gerald, *Dealing With 7 Disruptive Personality Types in the Classroom*. P. 7

⁹³ Lorain. Peter. *Handling Disruptive Students A Delicate Dance for Any Teacher*. P. 60

⁹⁴ Quek and Angela. *Engaging Beginning Teachers*. P.47

Teachers' Action for Students' Behavioral Problems in Inattention Category.

No.	Problem	Teacher	Solution
1.	Student draws attention to the teacher or other students when the student is demonstrating the knowledge.	A	Give rewards, advice, and change the teaching strategy by adapting the situation.
		B	Give advice, and understand the students by giving chance to other students.
		C	Give rewards, advice, and change the teaching strategy by adapting the situation
		D	Give rewards, advice, and change the teaching strategy by adapting the situation
2.	Student shows dignity until the teacher is overwhelmed.	A	Give reward, and individual attention
		B	---
		C	---
		D	Give reward, and individual attention
3.	Student is playing gadgets (mobile phone, MP3 player, games, etc) in teaching and learning process.	A	---
		B	---
		C	---
		D	Punishment and Asking the gadgets.
4.	Student is daydreaming during the teaching and learning process.	A	No action taken
		B	Making a joke an pointing the student
		C	No action taken
		D	Ask the students to wash their face.
5.	Student sleeps in the class when teaching and learning process.	A	Ask the student to wash their face / Wudhu
		B	Ask the student to wash their face / Wudhu
		C	Ask the student to wash their face / Wudhu
		D	Ask the student to wash their face / Wudhu
6.	Student always asks permission to toilet when teaching and learning process.	A	Make a rule and regularity
		B	Make a rule and regularity
		C	Make a rule and regularity
		D	Make a rule and regularity
7.	Student always pays attention in another class or outside class.	A	Yelling, and giving direct advice to the student
		B	---

		C	---
		D	Yelling, and giving direct advice to the student

In practice, all the research subjects ever faced inattentive student. The first student behavior in the inattention category which faced by all research subjects is hyperactive student which was showed by drawing attention or showing off to other students or the teacher when they were demonstrating their knowledge. Each of the teachers has the same way to cope that problem. The way is advising to the actor, and giving chance to the other students who enabled to do the same.

Therefore, another students' behavior which is classified in the category of inattention is student shows dignity until the teacher is overwhelmed. In this case there were only teacher A and D who had the students who had character like that. And their action toward this case was giving personal attention to the student who did it through giving feedback and explaining that they should give chance to other students. Not only that, they also gave reward to stop them did it but behave even handed teacher by giving chance to all students.

The practical of inattention also occurred when the student is playing gadgets (mobile phone, MP3 Player, PSP, Game Player, camera, etc). The result of the interview four teachers, the only teacher D who said that having student who brought the gadget to the class. Therefore, he had straight rules for his students who brought or played gadget in the class. It was the students should

give the gadget to the teacher and the gadget would not be given back before the class ended.

The student is daydreaming when the teacher explains the material is the following behavior which is part of inattention. Based on the result of interview, all the teachers experienced facing student daydreamed when they were explaining the material. Therefore, from all teachers who faced this case, the only two teachers who had way to cope this problem, they are teacher B and D. Therefore teacher A and C did not have any ideas to take certain action. Teacher's B action toward the student who daydreamed was making a joke, and pointing the student to answer some questions. In contrast, teacher D had different way to face this case. He asked the student to wash the face in order it would make the student fresh.

Sleeping at the class, leaving the class, and always looking outside of the class are the following students' behavioral problems which categorized as inattention. The result of interview the four teachers as the research subject, 100% or all the teachers ever experienced facing students who slept in the class when teaching and learning process was running. All teachers had the same way to face this case, it is asking the students to go to toilet for washing the face or in Islam it is called 'wudhu'. Not only that, they also compactly had way to punish the students who slept in class by asking them to come forward and singing a song, mentioning things in English, or only standing up for a few minutes.

Besides sleeping in the class, leaving the class when teaching and learning process was also faced by all teachers as the research subject. Here leaving the class can be seen from some views. In the reality, most of students wanted to leave the class by asking permission to go to toilet. All the teachers had the same way to solve this condition, it was making a rule for the students who wanted to go toilet. The only a student who was allowed to go to toilet, forbade the students to go to toilet with friend, and if there was a student who was going to toilet, the rest of students in the class might not ask permission to go to toilet.

The last problem which is in the category of inattention is students always pay attention to another class or look outside class. Therefore, the only teacher A and D who experienced facing this case, and they had the same solution toward this case, they are yelling the students who did it and giving direct advise by asking them to close the door. The primary reason of student who paid attention outside the class because of the opened door, and usually the actors were students who sat beside the door.

In the real teaching, teacher is demanded to accommodate the students' need, and this great demand sometimes raises problems when the teacher could not do it successfully. In case of new teachers many students' problems raise because the actors wanted to get teacher's attention. This statement is strengthened by the result of research which was conducted by Jenson in 2001,

one of the reasons students behave out of learning activities is to get teacher's attention⁹⁵.

MarylIn stated in her book, 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, play gadgets, look outside of class, always ask or show dignity to the teacher⁹⁶.

Category 3: Indifferent Attitude

Students' behavioral problem which is regarded in this category is student shows boredom by complaining to the teacher. Based on the interview, entire teachers who are the research subjects ever witnessed their student complained to them because of boredom but surprisingly, not all of them had taken action toward it. This has been displayed in the table below.

Table 12
Teachers' Solution for Students' Behavioral Problems Indifferent Category

No.	Problem	Teacher	Solution
1.	Student shows boredom by complaining to the teacher.	A	No Action taken
		B	Change the teaching strategy.
		C	No Action taken
		D	No Action taken

⁹⁵ Jenson, E. Fragile brains. *Educational Leadership*. P. 32-37

⁹⁶ Appelbaum. Maryln. *How to Handle Students With ADHD*. P.5

Many reasons of students behave in the classroom, whether cooperative behavior or misbehavior. Students' behavior which classified in the category indifferent attitude is when the students get bored in the teaching and learning process, and the students show the boredom through complaining the teacher to change the material or conducting other activities. Based on the result of interview four teachers, all the research subjects answered ever experienced this case, and surprisingly the only teacher B who had solution or took action toward this case. Teacher B stated that, she would change the teaching strategy if there were many students showed their boredom by complaining her when she was teaching. Perhaps, changing the strategy based on the students' want and need, it could be games, quiz, or conducting group learning.

To decrease even to cope students who lose attention to the teacher's instruction, there is a solution which demands students' involvement in teaching and learning process. One of the suggested strategies is changing the teaching strategy itself, in the real teaching changing strategy can be applied through changing the teaching strategy by adapting situations and peer pressure⁹⁷. Based on the interview, the only one teacher who enables to show the action to face the condition, and she fortunately use the strategy which is suggested by the angela's book. Certainly, the way to face the condition which draws situation that student shows boredom by complaining to the teacher is not only by changing the strategy. But it could be one of the good solutions to face the condition.

⁹⁷ Quek and Angela. *Engaging Beginning Teachers*. P.50

Category 4: Defiance

Students' behavioral problems which are categorized in defiance category are eating in the classroom, disobedient, disrespectful, wandering in class, smoking, and sleeping in the class⁹⁸. Based on the interview, entire research subjects witnessed students who did misbehaviors which are in defiance category. Besides the teachers faced the problems certainly accompanied by the action toward the problems. The table below displays the result of interview which focuses on teachers' action toward defiance category.

Table 13
Teachers' Action for Students' Behavioral Problems in Defiance Category.

No.	Problem	Teacher	Solution
1.	Student does not participate in the corporate learning groups.	A	Encouraging the students, and giving individual attention.
		B	Giving direct advice.
		C	Encouraging the students, and giving individual attention.
		D	Encouraging the students, and giving individual attention.
2.	Student ignores teacher' instruction, comment, or order.	A	No action taken.
		B	---
		C	---
		D	Giving punishment.
3.	Student does not want to speak English while the teacher is instructing to speak English.	A	Giving motivation
		B	Giving reward
		C	Giving motivation
		D	Giving motivation
4.	Student eats in the class	A	Yelling and giving direct advice
		B	Yelling and giving direct advice
		C	Yelling and giving direct advice
		D	Yelling and giving direct advice
5.	Student is doing	A	---

⁹⁸ Quek and Angela. *Engaging Beginning Teachers*. P.48

	another subject in English class.	B	---
		C	---
		D	Giving direct advice.

The result of interviewing the four teacher if the student deny or refuse to participate in the corporate learning groups, all of the teacher or 100% answered 'yes' means that all of them have experienced facing students who deny or refuse to join in the group when the teachers applying corporate learning group. Teacher A, C, and D had the same way to cope that solution, they gave personal attention by explaining to the student the benefit of group learning, and encouraging the student to join the corporate learning group. And teacher B stated that, to solve that condition she gave direct advice to the student who refused to join the group learning, and asking the student to join the group.

The following behavior which is in category defiance is ignoring teacher's instruction, comment, or order. The result of the interview said that only 50% of the research subjects or two teachers who stated having student who always ignored the instruction, comment or order. They were teacher A and D. The teacher A did not have any action that addressed student who ignored teacher's instruction, comment, or order. Meanwhile, teacher D argued that, solving that case, he used punishment which related to the topic at that day. For example; at that day he explained about asking and giving opinion. When there was student who ignored his explanation, he asked the student to come forward and make conversation with him to practice asking and giving opinion.

The student who is reluctant to speak English is one of the characters of student which is in defiant category. When the research subjects were asked whether they have student who was reluctant to speak English while the teacher instructed the students to speak English, entire teachers answered 'yes'. Means that 100% teachers or 4 teachers have experienced having student who was reluctant to speak English in the class, there were two ways found which were done by the research subjects. Teacher A, C, and D gave their students' motivation about speaking English and the usage of English in the globalization era. However, teacher B had different way to face that condition, she gave reward to the student who had spoken English, and she stated that it functioned to elicit other students to speak English.

The following problem which is in defiant category is eating in the class. The result of interview four teachers entire teachers answered 'yes' when they were asked whether they have student who eat in the classroom. Surprisingly all teachers had the same way to face that case. They yelled the students who were eating to stop them eating, then giving direct advice that remaining them about the rules and regularity in the class.

The last student's behavior which is classified in defiant category is student does another subject when the teacher is explaining. The result of interview is the only teacher D or 25% of the research subjects who ever experienced knowing some of his students did another subject when he was teaching at class. Therefore, his action toward that case was giving direct advice to the student that

at that time was time for studying English, not other subjects. School had scheduled for each subject, so when he came to the class, the students should be ready for learning English.

Defiance is the behavior of the students who ignore or defy the teacher's instruction. While defiance can be a disorder which defined as a disorder in which children ignore or defy adults' requests and rules. They may be passive, finding ways to annoy others, or active, verbally saying "No". They tend to blame others for their mistakes and difficulties. When asked why they are so defiant, they may say that they are only acting against unreasonable rules. They are different from children with conduct disorders in that they do not violate the rights of others. These behaviors are present at school, at home, but not necessarily in other situations, with other adults⁹⁹. The students' behavioral problems which are in defiant category are; refusing to join corporate learning group, ignoring teacher's comment, order, or instruction, refusing to speak English, eating in the class, and doing another subject when the teacher is explaining the material.

The suggested solution to handle the defiance students, C. M. Charles suggested the teaching strategy namely synergetic discipline. In this strategy the teacher provides a structure for increasing student interest and involvement in class, which in turn reduces misbehavior, raises participation and produce satisfactions for all involved. The teacher emphasizes conditions and activities

⁹⁹ Denise. Benny. *Oppositional Defiant Disorder*. P.2

that students find attractive. In the application, the class runs in discussing and take into account student needs; security, hope, dignity, belonging, power, enjoyment, and competence. The class emphasizes condition and activities students are known to like (e.g. friendly, supportive, interesting, and approachable teachers, enjoyable instructional activities, intriguing, and interesting topics, opportunity for success and personal accomplishment, camaraderie- group activities), minimize class conditions and activities are known dislike (e.g. sitting quietly for long periods, working independently, doing repetitive work, memorizing facts and data, completing long, 'unending' assignment), emphasizes and uses personal charisma, recognize and correct teacher misbehavior¹⁰⁰.

The teachers who are research subjects had applied the proper way to face the problems when the teacher tried to encourage the students in the corporate groups, and direct advice to the students when they misbehaved. Unfortunately, the teachers had no action for students who ignored the teachers when they were explaining material.

Category 5: Aggression

In this category probably all people will not surprise that not only adult who do aggression, the learners also do it. The students' behavioral problems which are classified in aggression category are; quarrelling or arguing, using vulgarities,

¹⁰⁰ Charles. C.M. *Building classroom discipline*. P.39

threatening, bullying, kicking or throwing things, and fighting¹⁰¹. Fortunately the only 25% of the research subjects who faced the students' behavioral problem which is in this category, certainly the teacher who faced it, also did the action to cope the problem. It can be proved by the display table below.

Table 14
Teacher's Action for Students' Behavioral Problems in Aggression Category

No.	Problem	Teacher	Solution
1.	Student is doing harassment or abusing other students during teaching and learning process.	A	Sending the student to school counselor.
		B	---
		C	---
		D	---

In reality which is based on the interview four teachers, when they were questioned about student's aggression, 25% or the only a teacher who ever witnessed the student who did harassment or abused other students when she was delivering the material in the class. The teacher who witnessed aggressive student doing harassment or abuse was teacher A. She took action to encounter that problem by sending the students to school counselor. She argued, the student who abused other students certainly the victims would try to do the same on another day, it certainly happened on the student who did harassment.

Some experts said aggressiveness is intolerable in the teaching and learning process. Relating to aggressiveness of the students in the classroom which is regarded as the behavior that disrupt the teaching and learning process.

¹⁰¹ Quek and Angela. *Engaging Beginning Teachers*. P.48

It is proven by the researches conducted by Kerr and Zigmond in 1986 and Walker and Rankin 1983 show that most teachers agreed that many of behaviors which define students with aggression, negative responses to the teacher feedback were intolerable in the classrooms¹⁰².

Category 6: Truancy

Student who frequently absence or come late is defined as the student who had done student's behavior which classified in the truancy category. It is strengthened by Quek and Angela in their book under the title *Engaging Beginning Teachers* stated that many practical of truancy in the schools, they are; absence, come late, and absence for certain subject only¹⁰³. Therefore the problems coming certainly will demand the solution. The table below displays the teachers' action toward the students' behavioral problems in truancy category.

Table 15
Teachers' Action for Students' Behavioral Problems in Truancy Category.

No.	Problem	Teacher	Solution
1.	Student frequently absents from the class.	A	---
		B	---
		C	---
		D	Sending letter to parent or school counselor.
2.	Student frequently comes late	A	---
		B	---
		C	---

¹⁰² Walker, H. M., & Rankin, R.. Assessing the behavioral expectations and demands of less restrictive settings. *School Psychology Review*, P. 274-284.

¹⁰³ Quek and Angela. *Engaging Beginning Teachers*. P. 43

		D	Sending letter to parent or school counselor.
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However, after conducting the interview with four teachers as the research subjects, when each of them was questioned whether they have student who frequently absent, the only 25% from the teachers or only a teacher said 'yes', while the rest of the teachers answered 'no'. The teacher who had student who frequently absent was teacher D, he stated that to cope the student who absented teacher D took action sending mail to the parents or school counselor. The student who absented should be known by the parents and the school counselor in order there were other controllers besides the teacher. However, truancy is not only about absence but also about the coming late. When the research subjects were asked whether they have student who always come late, the result is the same with when they were asked about student's absence. The only teacher D who answered 'yes', and he also did the same action as like for the student who absented.

Sending the students to the school counsel is one of the applications of humanistic approach. This approach is proper to face the students who misbehave in the category of truancy. This approach is founded by Marshall, written in his book entitled discipline without stress, punishment, or reward: How teachers and parent promote responsibility and learning¹⁰⁴. And the teacher who is one of the

¹⁰⁴ Marshal. M. *Discipline Without Stress, Punishment, Or Reward: How Teachers And Parent Promote Responsibility And Learning*. P. 37

research subjects who faced the truancy students had applied the proper strategy, it is humanistic approach.

In conclusion, regarding to the solution toward the problems are divided in some categories, the teachers' solution automatically are divided so, in details are; disruption category, teachers generally have different problems to face the students' behavioral problems in this category. For coping students' talking, and shouting, the teachers used direct advice, punishment, and show the aggressive action. In another word, the teachers applied reactive approach. Then for handling students' behaviors inattention category, the teachers used some strategies, they are; giving reward, advising, changing the strategy by adapting the situation, giving individual attention, punishing, and making rules and regularities. However, for facing students' behavioral problems in the following category, indifferent attitude category, the only a teacher who had strategy to face it, it is changing the teaching strategy through adapting the situation. It can be said that the teachers used humanistic approach.

Therefore, another category is defiance category. The teachers had varieties of way to face the students' behavioral problems in this category, they are encouraging the students, giving individual attention, direct advice, motivation, and reward, and punishing the students with the punishment related to English. In the contrary, the only one way belongs by the teachers to face the students' behavior in aggression category; it is sending the students to the school counselor. Moreover, it was also happened on the teachers' way to face

the students' behavioral problems in truancy category, it is sending letter to the parents or school counselor. Indeed, generally the teachers applied proactive, reactive, and humanistic approach to face the students' behavioral problems in the classroom.

b. Teachers' solution toward academic problems in the classroom faced by English teachers in the first year career

Students' academic problems are raised in the classroom based on the research which conducted by some experts that explained on the previous pages, Not only that, it was also proved by the result of interview which conducted by the researcher. Meanwhile, the problems which rose should be accompanied by the solution or action. This part will display the teachers' solution toward students' academic problems in the classroom. The detail explanation about it as follows;

Category 1: Common Problems

This category contains some students' academic problems; they are; students' problems dealing with preparation prior to the class, failure to do homework, and forgetfulness. The table below displays the teachers' action toward the students; academic problems in this category.

Table 16
Teachers' Action for Students' Academic Problems in Common Problems
Category

No.	Problem	Teacher	Solution
1.	Student lacks preparation prior to the class.	A	Give punishment and advise
		B	Give direct advice
		C	Give punishment and advise
		D	Give direct advice and report to school counselor
2.	Student always fails to do homework.	A	Sending letter to the parents
		B	Sending letter to the parents
		C	Sending letter to the parents
		D	Sending letter to the parents
3.	Student is unable to catch information or material given on the previous day.	A	Give advice to make schedule or 'list to do'
		B	---
		C	---
		D	Give advice to make schedule or 'list to do'

In this category the students' academic attitude which is dealing with the preparation prior to the class or things that should be done at home. The first attitude which classified in this category is lack of preparation prior to the class. When the research subject who are four junior high teachers were asked about the students whether they have characters that lack of preparation prior to English class, all the teachers answered 'yes'. It means that they had experienced having students who had lacked of preparation prior to the class. There were two different ways to overcome this problem, teacher A and C argued that to face the students who lacked of preparation prior to the class that usually forgot to bring book, dictionary, even homework, they gave them punishment which made them

realize what they had done. Teacher A stated that, if they forgot to bring handbook, she asked them to borrow handbook from other classes.

In the contrary, teacher C stated that to make her students realize that what they had done was not good; she asked them to stand up in front of class, or to mention things in English. However teacher B and D had different way to face the condition, they usually gave advice to them directly. In Addition, teacher B also wrote report to school counselor for those who frequently forgot to bring homework, or handbook.

The teachers perhaps do not want to have student who has trouble in the academic or behavior. The hope also happened on the four teachers, they hope there won't be students who have problems in their academic or behavior. The following students' academic problem in this category is student always fails to do homework. When the teachers were asked about it, entire teachers stated that they have student even some students who always failed to do homework. Therefore, all teachers had the same way to overcome this case, they sent letter to the parents about their child. Teacher A stated that, if the students who failed to do homework, the teacher should corporate with the parents to change students' habit. However, entire teachers stated that before sending latter to the parents, the teacher had asked the students why they were like that, and given advice to them.

The last students' academic problem which is in common problems category is student who is unable to catch the info that given on the previous meeting. There is a word 'fast remember fast forget' it also happened on the

students. Based on the interview with four teachers, when they were asked whether they have student who is unable to catch information or material given on the previous day, the only 50% of the teachers answered 'yes' they were teacher A and teacher D.

The teachers who faced this condition had the same way to encounter this case. Teacher A and D stated that, forgetter students could not be given a punishment to stop their habit. She gave the advice to make a schedule for the students and motivated them by showing the important of responsibility.

The academic problems in the common problem based on Marvin Marshall' model named raising responsibility suggest the teachers who encounter the students' academic problems in the common problem category to apply it. Reactive approach is usually signed by giving punishment and control, appropriate behavior imposed on students through avoiding punishment, advising and parents notified¹⁰⁵. Unfortunately the two teachers above had applied punishment to encounter the students' academic problem in this category. The researcher could not get the teachers wrong, because beside they gave punishment to the students; they also gave the students' advice. In another word, it can be said that the teachers used reactive approach which employs the direct reaction to face the problems.

¹⁰⁵ Marshal. M. *Discipline Without Stress, Punishment, Or Reward: How Teachers And Parent Promote Responsibility And Learning*. P. 39

Category 2: Serious Problems

According to Angela's book, serious problems which deal with students' academic achievement are; decreasing level of student's academic achievement, low academic level in certain skill, lack of vocabulary, and laziness or lack of thrill or excitement in class. Certainly when the teachers faced the serious problem, they would do nothing. Therefore the table below presents the teachers' action toward the students' academic problems in the serious category.

Table 17
Teachers' Action for Students' Academic Problems in Serious Category.

No.	Problem	Teacher	Solution
1.	Student has low level of academic achievement in certain skill or final result.	A	Parents notification, and motivate the student.
		B	Reporting to the parents.
		C	Parents notification, and motivate the student
		D	Parents notification, and motivate the student
2.	Student' academic achievement is decreasing level in certain skill or final result.	A	Advising after school.
		B	---
		C	---
		D	Advising after school.
3.	Student lacks of thrill or excitement in class	A	Warning and motivate the student.
		B	---
		C	---
		D	Motivating the student.
4.	Student writes some words even the whole passage in Indonesia while the teacher is instructing to write in English.	A	Warning and motivate
		B	Advising after school, and sending them to English extracurricular.
		C	---
		D	Warning and motivating the student.
5.	Student lacks vocabulary when she/he is speaking	A	Changing the teaching strategy.
		B	Giving vocabulary games, and special homework.

	English.	C	Changing the teaching strategy.
		D	Changing the teaching strategy.
6.	Student does not understand the instruction or explanation in English.	A	Re-explaining the instruction in Bahasa
		B	---
		C	---
		D	Re-explaining the instruction in Bahasa
7.	Student is unable information or question in listening test	A	Translating the instruction in Bahasa
		B	Translating the instruction in Bahasa
		C	---
		D	Translating the instruction in Bahasa
8.	Student can not read English passage.	A	No Action taken
		B	---
		C	---
		D	No Action taken
9.	Student lacks of thrill or excitement to speak English.	A	Warning and motivating the student.
		B	Advising, and warning the student by giving bad score.
		C	Warning and motivating the student.
		D	Warning and motivating the student
10.	Student is unable to speak English.	A	Warning and motivating the student
		B	Sending the student to English extracurricular.
		C	Warning and motivating the student
		D	Warning and motivating the student
11.	Student is unable to write in English.	A	Warning and motivating the student
		B	Advising after school, and sending to English extracurricular.
		C	Warning and motivating the student
		D	Warning and motivating the student

Based on the interview, when the research subjects were asked about whether they have student who got problem decreasing level of academic achievement in certain skill or in the final result, the only two teachers who answered 'yes'. They were teacher A and teacher D. Therefore, those two teachers had the same way to face that condition; they gave personal attention

through advising the students after school. Teacher A stated that it was impossible to give direct advice because decreasing level was personal problem. Meanwhile, teacher D argued that by giving advice after school, it would be more effective and solvable than giving direct advice in the class which was seen by many students.

The following problem which is categorized in serious problem is about student's laziness. Laziness can be classified in this category because laziness affects the student's thrill or excitement in class. Based on the result of interview, the only two teachers or 50% from the research subjects who answered 'yes' when they were questioned whether they have student who had lack of thrill and excitement in the class

Therefore, the teachers who faced that condition had the same way to overcome that problem. Teacher A and D stated that, student who was lazy or lack of thrill or excitement could be decreased by giving them advice and motivate them continuously. Teacher A stated that lazy student could not be given a punishment because probably the student would ignore or refuse the punishment.

The last problem which is in serious problem category is about student who lacks of English vocabulary. This term will be followed by other four cases dealing with lacking vocabulary. Moreover, the result of interview four teachers drew that they have student who lacked of vocabulary. It is proved with their answer when they were asked five questions which were 2 questions about lack

of vocabulary in writing, and three questions that are about lack of vocabulary in listening, reading, and speaking.

Teacher A stated that, to encounter students who have weakness lack of vocabulary could be solved by giving model to them through always speak English and translate some words in Bahasa Indonesia which are regarded as the difficult words for the students. Moreover, she added enriching students' vocabulary can be solved by giving them extra task about vocabulary. While teacher B stated that to solve the problems dealing the vocabulary certainly the students should be given vocabulary games and practicing the vocabulary when they were asked to speak. Different from teacher B, teacher C argued that to solve students' problems dealing with vocabulary every meeting should be given new vocabulary and practicing together in class. However, teacher D gave his students some vocabularies in English written in the white board and the students should structure those vocabularies in sentence.

Regarding to the students' academic problems in the serious category, Spencer Kagan suggested to the teachers who faced this condition which draws there are some students who are categorized in students who have academic problem in the serious problems. He suggested to the teachers applying 'same-side win – win strategy'. This strategy is signed by the teacher and student work together closely to find acceptable solutions to the problems; every problem is addressed and resolve satisfactory. Moreover it openly expresses care for the students, validate their positions and provide support in establishing responsible

alternatives to students' academic behavior. Through applying it, the students gradually develop self-management, responsibility, and other autonomous life-skill¹⁰⁶. This strategy had been used by the teachers to face the problems dealing with laziness, decreasing level of academic achievement, and lack of vocabulary. The teachers tried to encourage the students in teaching and learning process to achieve the teaching and learning goals and objective. (In detail; see Appendix 1 Point academic problems in serious problems)

Category 3: The Most Serious Problems

Students' academic problem which is categorized in the most serious problem is cheating. The practical of cheating would not be tolerated even there many reasons or motives. Based on the interview the research subject, the research subjects had witnessed their students cheating, certainly by knowing them, the teachers were not silent or doing nothing. The table below shows the teachers' action when they witnessed their students cheating.

Table 18
Teachers' Action for Students' Academic Problems in The Most Serious Problems.

No.	Problem	Teacher	Solution
1.	Student frequently attempts of cheating during examination.	A	Retest the student
		B	Retest the student
		C	Retest the student
		D	Retest the student
2.	Student frequently attempts of cheating	A	Yelling at student
		B	Yelling at student

¹⁰⁶ Kagan.S. kayle. *Win – win discipline: Solutions for all discipline problems*. P. 85

	during listening test.	C	Yelling at student
		D	Yelling at student
3.	Student frequently attempts of cheating during reading quiz.	A	Yelling at student
		B	Yelling at student
		C	Yelling at student
		D	Yelling at student

Based on the result of interview four junior high school teachers, when they were requested whether the practical of cheating happened in their class or not, entire teachers or 100% teachers said 'yes'. It indicates that the teachers have ever witnessed their students cheating in doing examination or test. The teachers have the same way to solve problems dealing with students' academic cheating. When their students were noticed by the teacher or supervisor they were cheating while doing final examination. The entire teachers stated that for the students who were cheating, the teacher would retest them with different question. Therefore, when the teachers noticed the students who did cheating during listening and or reading test, all teachers compactly stated that when they knew their students cheated during reading test, or listening test they would yell the students in order to stop them cheating.

The student' academic problem which include in the most serious problems category is academic cheating. Academic cheating is extremely common in educational institutions. It is strengthened by research which was conducted by Murdock in 1998 showed that there were many practical of cheating occurred in

middle and high school by adolescents¹⁰⁷. However, Teachers perhaps are the main source for the prevention and the controller of academic dishonesty. They are the first to communicate with students about academic dishonesty on the first day of the semester, and the reinforcement of academic integrity serves as a reminder to students of what is morally correct¹⁰⁸.

Indeed what the research subjects had done to their students was right, giving direct reaction to the students who did cheating. Therefore, by doing so, the teachers had done what the Stephen stated in his book, that teacher has responsibility to control and prevent the academic cheating. The teachers' action toward the students' cheating was enabling to stop even make the students aware that cheating is not the way to get good achievement.

In conclusion, relating to the teachers' solution addressing the students' academic problems which are divided in the some categories, there are various way to face, and the detail solutions as follow; teachers' actions to face the students' academic problems in the common problems category the teachers use various way, they are; giving punishment, direct advice, and suggestion to make 'list-to do', reporting to the school counselor, and sending letter to the parents. While to face the students' academic in serious problems category the teachers also applied various ways, they are; parents' notification, advice after

¹⁰⁷ Anderman, E. M., *Motivation and Cheating During Early Adolescence*. P: 84-93. And Murdock, T. B., *Effects Of Classroom Context Variables On High School Students' Judgments Of The Acceptability And Likelihood Of Cheating*. P. 165-771.

¹⁰⁸ Stephens, J.M., & Wangaard, D.B. *Teaching/or integrity: steps to prevent 33 cheating in your classroom..* P. 3

school, encourage the students through motivation, change the teaching strategy, give special task, and re-explain the material. In contrast, there are only two ways which belong to the teachers' action to face students' academic problems in the most serious problems category, they are; Retesting the students and Yelling at the students. Indeed, the teachers' action that address the students' academic problems through applying the proactive, reactive, and humanistic approach.

3. The reasons for Students' Academic and Behavioral Problems in the classroom faced by English teachers in the first year career.

Analyzing the reasons for students' academic and behavioral problems in the classroom are presented based on the categories which classify the students' behavioral and academic problems in the classroom, the details are;

a. Students' behavioral problems in the classroom faced by English teachers in the first year career.

Students' behavioral problems in the classroom faced by English teachers in the first year career are classified in some categories. It also derives the result of analyzing the reasons for the students behavioral problems in the classroom, the details reasons for each category are;

Category 1: Disruption

There have been explained on the previous part that the students' behavior problems in disruption category are; students are shouting, screaming even releasing sound during the teacher explaining the material. The table below displays the result of group interview conducted to seek the students' reasons of doing the behaviors which are in the disruption category.

Table 19
The Reasons for Students' Behavioral Problems in Disruption Category

No.	Problem	Students of teacher	Reason
1.	Student shouts or screams to answer teacher's question to show the thrill or excitement	A	All students stated that it naturally happened and no reason.
		B	5 students = just for fun 5 students = naturally happened
		C	8 students = naturally happened 4 students = no reason
		D	7 students = naturally happened 1 student = no reason
2.	Student is releasing sounds during preoccupation in teaching and explaining of lesson.	A	All students stated that it unintentionally happened.
		B	10 students stated that it unintentionally happened.
		C	10 students stated that it unintentionally happened 2 students = no reason.
		D	7 students stated that it unintentionally happened A student said it was custom.

The group interview had been conducted after interviewed the teachers, it was done to validate the students' statement about the reasons of academic and behavioral problems in the classroom faced by their teachers. Therefore, the result

of conducting group interview with the students, the researcher found the reasons why they behaved which are regarded as the disruptive behaviors.

The students of teacher A, B, C, and D had the same answers when they were asked why they shouted or screamed to answer teacher's question, the majority of the students answered that they did it because it naturally happened and just for fun. It was the logic answer because they are still immature. However, only 4 students out of 40 students who stated that they had no reason to do it, means that, most of them did it because of naturally happened, and just for fun.

Therefore, when the students were asked to answer the second question why they were crowded or released sound during the teacher was explaining the material, the only a student who answered it was the custom or habit. The majority of students or 37 students answered it was unintentionally happened, and two students had no idea about it.

Indeed, from the result of the interview which employed the 40 students of teacher A, B, C, and D, their reasons of doing the behaviors which are classified in the disruption behavior come from themselves. It is proved by the dominant of their answers are it naturally happened, and just for fun. There is no any reasons that they stated that they did it because of the teacher, or the teaching strategy that used by the teachers.

Based on the research which was conducted by Coie, Miller-Johnson, & Bagwell (2000) have categorized developmental risk factors that affects in students' misbehavior in the class into the following categories: (a) constitutional

factors (e.g., hereditary influences, prenatal/birth complications); (b) family factors (e.g., poverty, abuse, conflict); (c) emotional and interpersonal factors (e.g., low self-esteem, difficult temperament, peer rejection); (d) intellectual and academic factors (e.g., below average intelligence, learning disability); (e) ecological factors (e.g., neighborhood disorganization, racial injustice); and (d) non-normative stressful life events (e.g., early death of a parent, outbreak of war, other traumatic events)¹⁰⁹. Thus, the students' reason for their behaviors which are categorized in disruption category is in learning environment, or ecological factors. The students are still immature, so when the researcher tried to dig reasoning their reasons, they only gave simple answer. However, from the students' answer which showed that it was a custom can be classified as the ecological factor, because of the environment supported them being noisy students.

Category 2: Inattention

Regarding to inattention, students' behaviors which are classified in inattention category are; using mobile phone, using MP3 player, restless due to lack of interest in learning, sleeping, and doing things unrelated to lessons¹¹⁰. However, in reality based on the result of conducting group interview research subjects who are junior high students of the four teachers who are the research subjects too, the researcher found the reasons of them related to their behaviors

¹⁰⁹ Coie, J. D., Miller-Johnson, S., & Bagwell, C. *Re-conceptualizing behavior management and school wide discipline in general education. Education and Treatment of Children*, P. 361-381.

¹¹⁰ Quek and Angela. *Engaging Beginning Teachers*. P. 47

which are classified in inattention category. As the proof, it can be seen in the table below.

Table 20
The Reasons for Students' Behavioral Problems in Inattention Category.

No.	Problem	Student of Teacher	Reason
1.	Student draws attention to the teacher or other students when the student is demonstrating the knowledge.	A	7 students= shows off the ability or strength , 3 students =seeking teacher's attention
		B	6 Students = shows off the ability or strength, 3 students =seeking teacher's attention, and 1 student = need reward.
		C	2 Students = shows off the ability or strength, 10 = seeking teacher's attention.
		D	3 Students = shows off the ability or strength, 5 students =seeking teacher's attention
2.	Student shows dignity until the teacher is overwhelmed.	A	8 students = do not understand yet 2 students = no reason
		B	10 students = do not understand yet
		C	10 students = do not understand yet 2 students = no reason
		D	7 students = do not understand yet 1 student = no reason
3.	Student is playing gadgets (mobile phone, MP3 player, games, etc) in teaching and learning process.	A	---
		B	----
		C	----
		D	6 students = following trend 2 students = eager to do it
4.	Student is daydreaming during the teaching and learning process.	A	7 students = bored, 3 students = tired
		B	1students = bored, 9students = tired
		C	3students = bored, 9students = tired
		D	1students = bored, 7students = tired
5.	Student sleeps in the class when teaching and learning process.	A	2 students= lazy, 3 students= tired, 5 students = bored.
		B	2 students= lazy, 2students= tired, 6students = bored

		C	7students= lazy, 2students= tired, 3students = bored
		D	2 students= lazy, 3 students= tired, 3students = bored
6.	Student always asks permission to toilet when teaching and learning process.	A	8 students = custom, 2 students = refreshing.
		B	8 students = custom, 2 students = refreshing
		C	8 students = custom, 4students = refreshing
		D	5students = custom, 3students = refreshing
7.	Student always pays attention in another class or outside class.	A	5 students = custom, 4students= refreshing, 1 student= bored
		B	---
		C	---
		D	7 students = refreshing, 1 student= custom

Based on the result of conducting group interview, all the students who are the students of each teacher whether teacher A, B, C, or D had the same answer when they were asked why they drew attention to the teacher or other students when the student is demonstrating the knowledge. The many students or 18 students answered that they did it because they wanted to show their ability strength in certain skill. Therefore, 21 students stated that they did it because they wanted to seek the teacher's attention. They argued that because they were taught by new teacher who had not known well yet about themselves.

Surprisingly, when the students were asked why they showed dignity until the teacher is overwhelmed, most of them answered because they did not understand yet about what the teacher had explained in advance, even what they

had not known yet. Students' dignity usually can be seen when they questioned the teacher continually. It means that, the reason for they gave questions the teacher continually was their great curiosity about something that they needed or wanted at that time. Meanwhile, some of the students stated that they did not have the reason to do it by saying 'I do not know'. Perhaps for those who answered that they did not know were the students who never did it to the teacher.

However, when forty students of the all teachers who are the research subject were questioned about their reason for they played gadget (Mobile phone, MP3 player, Games, etc) the only teacher D who answered it. Based on the researcher observed, school of teacher A, B, and C forbade the students to bring gadget because those schools are private school under the control of Islamic foundation. Meanwhile, the only school of teacher D which has no any significant rules and regularity about bringing gadget at school. Thus, it brought impact to the students who wanted to bring their gadget, and their reason for bringing gadget to the school even used it at classroom are; because they wanted to follow the life trend which demanded them to bring the gadget. It can be seen by 6 students of teacher D answered it, and the only 2 students argued that they brought mobile phone at school or used it in the class because they just wanted to bring it. They argued that they could not be separated by their mobile phone.

Then, when the students were asked why they daydreamed at class when the teacher was explaining the lessons, most of them stated that because of tiredness. It can be seen when 28 students of forty students answered tired. It is

rationale reason because three from the four schools where the teacher A, B, C, and D teacher teach apply the full-day learning system, means that the only a school which does not apply the full-day school system, it is the school of teacher D. While the others answered that they daydreamed in the class when the teacher was explaining the lesson because they were lazy to study.

Sixteen students of the teacher A, B, C, and D stated that they were bored when the researcher asked why they slept in the classroom when the teacher was delivering the material. While, ten students said that they were tired, and 14 students said that they were lazy to study. Most of their answers are reasonable because all of the teachers who are the research subject got turn to teach in the afternoon. It means that all students were tired because they had got some subjects previously.

However, when the students were asked about their reasons for their habit always asking permission to toile when the teaching and learning process. Most of them, or 29 students stated that it was a custom. They admitted that even they asked permission to go to toilet; actually they did not do anything in the toilet. They stated that, they just wanted to go outside; sometimes they had appointment to meet with friends outside, so they were forced to do it. Meanwhile, the rest of students or 11 students stated that they asked permission to go to toilet because they wanted to get refreshing time outside, they stated that being in outside was more free than in the classroom. Perhaps, they did it because the condition of the class pressed their mind that made them wanted to get a little refreshing outside.

Therefore, when the students were asked why they took a look outside or paid attention to another class, the only students of teacher D answered it. It happened because the condition of classroom in the school where teacher D teaches has low window and the door is always opened. While, the condition of classrooms where the teacher A, B, and C teaches do not provide the chance to the students to pay attention outside or another class because the condition of classrooms have high window and the doors are always closed. The most students of teacher D or 6 students stated that they paid attention outside or another class because they thought that after looking outside they would get fresh. While, only a student stated that it was a custom. For the student who answered it was a custom probably he /she always sat beside the door or the first row where the student enabled to look outside the class.

Considering the student's motive for doing the students' behavioral problems in inattention category, it can be concluded that it came from their individual character or personality. It is proved by their statements show that boredom, tiredness, habit or custom, and desire to show off. It is entirely in line with Salem al-amarat thesis, stated that students do misbehave in the class, one of the reasons is students' personality which employs their habit, belief, and ability¹¹¹.

¹¹¹ Salem. Muhammad Al-amarat. *The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions*

Category 3: Defiance

Students with defiance may consistently challenge class rules, refuse to do assignments, and argue or fight with other students. This behavior can cause significant impairment in both social and academic functioning. The constant testing of limits and arguing can create a stressful classroom environment¹¹². This derives the researcher to seek the reasons for the students doing it. The table below displays the students' reasons for defiant students in the classroom.

Table 21
Students' Reasons for Students' Behavioral Problems in Defiance Category

No.	Problem	Students of teacher	Reason
1.	Student does not participate in the corporate learning groups.	A	9 students= get uncomfortable members, 1 student = lazy
		B	8 students= get uncomfortable members, 2 student = lazy
		C	11 students= get uncomfortable members, 1 student = lazy
		D	7 students= get uncomfortable members, 1 student = lazy
2.	Student ignores teacher' instruction, comment, or order.	A	7 student= angry to the teacher, 3 students= problem with friend/family
		B	----
		C	----
		D	A student = problem with teacher 7 students = problem with friend / family
3.	Student does not want to speak English while the teacher is instructing to speak English.	A	9 students= fear of making mistake, 1 student = not confidence
		B	8 students= fear of making mistake, 2 student = not confidence
		C	8 students= fear of making mistake, 4

¹¹² Denise.Benny. Oppositional Defiant Disorder. P: 3

			student = not confidence
		D	7 students= fear of making mistake, 1 student = not confidence
4.	Student eats in the class	A	7 students= hungry, 3 students= unintentionally
		B	8 students = hungry, 2 students= want to eat
		C	7 students= hungry, 5 students= unintentionally
		D	7 students= hungry, 1 student= unintentionally
5.	Student is doing another subject in English class.	A	----
		B	----
		C	----
		D	8 students = afraid of the teacher who gave task.

The group interview was conducted with the forty students of four teachers who are the research subjects, the entire teachers faced the defiant students which was explained in the previous part. Every teachers send the representative as the interviewee, they are; 10 students of teacher A, 10 students of teacher B, 12 students of teacher C, and 8 students of teacher D.

Then, when the students were asked about defiance, exactly when they were asked about the reasons for their reluctance to participate in the corporate learning groups, most of them or 35 students answered that they got uncomfortable members. When the researcher asked what it meant, they stated that uncomfortable members meant that they got members who were not regarded as their best friend, even they stated that they would be reluctant to join in the corporate learning group of they were in group with the member whom they hated. Therefore, the rest of

students or 5 students answered that they were reluctant to join the corporate learning group because they were lazy. Perhaps because the timing of English in their classroom was in the afternoon even in the last section of teaching and learning process, so it brought impact to the students' interest or spirit.

However, when they were asked why they ignored their teacher's instruction, comment, or order, the only teacher A and teacher D who answered this question. For the students of teacher B and C did not answer this question because they thought that they never did it. Eight students who answered this question stated that they ignored the teacher's instruction, comment, or order because they had problem with the teacher or their family members. Not only that, the most of students or 10 students reasoned that they did it because they had problem with their friend or their classmate.

All the students when they were asked about the reasons for their reluctant to speak English while the teacher instructed them to speak English had different reasons. It is proved that the majority of students or 32 students stated that their reason did want to speak English because they were afraid of making mistake. They argued that commonly if there was a student who did mistake certainly would be mocked by other students. Meanwhile, the rest of students or 8 students argued that they did not speak English because they were unconfident to speak English; they stated that mostly when they tried to speak English other friends would pay attention to them.

Students who are the research subjects were given different answers when they were asked about their motive eating in the classroom when the teacher was delivering the material. Most students or 29 students reasoned that they ate in the class because they were hungry; it was the rationale reason because English subject was taught in the afternoon after they got break time. However, most of the school gave the break time only thirty minutes, perhaps they did not have enough time for eating at that limited time, so they continued it in the classroom while the teacher was delivering the material. Meanwhile, 9 students stated that they ate in the class because unintentionally did it. They argued that, sometimes they found their food then they ate it even actually they were not hungry. Thus, 2 students answered that they ate on the class because they wanted to eat; when the researcher tried to ask “are you hungry?” they said “No, I just want to eat my food”.

Therefore, when the researcher tried to ask about whether they ever did another subject in English class, the only students of teacher D answered “yes”. It indicates that the students of teacher A, B, and C never did it at their class. Meanwhile, when the researcher tried reasoning the students of teacher D, they argued that they did it because they were afraid of the teacher who gave the task. They argued that, commonly they did another subject because there was much homework that should be submitted on that day.

Regarding the students’ reasons for their acts which are categorized in defiance category, the researcher can make an in line that their motives are internal and external factors in the teaching and learning process. It can be seen from their

answers stated that laziness, unconfident, fear, and having problem with the teacher. Based on George's thought in his book for the students' reasons laziness, unconfident, and fear of making mistakes can be classified in the internal factors which factors that come from the students' personality. While for their reason having problem with the teacher is classified as external factor which the motive that comes from the environment, for example, classroom condition, teacher, classmates, and the rules¹¹³.

Category 4: Aggression

According to Angela's book, *Engaging Beginning Teacher*, students behavioral problems which are categorized in aggression category are; quarreling, using vulgarities, threatening, bullying, kicking things, throwing things, and fighting.

Certainly the students who did the aggression have the reasons, and the table below presents the reasons of students' behavioral problems in aggression category.

Table 22
The Students' Reasons for Students' Behavioral Problems in Aggression Category

No.	Problem	Students of teacher	Reason
1.	Student is doing harassment or abusing other students during teaching and learning process.	A	9 students = for rehearsal, and just for fun, 1 student = vengeance.
		B	----
		C	----
		D	6 students = for rehearsal, and just for fun, 2 student = vengeance

¹¹³ George.N. *To leave or to stay? An exploratory study of teachers of students with emotional and behavioral disorders. Remedial and Special Education*, P.227-236.

Based on the conducting group interview the students, only the students of teacher A and D who answered “yes” the question whether they ever did harassment or abuse other students in the class. It means that the students of teacher B and C never did it. Therefore the result of interview showed that most of students or 15 students out of 18 students argued that their reason for doing harassment and abusing other students because they wanted to rehearse their ability. It is the reasonable reasons because in the school where the teacher A and D teaches there is an extracurricular “Pencak Silat”. While the rest of students or three students stated that they did harassment or abuse other students because they took vengeance to their friends who had ever hurt the actors.

Considering the students’ reasons for their aggression in the classroom, it can classified that they were affected by environmental causes, based on the research was conducted by Christy in 2000 stated that most secondary students did aggression in the school are caused of the environment. The actors regarded what they had done was a custom or joyful activities¹¹⁴. It also occurred to the students’ of A and D teacher which is proved by their reason for doing aggression was just for rehearsal. Probably, for the actor what they had done was a custom and good habit, but it did not mean necessarily good for their classmates even for those students who were the victims.

¹¹⁴ Christie. C.A. Youth Aggression and violence: risk, resilient and preventions. P.1

Category 5: 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 conduct¹¹⁵. Student who frequently absence or come late is defined as the student who had done student's behavior which classified in the truancy category. It is strengthened by Quek and Angela in their book under the title *Engaging Beginning Teachers* stated that many practical of truancy in the schools, they are; absence, come late, and absence for certain subject only¹¹⁶. The students who do the truancy probably have the reasons, and the tables below displays the reasons of students do truancy.

Table 23
Students' Reasons for Students' Behavioral Problems in Truancy Category

No.	Problem	Students of teacher	Reason
1.	Student frequently absents from the class.	A	----
		B	----
		C	----
		D	4 students = sick 2 students = late 2 students = lazy
2.	Student frequently comes late	A	----
		B	----
		C	----
		D	2 students = traffic jam 3 students = lazy 3 students = over sleep

¹¹⁵ Seeley, Ken. *Guidelines for National Definition of Truancy and Calculating Rates*. P. 3

¹¹⁶ Quek and Angela. *Engaging Beginning Teachers*. P. 43

Based on the result of group interview with the students, only students of teacher D answered “yes” when they were asked whether they frequently absent. It means that, the students of teacher A, B, and C never did it, then when the researcher tried reasoning the students who did it. The most of students or 4 students out of 8 students answered that they were sick. They argued that, sometimes they got sick immediately such as; stomachache, diary, even headache. However, there were two students who answered that they absented because they had been late coming to the class. They argued that, when they were too late coming to the school better they leaved the school or decided to absent. Meanwhile, two students argued that they were absence because they were lazy to go to school.

Therefore, when the students were asked why they frequently came late, three students stated that they were lazy coming to the school, and two students argued that they were late because they were frequently caught in the traffic jam. Traffic jam as the reason can be reasonable reason because traffic jam has been part of a big city. It also happened in the school which placed in the big city where there is always traffic jam in the morning. Thus, there were two students reasoned their come late because of over sleep.

Considering the students’ reasons for their acts which are classified in truancy category can be concluded that most reasons are internal factors, they are; laziness,

In conclusion, dealing with the students' behavioral problems faced by the teachers in the classroom is divided in the some categories, it also occurred in the reasons for them. There are various reasons relate to students' behavioral problems, the details are; sickness, laziness, lateness, and the students' bad habit which is over sleep. In the contrary, the only an answer of them stated that because of the traffic jam which is classified as external factor of students' misbehave in the class. The classification of the factors for students' misbehavior comes from George's idea which is written in his book¹¹⁷.

There are many reasons for the students' behaviors which are in disruption category, they are; naturally happened, unintentionally happened, for the fun, and the bad custom. Then the reasons for the following category, it is inattention category, they are; show off strength or ability, seek teacher's attention, follow life trend, eagerness of doing thing unrelated to lesson, tiredness, laziness, bad custom, and boredom. Therefore, the students' reasons for students' academic in defiance category, they are; laziness, having problems with friend or family, fear of making mistake, and unconfident. However, the only two reasons for the students' academic problems which are in the aggression category, they are; just for rehearsal, and for vengeance. In addition, for the last reasons for the students' academic problems in truancy category, they are; sickness, laziness, lateness, over

¹¹⁷ George.N. *To leave or to stay? An exploratory study of teachers of students with emotional and behavioral disorders. Remedial and Special Education*, P.227-236.

sleep, and the traffic jam. Indeed, generally the students' reasons for the students' behavioral problems are the students' selves, family, teachers, and the environment.

b. The reasons of Academic Problems in the classroom faced by English teachers in the first year career

The reasons for academic problems in the classroom faced by English teachers in the first year career are displayed in the categories which are derived by the previous part that categorizing in some categories. Therefore, the students' reasons for the academic are;

Category 1: Common Problems

In this category the students' academic attitude problems which is dealing with the preparation prior to the class or things that should be done at home. Definitely, students have the reason for doing the problems related to students' academic problems which are in the common problems category. The table below displays the students' reason for students doing the academic problems in the common problems category.

Table 24
Students' Reasons for Academic Problems in Common Problems Category.

No.	Problem	Students of teacher	Reason
1.	Student lacks preparation prior to the class.	A	8 students = forget, 2 students = custom
		B	9 students = forget, 1 student = custom
		C	10 students = forget, 2 students = custom
		D	7 students = forget, 1 student = custom
2.	Student always fails to do homework.	A	10 students = never study
		B	10 students = never study
		C	12 students = never study
		D	8 students = never study
3.	Student is unable to catch information or material given on the previous day.	A	9 students = forget, 1 student = unintentionally happened
		B	----
		C	----
		D	8 students = forget

Based on the result of group interview when the students were asked whether they lack preparation prior to the class, all the students of teacher A, B, C, and D nodded. It indicated that they did it. The, when the researcher tried reasoning them and the result said that most of students or 34 students answered they forgot to prepare what to prepare prior to the class at home previously. Meanwhile, the rest of the students or six students stated that they lacked preparation prior to the class because of custom. They were accustomed to do it, they argued that they were accustomed not to prepare what to prepare prior to the class at home.

Surprisingly, when the students were asked why they always failed to do homework, all the students whether the students of teacher A, B, C, or D answered that they never study at home. However, when the students were asked why they were unable to catch information or material given on the previous day, the only students A and D who answered it. Therefore, the result presented that the majority of students had the reason they forgot to do it. But then, the only a student reasoned that it happened unintentionally happened. Then, when the researcher tried to dig the further explanation, the students shook the head which indicated there was no any further reason.

Relating to the students' motives for what they behaved which regarded as the students' academic problems in the common problems category, the researcher could conclude that, forgetful is the major reasons of students behave the students' academic problems in this category. Based on the information from students academic resource centre that belongs to university central of Florida, stated that forgetful can attract the students' academic achievement. The most common reason why students forget is because the material is *under learned*. For remembering something, it must first be learned, that is, stored in long-term memory. Moreover, mental overcrowding is the following reasons of forget, too much input at one time into the senses inhibits learning and remembering. That is why it is normal to

experience poor learning and recall when studying with talking in the background, worrying about personal problems or disability, etc¹¹⁸.

Category 2: Serious Problems

Decreasing students' academic achievement, in the learning process many aspects are affecting the children to learn, they are mental intelligent and the environment. Those aspects affect the student's effort to achieve the learning's goal. In this case, decreasing level to of academic achievement in certain skill or in the final result, lack of vocabulary and laziness are categorized as the serious problem category. Definitely, there are reasons dealing with those problems. Then, the table below presents the reasons of students' academic problems in the serious category.

Table 25
The Reasons for the Students' Academic in the Serious Category.

No.	Problem	Students of teacher	Reason
1.	Student has low level of academic achievement in certain skill or final result.	A	9 students = lack of preparation, 1 student = no reason
		B	7 students= lack of preparation, 2 students= none supports, 1 student = no reason
		C	9 students = lack of preparation, 3 students = no reason
		D	6 students= lack of preparation, 2 students = no reason.
2.	Student' academic achievement is	A	8 students= lack of preparation, 2 students= difficult test

¹¹⁸ Congos.Dennis H., *Why We Forget?*. P. 1-7

	decreasing level in certain skill or final result.	B	----
		C	----
		D	7 students= lack of preparation, 1 student= difficult on test
3.	Student lacks of thrill or excitement in class	A	2 students = lazy, 3 students= problem with family, 2 students = bored, 3 students = tired
		B	----
		C	----
		D	1 student = lazy, 2 students = problem with family, 3 students = tired, 3 students = bored.
4.	Student writes some words even the whole passage in Indonesia while the teacher is instructing to write in English.	A	10 students = doubt in English
		B	10 students= lack of vocabulary.
		C	----
		D	8 students = lack of vocabulary
5.	Student lacks vocabulary when she/he is speaking English.	A	10 students = never study
		B	10 students = never study
		C	12 students = never study
		D	8 students = never study
6.	Student does not understand the instruction or explanation in English.	A	8 students = do not listen, 2 students = never study
		B	7 students = do not listen, 3 students = never study
		C	----
		D	----
7.	Student is unable information or question in listening test	A	9 students= using English, 1 student = never study.
		B	9 students = using English, 1 student = never study
		C	----
		D	----
8.	Student can not read English passage.	A	----
		B	----
		C	----
		D	----
9.	Student lacks of thrill or excitement to speak English.	A	8 students = fear of making mistake, 1 student = doubt, 1 student= confident
		B	6 students = fear of making mistake, 2 students = doubt, 3 students =

			unconfident
		C	8 students = fear of making mistake, 3 students = doubt, 1 student = unconfident
		D	6 students = fear of making mistake, 1 student = doubt, 1 student = unconfident
10.	Student is unable to speak English.	A	10 students = never study
		B	10 students = never study
		C	12 students = never study
		D	8 students = never study
11.	Student is unable to write in English.	A	9 students = lack of vocabulary, 1 student = do not know
		B	8 students = lack of vocabulary, 2 students = no reason
		C	9 students = lack of vocabulary, 3 students = no reason
		D	6 students = lack of vocabulary, 2 students = no reason

The result of group interview showed that there are many different reasons which answering why they had low level of academic achievement in certain skill or final result. The majority of students or 31 students had reasons that they were lack of preparation, when the researcher tried to dig the further explanation; they argued that they did nothing at home. Therefore, the rest of the students or 9 students answered “I do not know”. It indicated that, they did have no idea about the reason why it happened. Then, when they were asked why they got decreased academic achievement, the only students of teacher A and D who answered the question. It indicated that students of teacher B and D never got such problem. Most students of 15 students who answered the question stated that it happened because they were lack of preparation. Then they argued that they never study at

home, that was why their academic achievement decreased. Therefore, the only 3 students who answered the question stated that their academic achievement decreased because they got difficulty in answering the final exam or test.

However, when the student were asked why they lacked thrill or excitement in class. Again and again, the only students of teacher A and D who answered the question, and they had different answers toward the question about lack of thrill or excitement or laziness in class. Three students stated that they lacked of thrill or excitement in class because they were lazy to do everything in class. Then, 5 students argued that they lacked of thrill or excitement in the class because they got problems with their family, and another 5 students stated that they were bored, and the last 5 students argued that they were tired. The variety of their answers really reflects on their immaturity as the teenagers, it can be seen from the simple, concise, and reasonable reasons they addressed on the problems.

The last two problems which are regarded in the serious problem category is lack of vocabulary and laziness. When the researcher tried to dig up the reasons toward this case, the research found that the majority of students stated that they lacked of vocabulary when they were asked why they were unable to write in English. It can be seen on the table above. Not only that, most of them also stated that they lacked of vocabulary when answering the why they wrote some words even the whole passage in Indonesia while the teacher had instructed them to write in English. Therefore, students' laziness also regarded as the problem, it can be seen when all students answering all problems dealing with lack of vocabulary,

thrill or excitement in class, and low or decreasing students' academic achievement level.

Regarding to the students' motive for behaving which is regarded in the students' academic problems in the serious problem can be concluded that they were students' personality (laziness, fear of doing a mistake,), and students' weakness in learning English (lack of vocabulary). According to *Dennis H. Congos*, students' personality determines leading the academic achievement. The bad personality will certainly affects on the academic achievement of the pupils¹¹⁹. Meanwhile, for those students who said that lack of vocabulary as their motive of their acts which are regarded in the students' academic problem, it is the truism that lack of vocabulary determines students' thought or ability in learning English. According to *Chall and Jacobs* Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies¹²⁰.

Category 3: The Most Serious Problems

Considering the many forms in which cheating exists, there are nearly as many reasons that it occurs in the educational institutional. Some of the most common reasons include: Valuing Grades over Learning, with an increased significance attached to students' report, factor such as parent expectations, students are more likely than ever to rationalize cheating. Poor Time Management

¹¹⁹ Congos. Dennis H. *Character of pupils in the classroom*. Students Success centre. P. 9-12

¹²⁰ Chall, J.s. & Jacobs, V. A. *Poor children's fourth-grade slump*.

and Planning, time management is a major challenge for many students. Referring to the students' time to study and prepare. Lack of Interest and Motivation, many students fail to see the value of the important of school. However, it is always beneficial for the teachers to remind students of what constitutes cheating, as well as the resulting consequences, prior to exams and assignments, and to be available for consultation, and have resources or suggestions available¹²¹.

Based on the research, after conducting the group interview the students' of the teachers who had been interviewed, the result is really draws the immaturity of junior high students who aged 12 – 15. The table below displays the reasons of students from each teacher.

Table 26
The Reasons for Students' Academic Problems in the Most Serious Problems.

No.	Problem	Students of Teacher	Reasons
1.	Student frequently attempts of cheating during examination	A	9 students stated that they were lack of preparation, and a student stated it was difficult test.
		B	7 students stated that they were lack of preparation, and 3 students stated that they thought they got difficult questions.
		C	11 students stated that they were lack of preparation, and a student stated that she/he thought getting difficult questions.
		D	7 students stated that they were lack of preparation, and a student stated that she/he got difficult questions.
2.	Student frequently	A	8 students stated that they did not

¹²¹ Brinkley, K. *Addressing Cheating in the Classroom*. P. 6

	attempts of cheating during listening test		understand the instruction, and two students stated that they were confused.
		B	8 students stated that they did not understand the instruction, and two students stated that they were confused.
		C	6 students stated that they did not understand the instruction, and 6 students stated that they were confused.
		D	7 students stated that they did not understand the instruction, and a student stated that confused.
3.	Student frequently attempts of cheating during reading quiz	A	8 students stated that they did not know the answer, and 2 stated that they admitted their weakness, trusted to friend's answer.
		B	7 students stated that they did not know the answer, and 3 stated that they admitted their weakness, trusted to friend's answer
		C	8 students stated that they did not know the answer, and 4 students stated that they admitted their weakness, trusted to friend's answer
		D	7 students stated that they did not know the answer, and a student stated that admitted the weakness, trusted to friend's answer.

Based on the group interview which involved the students of teacher A, B, C, and D, showed that there were practical of academic cheating in the schools where they teach. Then, when the students were asked why they frequently attempted of cheating in the examination, most of them or 34 students stated that their reason for doing cheating in the examination was lack of preparation at home.

They stated that they never study at home. While the rest of students or 6 students stated that they got difficulty in answering the question by stating that they thought the questions in the examination were difficult for them.

However, when they were asked why they attempted of cheating during listening test, most of students or 29 students argued that their reason toward cheating during listening test was they did not understand the instruction. When the researcher tried to dig the further explanation by giving them question “why don’t you ask your teacher help translating the instruction?” They answered “It is useless because they we will not understand the content even the choice which written in English”. Then, the rest of the students or 11 students stated that they were confused. They added, they were confused what to answer, and which one was the best answer.

Surprisingly, when the students were asked about their reason for attempted of cheating in reading test, the majority of students or 30 students stated that they cheated their friends’ work in reading test because they did not know the answer. They argued that, if they tried to answer as they could, certainly it would be wrong answer. Then, the rest of students or 10 students stated that they did cheating because they admitted that they had not good enough ability of answering question in reading test, so they decided to cheat friends’ answer which are regarded as the good answer. According to Paris, Cheating in school also is becoming an international concern, because there are many researches about academic cheating in school were conducted in some countries like China, Australia, England, India,

Japan, Korea, Spain, and Scotland.¹²² Relating to the students' reasons for their acts which are classified in the students' academic problems in the most serious problems that deal with academic cheating, one of the students' reasons of cheating in the test or examination is difficulty in doing the test. It is exactly true, because based on the observation which was conducted by Callahan in 2004 showed that the students did cheating during the examination is caused their low ability in learning which brings effect on doing the exam¹²³.

In conclusion, dealing with the students' academic problems are divided in three categories, the students' reasons toward these cases automatically follow the pattern. There are various students' reasons toward these problems, the details are; the reasons for the students' academic problems in the common problems category are; forgetfulness, bad custom, and laziness applied through never study. While for the students' reasons for students' academic problems in serious problems category are; lack of preparation, lack of vocabulary, difficulty in test, tiredness, boredom, laziness, doubtful, problems with friend or family, unconfident, and fear of making mistake. Meanwhile, the reasons for the students' academic problems in the last category which is the most serious problems category are; lack of preparation, difficulty on test, doubtful, and unconfident with self-ability.

¹²² Strom, Paris S. *Cheating in Middle School and High School*. P. 105

¹²³ Callahan, D. *The cheating culture: Why more Americans are doing wrong to get ahead*. P.35