ENGLISH TEACHERS' CHALLENGES IN CLASSROOM MANAGEMENT

AT THE SEVENTH GRADE OF SMP AL-ISLAM 1 SURAKARTA IN

ACADEMIC YEAR 2022/2023

THESIS

Submitted as a Partial Requirements

for the degree of *Sarjana*

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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Assalamu'alaikum Wr.Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state the thesis of:
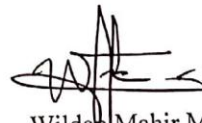
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has already fulfilled the requirments to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr.Wb.

Sukoharjo, 30 November 2022
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RATIFICATION

This is to certify the Sarjana thesis entitled "English Teachers' Challenges in Classroom Management at the Seventh Grade of SMP Al-Islam 1 Surakarta in Academic Year 2022/2023" by Lisda Siti Nurpadilah has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in UIN Raden Mas Said Surakarta

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DEDICATION

This Thesis is dedicated to:

1. My beloved parents, Sudirman (alm) and Ebah Suaibah who give me love, support, and prayers in my life.

2. My beloved sisters who give me support in finishing my thesis.

3. My advisor, Wildan Mahir Mutttaqin, M.A. TESL., who give me advice and support in finishing my thesis.

4. My friends of class "A" English Language Education 2018, and all my friends who give me support in finishing my thesis.

5. My Almamater UIN Raden Mas Said Surakarta

MOTTO

"Fabiayyi aalaa irobbikumaa tukadzzibaan"

Maka nikmat tuhan mu yang mana lagi yang kamu dustakan-QS Ar Rahman

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle"-Christian D. Larson

PRONUNCEMENT

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I hereby sincerely state that the thesis titled "ENGLISH TEACHERS' CHALLENGES IN CLASSROOM MANAGEMENT AT THE SEVENTH GRADE OF SMP AL-ISLAM 1 SURAKARTA IN ACADEMIC YEAR 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo. November 2022

Stated by,

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ABSTRACT

Lisda Siti Nurpadilah. 2022. *English Teachers' Challenges in Classroom Management at the Seventh Grade of SMP Al-Islam 1 Surakarata in Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

Every teacher who teaches a foreign language must have challenges in teaching and managing the class. The objectives of this study are: (1) To investigate the teacher's challenges in teaching English at the seventh grade of SMP Al-Islam 1 Surakarta in Academic year 2022/2023. (2) To investigate the challenges faced by English teacher in the classroom management at the seventh grade of SMP Al-Islam 1 Surakarta in academic year 2022/2023.

The subjects of this study were two teachers who teach seventh grade at SMP Al-Islam 1 Surakarta. This research used qualitative approach. The researcher used instruments, namely observation, interview, and documentation. In analyzing the data, the researcher used theory of Miles et al: data reduction, data display, drawing conclusion and verification. To trustworthiness of the data, the researcher used technical triangulation.

The results of this study indicate that: (1) Teachers face challenges in teaching English, namely the lack of students' English vocabulary, lack of exposure to English for students, students' psychological problems and linguistic problems experienced by teachers. (2) Related to the challenges of teachers in classroom management, teachers face a lack of student motivation in learning English and students who interfere in class during learning. Regarding some of these challenges, it turns out that there are still many challenges faced when teaching and managing classes in teaching English in the classroom. So that varied teaching methods and good classroom management are needed by teachers to teach in the classroom in order to create a safe, comfortable learning atmosphere so that learning runs smoothly.

Keywords: Challenges; Teaching English; Classroom Management

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CHAPTER I

INTRODUCTION

A. **Background of the study**

Currently, English is a global language (Crystal, 1997). The level of interconnectivity and globalization constantly growing around the world, it is evident that most people around the world communicate with people from other regions in only one internationally recognized language, namely English. In addition, English is the most widely used language in the world, including in the world of education (Rao, 2019). Therefore, English is used as an important lesson for the younger generation as an international language that must be mastered. In Indonesia, the first foreign language taught as a compulsory subject in secondary and higher education is English.

Teaching and learning process is the core of the educational process. The success of learning is largely determined by the successful implementation of the teaching process. Making students feel comfortable and concerned about learning is one of the teacher's tasks to condition the learning atmosphere. In other words, the success of the learning process cannot be separated from the role of the teacher. As stated by Zein (2016) argued that the role of the teacher is not merely to provide information, but also to direct and provide learning facilities (directing and facilitating the learning) so that the learning process is more adequate. In learning, teachers must understand the nature of the subject matter being taught as a lesson that can develop students' abilities, and understand various learning models that can stimulate students' ability to learn

with careful lesson planning by the teacher. Throughout the process, the teacher will face several challenges in teaching.

The definition of "challenge" is a calling into question (a challenge to an assertion) (Webster's New World Dictionary; 1974). Challenges can also be interpreted as things or objects that inspire determination to improve the ability to overcome problems. Challenges are part of human life, including teaching activities. In practice, the teacher is closely related to the challenges faced in the teaching process. There are several challenges in teaching English and classroom management faced by teachers in the process of teaching English. Therefore, teaching English is not an easy thing to do. Especially, teaching English at SMP Al-Islam 1 Surakarta. Teachers will face various challenges in teaching English and classroom management that can hinder the learning process. The researcher discovered a number of issues that teachers face when teaching English, namely the lack of students' English vocabulary, lack of English exposure for students, students' psychological problems and linguistic problems. While, the challenges faced by teachers' in classroom management are a lack of student motivation to learn English, and students' who disruptive in class that causes less than optimal learning.

As mention Kizildag (2009) argued that there are three types of challenges in teaching English, namely institutional challenges, instructional challenges, and socio-economic challenges. In addition, English teachers have some major challenges in teaching English in the classroom. As stated by Lynch (2008) in Fajaryani et al (2018) there are three most crucial challenges in teaching English in the classroom, including: Lack of motivation. Students may

not be inspired and interested in learning English; Insufficient allocation of time, resources and materials. English is a foreign language, therefore it cannot be learned and taught as easily as the mother tongue so it takes a long time to teach it; The class is too crowded, this causes several problems such as discomfort, lack of attention, evaluation, difficulty in managing the class, maintaining the effectiveness of learning.

According to Johanna Kasin Lemlech in Wijaya and Rusyan (2002) said that "*Classroom management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems.*" Based on this theory, classroom management is an effort on the part of the teacher to organize classroom life starting from planning the curriculum, structuring procedures and learning resources, setting the environment to maximize efficiency, monitoring student progress, and anticipating problems that may arise. Create and maintains conducive classroom conditions are the aim of Classroom management. Classroom management is an important aspect for the effective teaching and learning process. The purpose of classroom management is realizing effective and enjoyable class situations and conditions, both as a learning environment and as a learning group, which allows students to learn and develop abilities to the maximum extent in accordance with the social, emotional and intellectual environment of students in the classroom.

Djamarah (2006) stated that "classroom management is an effort to empower the potential of the class". That is as optimal as possible to support educational interaction process to achieve learning goals." In this sense,

classroom management is a conscious effort to plan, organize, actualize, and carry out supervision of program activities in the classroom so that the teaching and learning process can take place systematically. Therefore, the potential of students can be optimized.

Harmer (2014) claim "classroom management the ability to control and inspire a class is one of the fundamental skills of teaching. Teachers find it much easier if their students believe that they are genuinely interested in them and available for them". The frequent occurrence of disciplinary problems in the classroom can have a considerable effect on the effectiveness of teaching and learning. Teaching success often depends on the teacher's ability to manage the classroom. Classroom management is an effort of learning activities carried out by teachers to achieve the targeted learning objectives. One of the teacher's classroom management efforts is controlling and managing class discipline. In regards to the impact of classroom management on the teaching practicum, Macias & Sancez (2015) identified several challenges that face by the teacher in classroom management they are the classroom environment, Students' explicit acts of misbehavior, Students' attitudes and language levels.

Based on the explanation above, it can be concluded that classroom management is an effort to manage students in the classroom which is carried out to create and maintain an atmosphere class condition that supports the teaching program by creating and maintaining student motivation to always be involved and participate in the learning process in schools.

As seen from the findings of previous research, concerning the challenges in classroom management faced by English teachers in teaching

English at Mas Mahdaliyah Written by Siti Badriah (2019) She found that the teachers' got challenges in classroom management in teaching English at Mas Mahdaliyah. Most of them stated that the challenges they faced were in the facilities. Lack of facilities (Books) made it difficult for teachers to explain the material to students, and the students were also not interested in learning. That caused students to make a lot of noise when learning. Therefore, teachers need additional books from other sources. Meanwhile, this study focuses on the challenges faced by English teachers in teaching English and classroom management at seventh grade of junior high school which can be a difficult challenge for English teachers. Given that not all students get English lessons in elementary school. This triggers its own challenges that need to be considered by teachers.

Therefore, this condition motivates the researcher to see deeply the challenges in teaching English and classroom management faced by teacher at junior high school. The researcher is totally interested to investigate and observe the challenges in teaching English and classroom management faced by English teachers at SMP Al-Islam 1 Surakarta which is located in Surakarta, and how to anticipate those challenging factors by doing the research entitled **"English Teachers' Challenges in Classroom Management at the seventh grade of SMP Al Islam 1 Surakarta in Academic Year 2022/2023"**

B. Identification of the problems

Based on the description of the background of the study above, the research problem of this study as follows:

1. Teachers' challenges in teaching English.

2. English teachers' challenges in classroom management.

3. Lack of student motivation that can affect the quality of teaching and learning English.

4. Student who disruptive in class.

5. Students' lack of English exposure.

C. Limitation of the problems

To clarify the research and avoid misunderstandings, the researcher limit the study to two English teachers who teach English in seventh grade. The researcher only focused on teaching English from the seventh grade. Researcher chose two teachers at SMP Al Islam 1 Surakarta as research subjects. The two teachers in this study were English teachers who taught English in class VII SMP Al Islam 1 Surakarta. The researcher chose English teachers in seventh grade because seventh grade is a transitional class from elementary to junior high school, so this has its own challenges for teachers. The researcher observed the process of learning English in class with material about numbers and days, months and years. The researcher conducted two meetings for each teacher in the English teaching class because in 2 meetings the teacher explained several different materials. Thus, researchers will find challenges faced by teachers in managing classes in English classes.

D. Formulation of the problems

Based on the explanation in the background above, the problem formulation of this study are as follow :

1. What are the teacher's challenges in teaching English at the seventh grade of SMP Al-Islam 1 Surakarta in academic year 2022/2023?
2. What are the challenges faced by English teacher in the classroom management at the seventh grade of SMP Al-Islam 1 Surakarta in academic year 2022/2023?

E. Objective of the study

1. To investigate the teacher's challenges in teaching English at the seventh grade of SMP Al-Islam 1 Surakarta in academic year 2022/2023.
2. To investigate the challenges faced by English teacher in the classroom management at the seventh grade of SMP Al-Islam 1 Surakarta in academic year 2022/2023.

F. Benefits of the study

The results of this study are expected to provide the following benefits:

1. Theoretical Benefit

The results of this research can give information about English teachers' challenges in classroom management in teaching English at the seventh grade of SMP Al-Islam 1 Surakarta in academic year 2021/2022

2. Practical Benefits

    a. For Teacher

        Improve teacher understanding in the process of implementing more effective learning and can be used as a reference so that learning activities become more qualified.

    b. For Students

        Students are more interested in learning English and get a conducive classroom atmosphere for learning activities.

    c. For Researchers

        It is hoped that this research can provide constructive input for self-improvement of the shortcomings of researchers and add knowledge to researchers about the implementation of better learning.

G. Definition of the key terms

There were some key terms in this research. The researcher wants to clarify the meaning briefly:

1. Challenges

According to Malone (1981) in Çalıkoğlu (2019) approaches the concept of challenge as a 'task' that requires effort and in whose outcome success is not guaranteed. Something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.

2. **Teaching English**

Teaching is Transfer knowledge to students. According to Sudjana (2014) is a process that involves controlling and structuring the environment around students so that they can grow and be encouraged to participate in the learning process. Students are expected to share a common understanding of the material being covered. English is the most widely used language in the world, including in the world of education (Rao, 2019). Teaching English is a teaching activity carried out by the teacher to students in order to convey material about a foreign language. In this case, namely English.

3. **Classroom Management**

According Harmer (2014) classroom management is the ability to control and inspire a class is one of the fundamental skills of teaching. Teachers find it much easier if their students believe that they are genuinely interested in them and available for them.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching English

Teaching is the activity of conveying knowledge to students. Teaching can also be interpreted as an activity that makes students learn. Learning is the process of building meaning/understanding of information and experiences. The logical consequence of this notion of learning is that teaching is an activity of teacher participation in building student understanding. Teaching, according to Sudjana (2014), is a process that involves controlling and structuring the environment around students so that they can grow and be encouraged to participate in the learning process. Whereas, Maswan and Khoirul Muslimin (2017) suggest "teaching is providing pupils with lessons through training and directions so that they can develop experience". Transferring knowledge to students is what teaching entails. Students are expected to share a common understanding of the material being covered. That is, what teachers understand must also be comprehended by students.

According to Quirk et al (1985) English is the world's most important language. It is certainly the world's most widely used language. English is a global language. English is also the language of international air traffic control, and the chief language of world publishing, science and technology (Crystal, 1997). The level of interconnectivity and globalization constantly growing around the world, it is evident that most people around the world communicate

with people from other regions in only one internationally recognized language, namely English. In addition, English is the most widely used language in the world, including in the world of education (Rao, 2019). Therefore, English is used as an important lesson for the younger generation as an international language that must be mastered. In Indonesia, the first foreign language taught as a compulsory subject in secondary and higher education is English.

Based on the definition above, it can be concluded that teaching is a method and process of mutual interaction between students and teachers who are both involved in activities. Meanwhile, English is a global language. Englsih is the most frequently used international language in the world. Therefore, teaching English is a teaching activity carried out by the teacher to students in order to convey material about a foreign language. In this case, namely English.

2. **Teacher**

In the world of education, the teacher is the most meritorious person. The teacher is an important element in learning activities, because the teacher is someone who provides knowledge. As was stated by Djamarah (2015) the teacher is someone who provides knowledge to students or professionals who can make students plan, analyze, and conclude the problems they face. According to this theory, the teacher is someone who is experienced in the field of his profession with the knowledge possessed, can make students become intelligent people.

According to Suparlan (2008) in Mahsus (2019) a teacher can be defined as a person whose task is related to efforts to educate the nation's life in all aspects, both of spiritual and emotional, intellectual, physical, and other aspects. However, Suparlan (2008) in Mahsus (2019) also added that a teacher is someone who obtains a decree (SK) to teach, both from the government and the private sector. In addition, Imran (2010) in Mahsus (2019), suggested that teacher is a position or profession that requires special skills in its main tasks such as educating, teaching, guiding, directing, training, assessing and evaluating in formal education. In a simple sense, a teacher is a person who imparts knowledge to students.

Based on the explanation of the teacher above, the researcher concludes that the teacher is someone who has obtained a decree (SK) both from the private sector and the government to carry out a profession that requires special expertise in the main task of educating students whose main goal is to educate the nation's life in all aspects.

3. **Concept of Challenges**

a. **Definition of Challenges**

Definition of "challenges" in English Dictionary is something new and difficult which requires great effort and determination. According to Cambridge dictionary, challenges can also be interpreted with a goal or personality that encourages ability (the situation of being faced with) something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability. Malone (1981) in

Çalıkoğlu (2019) approaches the concept of challenge as a 'task' that requires effort and in whose outcome success is not guaranteed. The meaning of challenges in this research refers to the challenges faced by teachers in classroom management in English classes. In general, the term "teacher" refers to a professional educator whose primary responsibility is to educate, teach, guide, lead, train, assess, and evaluate students. Teaching is not an easy thing to do. Teachers will be confronted with a variety of issues throughout learning activities.

One of them is the challenges of class management to enliven the class's atmosphere. So that learning activities do not get monotonous. A teacher must consider several factors during the learning process in order to establish an effective learning environment. Teachers usually provide knowledge to students using a range of methods and strategies. Based on standard curriculum, students will accomplish activities such as question and answer, discussion, small group, and administration.

b. Challenges in teaching English

Since English is taught as a foreign language in Indonesia and is mainly learned in the classroom, the role of teachers is very important as they are the main source and facilitator of information and language skills. Teaching English is not a simple task, there are several problems faced by teachers in the process of learning English, especially in junior high school, because not all students in elementary school get English lessons. This is not intentionally teaching English lessons in elementary schools, but in

accordance with the policies provided by the government. As mentioned by Sya and Helmanti (2020) English language learning in elementary schools is implemented with reference to the 1994 curriculum as local content. Local content can be understood as a subject to support the potential of the area where learning takes place. Learning can be based on the characteristics of the environment, culture which includes customs, arts, languages that are considered necessary by the community.

Meanwhile, the Education policy conveyed through the Deputy Minister of Education and Culture in 2013 stated that State Elementary Schools were not allowed to hold English lessons. This can be a challenge for English teachers in junior high schools. in this study was held at SMP Al-Islam 1 Surakarta. When teaching English in a school environment, teachers face various challenges that can hinder the learning process. Teaching English may seem similar to teaching other subjects, but it has its challenges. According to Songbatumis (2017) there are several challenges in teaching English as follows:

1. Shortage of teachers' training

   Emery (2012) Describes some of the challenges that arise as a result of insufficient teaching preparation: Teachers' inability to deal with issues that arise in the classroom due to a lack of training, instructors' low language competence, and teachers whose English is not their subject are hired to teach it. For example, teachers find themselves teaching English without adequate English training.

Overall, the training that will be attended by English teachers usually includes 4 teacher competencies, namely pedagogic competence, social competence, personality competence, and professional competence (Yulianti, 2014). Usually, these challenges arise in rural locations due to a lack of appropriate and effective teaching and learning materials. It's difficult to employ effective teaching methods and strategies since teachers must consider not only how to transmit four language skills, but also how to maintain students' desire and passion for studying and practicing English (Ansari, 2012).

2. Crowded class

According to Emery (2012), one of the most often mentioned problems encountered by English teachers is that "overcrowded classes and the effect of such condition can have on teaching and learning". For example the number of students in a class can range from fifteen, twenty to thirty-five or even fifty students or more in a language learning situation. Jehangir Shah (2012) state in his research that teachers don't have as much time each student to provide individualized education and support. Overcrowding in the classroom not only makes it difficult for pupils to focus on their teachings, but it also limits the amount of time teachers can devote to them.

3. Lack of vocabulary

The main challenge in achieving teaching and learning goal was students' lack of vocabulary mastery. According Maruyama (1996) as

cited in Hoa and Mai (2016) point the reason why students lack vocabulary, i.e. "students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words". In addition Hasan (2016) stated that one of the most challenging tasks faced by students is vocabulary mastery. As a result, students in the context of English as a foreign language are limited by their knowledge of the grammar and vocabulary of the target language and have to struggle to understand the content (Chung, 2016).

4. English exposure

   Teaching English as a foreign language is a challenges task when it is done in areas where English is not widely spoken. Students have less opportunity to utilize English due to a lack of English exposure. In case, the lacks of English purposes demotivate students to practice and understand English due to students' insufficient background knowledge of English. Furthermore, owing to a lack of English exposure, it becomes more difficult for teachers to motivate students passionate about using English.

5. Limited resources accessibility

   Another challenge in English language teaching is the issue of resources. Garton et al (2014) states that in some countries, such as South Korea and Malaysia, textbooks are set; in Singapore and China, teachers can select from government-approved books, yet, it is a

matter that in many countries appropriate books are either not available or not used in the classroom. Ajibola (2010) argued that the inadequacy of resources also constitutes a trial to the English teaching and the larger number of students is the large number of sources is needed. In addition, lack of facilities and equipment hinder teachers to embody an effective teaching process (Fatiloro, 2015). Pande (2013) puts forward that language could only be understood by practicing all the four skills; listening, speaking, reading, and writing. Hence, the availability of teaching aids holds vital role and needs to be provided as soon as possible, otherwise teachers will not be able to teach effectively. In other words, to get students familiar with English and to provide them sufficient with exposure of target language, the amount of learning resources are in dire need.

6. Linguistic problem

As a consequence, these linguistic problems are found in all language skills, which make students demotivated in practicing a target language. Another issue regarding linguistic problem is first language or mother tongue interference. Both teachers and students frequently talk using their mother-tongue language which unconsciously affects their English performance (Fatiloro, 2015). Additionally, Pande (2013) describes when teacher and students speak in their mother-tongue, they sometimes use English words in the midst of the sentences and disremember that every language varies in stress, intonation, and pronunciation.

7. Psychological problems

    According to Pande (2013) stated that "it is a common misinterpretation among students that English is the most difficult of all subjects". One of the most widespread misconceptions among students is that English is the most difficult course. The most difficult aspect of teaching English as a foreign language is dealing with pupils' poor attitude about mastering the language. Students, for example, may be hesitant to speak in front of their peers.

    Kizildag (2009) argued that there are three types of challenges in teaching English, namely institutional challenges, instructional challenges, and socio-economic challenges. For details, will be explained as follows:

1. Challenges from Institutions are caused by lack of support from schools or the Minister of Education. There are two types of institutional challenge categories; (1) lack of support: the category means the institution has failed to provide basic infrastructure for teaching communicative English and is unwilling to complete it, (2) lack of understanding of the nature of language teaching; This challenge arises because English teachers do not receive professional training from their schools. They do not know how foreign languages should be taught and English teachers are burdened with heavy workloads with overcrowded classrooms.

2. There are two main types of instructional challenges: (1) a busy curriculum, according to Kizildag (2009) is full of unrealistic learning

goals for learners' readiness and a lack of flexibility in application; and (2) inappropriate textbooks, which include a lack of supplementary materials and incompatibility with the realities of English learning and teaching.

3. The socio-economic challenges were stated by Kizildag (2009) as a lack of assistance from the students' parents. The parental grasp of English was a difficulty to the English teachers. This predicament arose as a result of the parents' lower socioeconomic status and lack of knowledge of the need of learning English. This situation happened because of the lower socio- economic levels of the parents, the lower awareness of the importance of learning English.

In addition, according to Khaljoo (2013) argued that there are several challenges in teaching English. (1) Low hours of English language teaching. Some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time. (2) Students who are ahead of others. Another difficulty in English teaching relates to those students who attend English classes outside of school. (3) Lack proficiency by teachers in English language. Unfortunately, most high school teachers are not fluent in English and cannot teach the English language orally.

Furthermore, teaching English is not always successful. The teachers of English have some major challenges in teaching English in classroom. As stated by Lynch (2008) There are three most crucial challenges in teaching English in classroom, as follows:

1. Lack of motivation

Students may not be inspired and interested in learning English. They are afraid of failing in exams and even in class interactions, so they cannot easily engage in class interactions and learn languages comfortably. They should be motivated by the teacher to learn English in class interaction.

2. Insufficient allocation of time, resources and materials

English is a foreign language, and therefore cannot be learned and taught as easily as mother tongue or first language. And when it is learned or taught as a second language, it requires a long time and at the same time adequate resources and materials to create an English classroom climate that facilitates the teaching and learning process.

3. The class is too crowded

The large number of students in the class for those who teach students in private schools. The number of students in a class can range from fifteen, twenty, up to thirty-five or forty or even fifty students or more in a language learning situation. This can cause several problems such as discomfort, lack of attention, evaluation, difficulty in managing the class, maintaining the effectiveness of learning, etc.

c. The solution of the challenges in teaching English

1) Attitude reform.

The English language teaching and learning "should be examined in order to deal with the challenges, it can be done through reforming attitude" (Fatiloro, 2015). Then he also adds that an absolute commitment to comprehend English should be made among teachers and students. Furthermore, Pande (2013) proposes one way to reform attitude is that "the place of English in education system and policy should be well-defined". In summary, reforming attitude involves not only teachers and students, but also government in order to come up with precise education system.

2) Different teaching methods and techniques application.

There are several language training approaches that may be used. Fatiloro (2015) argues that in handling English teaching problems, teachers must use a variety of methods for teaching English language. Various language teaching strategies should be considered since they will allow teachers to establish appropriate learning conditions for students as well as assist students in dealing with their learning challenges. Therefore, Teachers that understand the best teaching methods or techniques to match the needs of students can assist students in their language acquisition.

3) Teaching facilities improvement.

English teaching will not achieve its objectives if the teaching tools are not backed up. Pande (2013) said that special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids. It is necessary to confront facilitation of teaching tools as to empower teaching and learning English. Thus, teaching a language needs equipment, especially for those who teach in the environment where English exposure is limited.

4) Students' level match.

Students' personalities, aspirations, ages, and learning styles are different because of their educational background in learning English. Pande (2013) argues that teachers must be patient in teaching students' different abilities and try to equalize the level with students. As a result, because the English level of students in the class may be uneven, the teacher must provide appropriate assignments to meet and improve the students' language level.

5) Classroom management

Based on the Virginia Department of Education (2006) as cited by songbatumis (2017) understanding English and creating English language's exposure for students can be done through managing classroom. For instance, "designing a classroom which expresses cultural diversity, considering seating positions for cooperative learning activity, building a classroom library containing age-appropriate books with

various reading levels". Those are the ways to manage classroom in order to get students familiar with and get used to use target language.

6) Teachers' reflection.

The most important aspects of teaching is self-reflection. Additionally, self-reflection and self-evaluation are included in the essential teaching skill.

4. Concept of classroom management

a. Definition of Classroom Management

Class management consists of two words, namely management and class. The word "management" comes from English which can be interpreted as the coordination and administration of tasks to achieve a goal. Meanwhile, the class is a group that carries out joint learning activities taught by the teacher. It can be understood that classroom management is all efforts to regulate the teaching and learning process to achieve effective and efficient teaching challenges in class learning process. The term classroom management can be viewed from various perspectives. According to Johanna Kasin Lemlech in Wijaya and Rusyan (2002) said that "*Classroom management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems*". Meanwhile, Djamarah (2006) argues that "class management is an effort to empower the potential of the class. That is as optimal as possible to support educational interaction process to achieve goals learning." based

on this theory, the definition of Classroom management is an intentional effort to plan, organize, implement, and supervise program activities in the classroom so that the teaching and learning process may be carried out in a methodical manner. As a result, student's potential can be optimized.

Furthermore, Harmer (2014) stated that "classroom management the ability to control and inspire a class is one of the fundamental skills of teaching. Teachers find it much easier if their students believe that they are genuinely interested in them and available for them". The capacity of a teacher to manage a classroom is crucial to their effectiveness as a teacher. Classroom management is a coordinated effort by teachers to carry out learning activities in order to achieve learning goals. The frequent occurrence of disciplinary problems in the classroom can have a considerable effect on the effectiveness of teaching and learning. Controlling and managing class discipline is one of the teacher's classroom management activities.

Based on the explanation from some expert above, it can be concluded that classroom management refers to the activities that are carried out to create and maintain conducive learning conditions in order to properly and effectively carry out the teaching and learning process and achieve the learning goals. The statement explains that all activities in the classroom must be creative and directed in order to achieve a high-quality learning process, and that the teacher is accountable for the activities that take place during class. Because, teachers are in charge of regulating and monitoring student learning, losing control of the classroom may be one of the most

stressful situations they can have. One of the most challenge tasks that teachers confront is managing a classroom full of students. There will be few opportunities for students to engage in meaningful learning experiences if teachers do not have effective learning strategies.

b. Elements of Classroom Management

Classroom life involves planning the curriculum; organizing routine procedures; gathering resources; arranging the environment to maximize efficiency, monitoring student progress; and anticipating, preventing, and solving problems. According to McLeod et al (2003) in analyzing the work of the teacher, these three key elements stand out as critical components of Classroom management:

1) Managing Time and Space

Efficient use of time is an important variable in helping students achieve learning goals and making the classroom a fun place for teachers and students. The present emphasis on standards and high-stakes assessment also affects how time is allocated in the school day. Most standards-based curricula are rigorous courses of study that in most instances, specify achievement of many more objectives than can be taught to an appropriate depth. This results in teachers spending their days reviewing material that students have not yet fully mastered while simultaneously being pressured to move on to other objectives. Therefore, a high-quality teaching program requires efficient use of time and space. This requires accessible, well organized, material-rich

classrooms and inviting spaces where students can work alone, in groups, and with the teacher.

2) Student Behavior

Strategies to build and maintain a good learning environment include creating a positive classroom climate; establish and teach standards, rules, and procedures; develop strategies to focus on preventing bad behavior and teaching self-control; and ultimately emphasizes the teaching of discipline to students. These strategies represent a system of discipline based on responsibility, not punishment that teaches students to be independent learners.

3) Instructional Strategies

There are some strategies that require planning. A plan to assess the success of the strategy implemented is an essential element in effective teaching. Spot checks can be something as simple as evaluating a student's oral explanation of information learned or giving a quick quiz. According to this theory, Strategies are categorized based on the number of participant involved in the class, small groups, pairs, and individuals. Knowledge of the unique characteristics of each strategy helps teachers make informed choices. Understanding students and curriculum, choosing strategies wisely, implementing strategies with explicit instructions, monitoring and adapting are the keys to effective instruction.

c. Principles of classroom management

In order to minimize the problem of interference in classroom management, the principles of classroom management can be used. Then it is important for teachers to know and master the principles of classroom management. Djamarah (2006) mention that there are several principles of classroom management, as follows:

1) Warm and enthusiastic

Warm and enthusiastic is required in the process of teaching and learning. The warm and intimate teacher on learner will makes learners always shows enthusiastic on their duty or on activities and will be successful in implementing classroom management. Teachers are being warm and enthusiastic will be endeared by the learners.

2) Challenge

Utilizing challenging language, behaviors, procedures, or resources will boost students' motivation to study, which lowers the likelihood of deviant behavior. The capacity of teachers to push their students might help students feel more enthusiastic about studying.

3) Varies

Every teacher wants to prevent participant fatigue and boredom in the classroom. The utilization of tools or media, a teacher's method of instruction, and the manner in which the teacher and students interact will help to lessen the appearance of interference and heighten student focus.

4) Flexibility

Flexibility in the context of classroom management is the flexibility teacher to change teaching strategies which can prevent the possibility of the emergence of annoyance and creates an effective teaching and learning's climate. The flexibility of instruction can prevent annoyance which become from learners such as Ruckus learners, no attention, not do the task and so on.

5) Emphasis on Positive Things

Basically in teaching and educating, teachers should emphasize the positive things and avoid concentration learners on negative things. The emphasis on the positive things is emphasizing which teachers done at learners' good attitude and give warning for learners' bad attitude. The emphasis could be a positive reinforcement and the consciousness of teachers to avoid mistakes that can interfere the teaching and learning process.

6) Cultivation of Self Discipline

The ultimate goal of classroom management is to help students gain self-discipline and foster an environment where learning can take place. Teachers ought to provide a good example for restraint and carrying out duties. Therefore, in order to educate their students to be disciplined in everything, the teacher must also set a good example.

d. **Goals of Classroom Management**

The goal of classroom management is to regulate student activities so that these activities support the learning process in schools. In addition, the

learning process at the school can run smoothly, orderly, and regularly so that it can contribute to the achievement of educational goals. According to Harmer (2014) stated that the goal of classroom management is to promote student success, rather than engage in limiting harm, rather than classroom teachers doing everything they can to ensure that their lessons are successful. It is almost the same as Karwati & Priansa (2014) that they explain the goal of classroom management is to increase the efficiency and effectiveness in achieving learning objective, as for physical management activities and socio-emotional management which is a part of students' learning and achieving learning objective. Bear in Emmer & Sabornie (2015) there are two goals of classroom management. First, maintaining order, engagement, and cooperation; second, developing self-discipline.

Based on the classroom management goal above, it can be concluded that the purpose of classroom management is to create conditions in the classroom to achieve a good classroom environment, which allows students to act according to their abilities. Creating and maintaining classroom condition, so that teaching learning process and learning objective can achieve well.

e. **Activities in Classroom Management**

Classroom management is the process of empower resources in the classroom by teacher's action which has aim to prevent students disruptive behavior and maintaining positive class condition. In the implementation of classroom management there are various activities that should to do.

There are two activities of classroom management in Karwati & Priansa (2014) as follows:

1) Student management

Management of students is how a teacher manages and places students in class based on the intellectual potential and emotional development. The management of student includes behavior, discipline, attention, passion of study, and group dynamics. So, the function of teacher in this management is guiding, and directing every activity that must be done by students.

2) Physical management

Teacher and students activities are very influenced by physical condition in class, the form of physical environment is facilities and infrastructure, it can be filled and support the interaction that happened in class. The physical management includes ventilation, lighting, comfort, seating arrangement, and students' placement. The minimum criterion which must be created in a class is peaceful, clean, healthy, and comfortable, beside that the facilities in a class have to manage well so it can be used optimally.

f. The Roles of the Teacher

Teachers are seen as professionals in our culture. As professionals, they are expected to use best practice to help students learn essential skills and

attitudes. According to Harmer (2014) the teacher as a manager of the classroom must have some roles, which described below:

1) The teacher as a controller

    The teacher as a controller is teacher who controls the whole activity in the class during the teaching and learning activity, including the language and students' behavior which happened in the classroom.

2) The teacher as an assessor

    The teacher as an assessor is teacher who assesses the activity of students during the teaching and learning process.

3) The teacher as an organizer

    When the teachers as an organizer or manager un order to set up and start an activity the teacher should engage the students in the task, give the instructions clearly and where possible demonstrate the activity, start the activity and then organize feedback.

4) The teacher as a prompter/motivator

    The teacher as prompter/motivator is a teacher who is able to give encouragement or motivation to the students in teaching and learning process. The teacher let the student think creatively and sometimes suggest the students to say or do something.

5) The teacher as a participant

   The teacher as participant means that the teacher participates in some activities in the class during the teaching and learning process.

6) The teacher as a resource

   The teacher as resource/informer is a teacher who becomes the resource of information relate to the development of knowledge and technology. Furthermore, the teacher also should be ready in helping the students when he or she is needed.

7) The teacher as a facilitator

   The teacher as facilitator means that the teacher gives good services to the students such as giving the chance for each student in doing activities and also prepares facilities to support the teaching and learning activity. In other words, the teacher can ease the students to study.

8) The teacher as a demonstrator

   The teacher as a demonstrator means that, the teacher shows everything well. Here, this can be divided into two things. The first is connected with the attitudes and behavior. The second is connected with how the teacher delivers explanation or gives instructions when their teaching.

g. Classroom Management Strategies

As stated above, classroom management is about creating inviting and appealing environments for student learning. Classroom management strategies according to Korpershoek et al (2014) are tools that the teachers can use to help create such an environment, ranging from activities to improve teacher-student relationships to rules to regulate student behavior. Only when the efforts of management fail should teachers have to resort to reactive, controlling strategies. Therefore, it is important to distinguish between preventive and reactive classroom management strategies. That is, there is a difference between strategies used to prevent behavior problems and strategies used to respond to problem behavior.

h. Components of classroom management

Teacher should accept their opinions assessment in order to improve their performance and avoid the negative points. Classroom management components are implemented since assessment plays a vital role in developing the basic skills for students who are the core stone in the teaching process. According to Garret (2014) stated that classroom management as a process consisting of the following five components areas: Organizing the physical design of Classroom, establish rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.

1) Physical Design of Classroom

The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and material are located, where heavily used items such as the pencil sharpeners are, and so on.

2) Rules and routine

Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior. They are both essential components of an effective classroom management plan and go a long way with respect to developing an environment conducive to learning.

3) Relationships

Effective classroom management are develops caring. The idea of developing caring relationships is often overlooked during conversations about classroom management. Supportive relationship with students and parent and promote supportive relation among students.

4) Engaging and Motivating Instruction

Engaging and Motivating Instruction by use instructional techniques that increase students' motivation and interest in learning. It is imperative for teachers to understand that there is a reciprocal

relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson.

5) Discipline

The last but not least from component of classroom management is discipline. Discipline is the required action by a teacher toward a student (or group of students), after the student's behavior disrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline also includes teacher actions that prevent misbehavior.

i. **The Challenges of Classroom Management**

Classroom management has been regarded as a serious challenge for many teachers. The challenge stems from many possible issues that involved in managing a classroom. Brown (2000) affirms that classroom management involved when:

1) You or your students digress and throw off the plan for the day.

2) An unexpected but pertinent question comes up.

3) A student is disruptive in class.

4) You are asked a question to which you do not know the answer.

5) There is not enough time at the end of a class to finish an activity that has already started.

Moreover, Brown (2007) proposed that classroom management encompasses handling physical setting including light, seating, and facilities in the classroom. Furthermore, Harmer (2014) equally important are the specific problems that teachers find during their practicum. These may include disruptive talking, persistent in audible responses, sleeping in class, unwillingness to speaking the target language. In silence insult to the teacher, intimidates other students, damages school property, refuses to accept an action or punishment and lacks interest in class.

In regards to the impact of classroom management on the teaching practicum, Macias & Sancez (2015) identified several challenges that face by the teacher in classroom management as follows:

1) The classroom environment

The classroom management challenges teachers usually encounter, regardless of the school setting, range from inadequate conditions in the classroom environment. One such factor was the high temperatures in class because the weather in the city was usually very hot and the

classrooms were not equipped with air conditioning or ceiling fans. Noise from outside was another factor that was usually caused by different sources (people on the street, students in other classrooms, cultural and social activities inside the school, etc.). In addition, other factors included overcrowded classrooms, inconvenient seating arrangements, and lack of or insufficient resources.

2) Students' explicit acts of misbehavior

There were other issues ranging from minor acts of misconduct for example disruptive talking, tardiness, failure to do homework. Macias & Sancez (2015) they claim that one of the challenges in classroom management is disruptive talk in the classroom. This may include speaking distractingly to major acts of bad behavior such as yelling at each other, persistent inaudible responses, sleeping in class, reluctance to speak the target language. According Charles (1999) describes misbehavior as behavior that is "unsuitable for the setting and situation in which it occurs". He emphasizes that student misbehavior occurs intentionally, not inadvertently, that is students purposely do something they know they should not do. Moreover, Charles (1999) clarifies five types of student behaviors namely:

a) Aggression: using some physical and verbal attacks against teachers or other students;

b) Immorality: student acting such as cheating, lies and theft

c) Authority defiance: denying what the teacher requested;

d) Classroom disruptions: students talked loudly, called out, walked around the room, the clown threw an object;

e) Goofing off: tricked into sitting, not working as assigned.

In addition, Charles (1999) indicates teachers had power that comes from knowing students' abilities, knowing why students set boundaries, and knowing what aspects students have learned. Usually the teacher have been conveyed the intonation, word selection, and presentation method. Teachers also needed to show approval and appreciations when students comply with rules cooperatively, along with what teachers have been done when students engaged in disruptive behavior in class.

3) Students' attitudes and language levels

Some other issues were related to students' language levels and attitudes toward the class. These issues included students who had difficulties understanding or expressing their ideas in English, unwillingness to participate, and lack of attention and motivation in class. This lack of interest and motivation, according to practicum supervisors at primary and high schools, was sometimes accompanied by feelings of boredom and frustration, which then led to students being disruptive and caused other classroom management issues.

On the other hand, Merc and Subasi (2015) stated the problem of classroom management into it can be coming from the students and the teacher. The disruption that occur because of the students including: noise students, lack of participation, naughty students, uninterested

students to the lesson, unnecessary talking, hyperactive students, tardiness, and lazy students. Whereas, the examples of the problems that coming from the teachers' factor are the teacher' time management, teacher anxiety, teachers' attendance, teachers' tardiness, and teaching techniques and styles.

In conclusion, those disruptions perhaps happen in the classroom, so teachers should be ready to face and handle it. However, it can be avoided and minimized through some effective classroom management strategies by teachers.

j. **The Solution of the Challenges in Classroom Management**

The teacher will face some annoying students in the class which is likely to affect the learning outcomes and this is not something that can be avoided. To anticipate these problems, the teacher must find and consider solutions that are taken appropriately based on the stages of the problems at hand. Smith and Laslett (2002) suggest an approach that can reduce misdemeanors. For minor offences such as, unnecessary chatter between students, noise occurring, excessive movement, shuffling papers and moving chairs, it's a possible distraction that can be reduced by setting rules and consequences. It aims to regulate students by limiting their unnecessary activities.

In addition, teachers must be cool, calm, and careful in giving consequences to students who have violated the rules. Therefore, Marciniak (2015) suggests two types of techniques for dealing with disruptive behavior through nonverbal and verbal techniques. Nonverbal techniques such as:

using body language, using signals, and eye contact. In some cases, teachers can pause teaching and stop talking to get students' attention which can increase students' awareness. In addition, monitoring and approaching students' seats are also included in nonverbal techniques. While verbal techniques can be applied, for example by calling the names of annoying students, asking for repetition, asking questions and even communicating the rules as a warning. In the same opinion, zben (2010) stated that teachers can apply verbal praise to maintain good behavior, such as: very good, well done, good boy/girl, yes, that's right/true, and repeating students' answers in a positive way.

Students who interfere in class cannot be separated from their lack of interest and motivation in learning. To overcome these problems, teachers must be wise in choosing the right learning method for students. In addition, teachers must be more creative in enlivening the classroom atmosphere. Arianti (2018) stated that the role of the teacher is very important in increasing students' learning motivation. The teacher's role in increasing student learning motivation is as follows:

1) Make students active in learning activities in teaching

The teacher gives direction to students by providing knowledge and asking questions and students do the assignments well with the aim of fostering student motivation in learning so that students can complete it thoroughly, for example: after the teacher gives knowledge to students then the teacher gives questions and students answer questions thoroughly.

2) Creating a conducive classroom atmosphere

   Conducive class here is a class that is safe, comfortable and always supports students to be able to learn in a calm atmosphere and supports the learning process with the expected spatial layout.

3) Creating varied learning methods

   This varied learning method so that students are not bored and bored in a lesson, then created a varied learning. The goal is for students are always motivated in the activities of the learning process.

4) Increase enthusiasm in teaching

   The concern of a teacher in the teaching and learning process is a very important factor to foster student learning motivation. If the teachers not enthusiastic in the process of learning, the students will not be motivated in learning.

5) Awarding

   This award can be in the form of grades, prizes, praise, and so on so that students are motivated to learn and always want to be the best.

6) Create activities that involve students in class

   Create activities that involve students with their friends in the same class. The goal is that each other will share knowledge, ideas, or ideas in completing individual student assignments with all students in the class.

B. Previous Related Study

Many researchers have been conducting studies related to this research, there are as follow:

The first study was conducted by Yusrindha Chamila (2019) in her thesis entitle *The Challenges of Classroom Management in ESP Course Faced by New Instructors*. This study is aimed to investigate the challenges of classroom management in ESP course faced by new instructors at University of Muhammadiyah Malang. The results show that the classroom management problems faced by new instructors were revealed under the two types; student's factors and teacher's factor. Further, classroom management problems caused of students' factor are mostly faced by the teacher. Moreover, the instructors also provide several solutions and strategies to handle those problems such as by using nonverbal technique, verbal technique, group work, rules, reward, and punishment.

The second study was conducted by Regina and Chinonye (2015) in their journal entitle *Challenges of Effective Classroom Management and Control in Public Secondary Schools in Delta State*. The study examined the challenges facing effective classroom management and control with strategies to curb these challenges in public secondary schools of Delta State. This Study found that there was no significant difference between male and female teachers on the challenges and the strategies of effective classroom management and control in public secondary schools. Based on the findings, conclusion was drawn and recommendations were made that school administrators should ensure that seminars are regularly organized which are

aimed at intermittent training of teachers on effective classroom management and control strategies to curb classroom behavioral problems.

The third research was conducted by Neda soleimani and Ayatollah razmjoo (2016) in their journal entitle *Classroom Management Challenges: An Account of EFL Teachers at Private Language Institutes*. This research found that theme analyses showed three major themes in classroom management challenges: (1) instructional challenges (2) behavioral and psychological challenges and (3) contextual challenges. Instructional challenges were pertinent to the unfinished homework assignments, inconsistency in learners' level of proficiency and the learners' insistence on speaking in their first language. Behavioral and psychological challenges were related to the learners' unwillingness to speak, demotivate, naughty learners, latecomers and inappropriate use of cellphone and apps. To survive these challenges, EFL teachers suggested different strategies including warning, eye contact, teacher-leaner conference, etc.

In another study was conducted by Siti Badriah (2019) in her thesis entitle *Teachers' Challenges in Classroom Management in Teaching English at Mas Mahdaliyah Jambi*. This study is aimed to identify and observe the challenges in classroom management faced by English teachers in teaching English at Mas Mahdaliyah. The result of this study is the teachers' got challenge in classroom management in teaching English at Mas Mahdaliyah. Most of them stated that the challenges they faced were in the facilities. Lack of facilities (Books) made it difficult for teachers to explain the material to students, and the students were also not inter   ested in learning which

caused students to make a lot of noise when learning. Therefore, teachers need additional books from other sources. Then students need good classroom management and teaching methods are varied, which is the duty of teachers to create an atmosphere of safety, comfort and the lesson was understood by students.

Table 2.1 Previous Study

NO	Title	Appellative	Similarities	Differences
1.	The Challenges of Classroom Management in ESP Course Faced by New Instructors	Yusrindha Chamila (University of Muhammadiyah Malang)	• Analyze the classroom management challenges • This study used qualitative approach	• The subjects of this study were New Instructors in ESP cours
2.	Challenges of Effective Classroom Management and Control in Public Secondary Schools in Delta State	Regina and Chinonye (Delta State University, Abraka-Nigeria)	• This study investigate the challenges of classroom management	• This research used expost-facto design

3.	Classroom Management Challenges: An Account of EFL Teachers at Private Language Institutes	Neda soleimani and Ayatollah razmjoo (Shiraz University)	• This research focus on Classroom Management Challenges in teaching • This study used qualitative approach	• The subjects of this study were EFL Teachers at Private Language Institutes
4.	Teachers' Challenges in Classroom Management in Teaching English at Mas Mahdaliyah Jambi	Siti Badriah (State Islamic University Sulthan Thaha Saifuddin Jambi)	• This research discussed Classroom Management Challenges in teaching english • This research used qualitative approach	• The subjects of this study were English Teachers at Mas mahdaliyah

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study observes the phenomena that occur so that it can be classified as qualitative research. According to Denzin and Lincoln (2009) in moloeng (2013) Qualitative research is research that uses a scientific background, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods. Qualitative research implies an emphasis on processes and meanings that are not studied carefully or not measured in terms of quantity, amount, intensity, or frequency. Based on this theory, qualitative research such as this study interprets various events that occur in the hope of obtaining real data and truly describing the actual situation that occurred in the object under study. SMP Al Islam 1 Surakarta becomes the object to be studied in descriptive research. For this reason, the researchers directly conducted research on the phenomena and problems that developed at SMP Al Islam 1 Surakarta while taking data with a qualitative descriptive approach by the title English Teachers' Challenges in Classroom Management in Teaching English at Seventh Grade SMP Al-Islam 1 Surakarta in Academic Year 2021/2022.

B. Research Setting

1. Place of research

Research setting can be seen as the physical, social, and cultural site in which the researcher conducts the study. In this study, it took place at SMP Al Islam 1 Surakarta in the academic year 2021/2022. Located on Moh. Yamin street No.125, Tipes, Serengan, Surakarta, Central Java. Researchers

chose this school because researchers know about the condition of this school, starting from teaching and learning activities, facilities and infrastructure to the achievements that have been achieved by schools and students in various competitions at local, regional, and national levels.

2. Time of research

Table 3.1 Time of Research

Activities	Month							
	April	Mei	June	July	August	September	October	November
Pre Observation	■							
Proposal writing and guidance		■	■					
Proposal seminar				■				
Research data collection					■			
Report writing and guidance						■	■	
Thesis examination								■

C. Research Subject

According to Arikunto (2016) stated that the subject of research is to limit the subject of research as an object, thing or person where the data for the research variable is inherent, and at issue. The researcher chose two teachers at SMP Al Islam 1 Surakarta as the subject of the research. The two teachers of this research are the English teachers who teach English at the

seventh grade of SMP Al Islam 1 Surakarta. The researcher chose English teachers in seventh grade because seventh grade is a transitional class from elementary to junior high school, so this has its own challenges for teachers.

D. Data and source of the data

1. Data

   The data of this study is information about teachers' challenges in classroom management in teaching English at the seventh grade of SMP Al Islam 1 Surakarta in academic year 2022/2023.

2. Source of the Data

   Source of the data in this research are:

   a) The researcher made observation in two of meeting for each teacher to get data about the teachers' challenges in teaching English and classroom management.

   b) The researcher used interview with the English teacher to collect the data information about teachers' challenges in teaching English and classroom management.

   c) The researcher took documentation from the teaching and learning process to get the data about teachers' challenges in teaching English classroom management.

E. Research Instrument

The data collection instruments were observation, interview and documentation. The research instrument is part of the data collection technique. As mention Arikunto (2016) in order to facilitate the researcher, research

instrument is chosen as assisting tool to collect the data. From the statement above, the researcher involve the researcher herself as the main instrument.

F. Techniques of collecting the data

Data collection techniques that used in this study include observation, interviews, and documentation. Furthermore, the data collection techniques will be explained as follows:

1. Observation

According to Nasution 1998 in Sugiyono (2014) states that observation is the basis of all science. Scientists cannot work if they are not based on data, namely real factors obtained through observation. It is very unreasonable if a scientist declares a study but is not accompanied by real data. As stated by Widyoko (2014) in Rusimamto and Astutik (2016) observation is a systematic observation and recording of the elements that appear in a symptom in the object of research. This method is used to see and observe directly the situation in the field so that the researcher gets broader picture of the problem. In this study, researcher observed the process of teaching and learning English to find out the teacher's challenges in class management in teaching English in seventh grade at SMP Al Islam 1 Surakarta. Observations were made in two meetings for each teacher. This is due to enrich the data needed by researcher.

2. Interview

An interview is an exchange of ideas or information between two or more people. Interviewing is an important process in a study, especially qualitative research (Rosaliza, 2015). This method is used to obtain initial

data as a preliminary study and to obtain research data. According to Esterberg (2002) in Sugiyono (2014) defines an interview as a meeting of two people to exchange information and ideas through question and answer, therefore, meaning can be constructed in a particular topic. Researchers find out more deeply about participants in interpreting situations and phenomena that occur by using the interview method, where this cannot be found during observation. Based on the explanation above, the interview is a method of collecting data by exchanging information and ideas through questions and answers between the interviewer and the respondent on a particular topic. In this research, the researcher used structured interview with the teacher at SMP Al Islam 1 Surakarta who teach English at the seventh grade students. Interviews were conducted face-to-face around SMP Al-Islam 1 Surakarta. The interview conducted to collect data about the teachers' challenges in teaching English and classroom management at the seventh grade SMP Al Islam 1 Surakarta.

3. Documentation

Documentation studies are complementary to the use of observation and interview methods. The use of this documentation technique aims to explore historical data, meaning records of events that have passed. According to Sugiyono (2014) research results from observations or interviews will be more trustworthy if it is supported by a personal history of life in childhood, at school, at work, in the community and autobiography. This technique is used to obtain secondary data which is carried out by collecting data sourced from existing archives and documents. According to

Sugiyono (2014) documents are records of events that have passed. Documents can be in the form of writing, pictures or monumental works of someone. Document in the form of images are photos, live images, sketches, and others. The research used documentation method to get information about activity in the teaching learning process to get physical evidence such as lesson plan, attendance list and photo documentation during the teaching learning process.

G. Trustworthiness of the Data

In the research, researchers must obtain the data. This research section shows how data can be trusted. To check the validity of the data, the researcher used theoretical triangulation. Triangulation is a method used in qualitative research to check and establish validity by analyzing various perspectives. The use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of a phenomenon. As stated by Sugiono (2014) there are three types of triangulation as follows:

1. Source Triangulation

According to Sugiyono, (2014) Triangulation of sources to test the credibility of the data is done by checking the data that has been obtained through several sources. Source triangulation can be interpreted as comparing, re-checking the information obtained through different sources. For example, in addition to conducting interviews and observations, researchers can use participant observation, written documents, archives, historical documents, official records, personal notes or writings and pictures or photos. Each of these methods will produce different evidence or data,

which in turn will provide different insights about the phenomenon under study.

2. Technical Triangulation

As mention by Sugiyono, (2014) Triangulation techniques are used to assess the data's trustworthiness by comparing to the same sources using different techniques. For instance the data is gathered through interviews, which is then verified by observation, documentation, or questionnaires. If each data credibility assessment approach yields different results, the researcher consults relevant data sources or others to determine which data is correct or in certain cases all correct from a different perspective.

3. Time Triangulation

Sugiono (2014) argued that time also often affects the credibility of the data. Data collected by interview technique in the morning when the interviewee is still fresh, will provide more valid data so that it is more credible. This study uses time triangulation by making an agreement in advance with the speakers, either in the morning, afternoon, or evening. As a result, in order to test the credibility of the data, it can be done by checking with observation, interviews, or other techniques in different times or situations.

In this study the researchers used technical triangulation; Researchers use various data collection techniques to obtain data from different sources and then combine them to form a conclusion. In this case, the researcher uses observation, interviews, and documentation to obtain valid information about the challenges

of English teachers in classroom management in teaching English at the seventh grade of SMP Al-Islam 1 Surakarta.

H. Techniques of Analyzing the Data

In analyzing data, researchers used descriptive qualitative research. The qualitative method is a type of research that does not use calculations. This study will use data analysis techniques with an interactive model. Miles et al. (2014) Data analysis techniques are divided into three main phrases that follow the framework of qualitative data analysis.This model starts from data reduction, data display, and conclusion drawing and verificati on. The explanation of this data analysis technique is as follows:

1. Data Reduction

    Data reduction is a process of selecting, focusing, discarding, and arranging data towards drawing conclusions. The data was selected and reduced so that only relevant data is used. In a research, there will be a lot and variety of data, therefore data analysis is needed. Djam'an and Aan (2013) argue that the data obtained and written in the form of reports or detailed data, reports that are compiled based on reduced data, summarized, and taken the main things that focus on the things that are important. This data reduction is done by selecting the data needed in the study.

2. Data Display

    Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of a brief description using the original text, which can be in the form of graphs, matrices, etc. So that it is easily understood by the reader. The analysis was

carried out to determine the teachers' challenges in classroom management in teaching English at the seventh grade SMP Al Islam 1 Surakarta.

3. Drawing Conclusion and Verification

The researcher then derives inferences from the data results after presenting the data. Conclusions are the findings of study that address the research question based on data analysis. According to Djam'an and Aan (2013) an initial conclusion put forward is still temporary, and can change if no strong evidence is found to support the data collected, but if the conclusions put forward at an early stage are supported by evidence valid and consistent when the research returns to the scope of data collection. Accordingly, the conclusions put forward are credible conclusions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Finding

In this chapter, the researcher describes the core findings from the observations and interviews for this study. The researcher analyzed the data based on Songbatumis' findings and Macias & Sanchez's theory. The presentation of the findings and discussion used in this chapter is useful for answering the problem formulation in the first chapter, namely: (1) What are the teacher's challenges in teaching English? (2) What are the challenges faced by English teacher in the classroom management?

1. Teachers' challenges in teaching English

Data on the challenges of teachers in teaching English were obtained through observation, interviews, and documentation. According to songbatumis (2017) in her journal which states that there are several challenges in teaching English, namely: Shortage of teachers' training, crowded class, lack of vocabulary, English exposure, limited resources accessibility, linguistic problem, psychological problems. The following are the findings obtained by researchers after conducting research on teacher challenges in teaching English. The findings describe in depth as follows:

a. Shortage of teachers' training

The researcher found data from teacher 1 about teachers who have maximized the quality of good learning related to the training

that teachers have received. The results of the observations are as follows:

In teaching in the classroom, the teacher conveys the lesson very well. Before starting learning activities, the teacher is ready and mastered the material to be delivered. the teacher has a broad mastery of English, it can be seen when a student asks him about the material he does not understand, the teacher can answer the questions asked in simple language and can be accepted by students. The teacher delivered the material in English but mixed it with Bahasa Indonesia. This is not without reason, the teacher avoids misunderstandings that occur between the material conveyed and the understanding received by students. Teachers have also attended several trainings held by the school.

This is supported by interviews that have been carried out with the first teacher, the results are as follows:

> *"kalo di MGMP kita sering mengikuti,seperti baru saja ini mengikuti pelatihan mengenai penerapan kurikulum merdeka. Dijelaskan bagaimana tentang cara membuat penyusunan modul ajar untuk kelas 7. Selain itu saya juga pernah mengikuti pelatihan dari pemerintah yang diadakan oleh kemendikbud"* (Interview with Mrs. Ratna, 25 August 2022)

Based on the results of the first teacher interview, it can be said that teachers often participate in teacher training held by schools and the government. Therefore, the quality of teaching carried out by

teachers is very good. The existence of this training for teachers can help teachers in implementing good teaching in the classroom.

The researcher found supporting data from interview of second teacher, the result follow:

> *"ya. Ini kebetulan kan kurikulum nya baru, yang kemarin kan K13 kalo yang ini implementasi kurikulum merdeka. Kita diberikan pelatihan terlebih dahulu sebelum sekolah memberikan kebijaksanaan untuk memakai kurikulum merdeka. Kita juga sering mengikuti pelatihan dari MGMP"* (Interview with Mrs. Eni, 25 August 2022)

Based on the result interview with the second teacher, researcher found that second teacher had same answer with the first teacher. Teachers receive teaching training from schools, especially when there will be an implementation policy regarding the new school curriculum, namely independent curriculum. The training discussed the teaching modules intended for 7th grade students and discussed the learning rules that are in accordance with the independent curriculum. In this point, the researcher did not get the data about shortage of teachers training as teachers' challenges in teaching English.

b. Crowded class

The researcher found data about crowded class when studying in the classroom. The result of observation as follow:

Crowded class can be seen from the number of students in the class. In learning in the class there are more than 20 students. Class 7A consists of 29 students while class 7C consists of 32 students. With a large number, the teacher can teach them well, because of that the researcher did not get the data about challenges in teaching English in this point. The number in the class does not conflict with the government's decision which regulates the maximum number of students in one class not to exceed 32 students.

This is supported by interviews that have been carried out with the first teacher, the results are as follows:

> *"kalo disini kan SMP itu memang di batasi maksimal 32 anak saja perkelas. Tapi di sini ada yang 30, 31 atau 29. Asal tidak melebihi maksimalnya"* (Interview with Mrs. Ratna, 25 August 2022)

Figure 4.1 Class of 7c

Based on the results of interviews with the first teacher, it can be seen that there are no more than 32 students in one class. Refers to

the government regulations that makes a decision about maximum number of students in the class is 32 students.

The same thing was also shown by second teacher, with interview data as follows:

> *"kalo jumlah siswa itu kan sudah di batasi dari pemerintah, maksimal 32 siswa. Sedangkan di kelas PK (Program khusus) kita hanya mengambil 30 anak saja. Karena kebetulan kelasnya juga besar, nyaman,ber AC jadi ya nyaman saja"* (Interview with Mrs. Eni, 25 August 2022)

Figure 4.2 class of 7A

Based on the interview with the second teacher, the teacher had the same answer with the first teacher. In particular, the maximum number of students in one class should not exceed the guidelines set by the government of 32 students. Each class can also be described as a board and large class. However, to make students more comfortable

while studying, the school has added facilities for each class, such as air conditioning or fans to lower the temperature in the classroom.

c. Lack of vocabulary

The researcher found that the data from teacher 1 lacked the students' English vocabulary. The results of the observations are as follows:

Through learning activities, students do not master enough vocabulary in English. During a question and answer session with the teacher about the names of the days in English, there were some students who did not know the answers. Then when the teacher was using English, the students looked confused by what the teacher was saying. However, when the teacher continued his explanation in Indonesian, the students responded more to what the teacher said. This is related to the students' lack of knowledge about English.

There is the support of observation data by the result of interview with the first teacher, as follow:

> *"...siswa kurang menguasai kosakata bahasa inggris, karena itu pas mengajar saya tidak menggunakan full bahasa inggris"* (Interview with Mrs. Ratna, 25 August 2022)

Based on the results of the interviews, it can be seen that the students lack mastery of vocabulary in English. Anticipating this, the teacher uses two languages in teaching in the classroom, namely English and Indonesian. This is because students can more easily understand what is conveyed by the teacher.

Supporting the data above, the second teacher also had the same response. The results of the interviews are as follows:

> "…..*cuman karena ternyata mereka dari SD nya itu kan kurang maksimal dalam bahasa inggris ya jadi kurang penguasaan kosakatanya juga…*" (Interview with Mrs. Eni, 25 August 2022)

Based on the results of the interviews, it can be seen that students have deficiencies in mastering English vocabulary. Less than the maximum English lessons they get, making them less understand English vocabulary.

d. English exposure

The researcher found data that there was a lack of exposure to English for students. The results of the observations are as follows:

In learning activities, the teacher uses Indonesian language more in explaining the material presented. When the teacher spoke English, some students looked confused. It makes the teacher speak more in Indonesian. However, there are also students who are active and fluent in English so that they are not confused or embarrassed

when the teacher asks them about the material given. This is related to the lack of knowledge of English that is owned by students. Especially not all students get English lessons in elementary school.

There is the support of observation data, the result of interview with first teacher as follow:

> *"jadi kalo untuk kelas 7 ini, kita menggunakan full bahasa inggris mereka akan diam saja. Karena kan mereka masih masa peralihan dari SD ke SMP yang tidak semua anak dapat pengenalan bahasa inggris dulu saat SD. siswa kurang menguasai kosakata bahasa inggris, karena itu pas mengajar saya tidak menggunakan full bahasa inggris Ada saat nya kita berbahasa inggris contohnya dalam perintah-perintah saya menggunakan bahasa inggris diikuti dengan bahasa Indonesia dan saat absen pun mereka di latih untuk menjawab guru dengan bahasa inggris"* (Interview with Mrs. Ratna, 25 August 2022)

Based on the results of the interview with the first teacher, it was found that the delivery of the material during the lesson was delivered using Indonesian and mixed with English. The teacher also explained that not all students got English in elementary school. This makes students confused in understanding the lesson if the teacher uses English completely.

Supported by interviews conducted with the second teacher, the results are as follows:

"Diawal kontrak belajar karena program khusus saya memakai full in English, cuman karena ternyata mereka dari SD nya itu kan kurang maksimal dalam bahasa inggris ya jadi kurang penguasaan kosakatanya juga, karena itu terkadang kalo mereka ga paham baru saya menggunakan bahasa indeonesia" (Interview with Mrs. Eni, 25 August 2022)

The responses of second teacher were similar with the first teacher. When teaching in class, the teacher occasionally combines English and Indonesian. If the teacher uses full English when teaching, students will not understand because students lack understanding of English.

e. Limited resources accessibility

The researcher found data about the facilities provided by the school in teaching and learning activities in the classroom, the data from the observation by the researcher in the Class of Teacher 2. The results of the observations are as follows:

Teaching and learning activities in the classroom are going well, the facilities provided by the school in supporting learning activities are very sufficient. The learning resources used by the teacher are books provided by the government, but the appearance of the books provided is not colorful so that students are less interested in learning to use books. Therefore, teachers tend to choose videos that are used as learning media. When learning to use books, students do not seem too enthusiastic in learning. Some are joking with their classmates

and some are sleepy during the lesson. It's different when the teacher has shown a video related to the material in the book, the students are very enthusiastic, interested in learning English and pay more attention to the teacher.

The researcher found supporting data from the interview with the First teacher, the results as follow:

> *"untuk sumber belajar murid kita menggunakan buku tapi di support dengan media belajar lain biasanya saya pake video, jadi saya send video ke mereka lewat google classroom dan mereka memahami video tersebut kemudian dibuat tugas seperti contoh video yang sudah saya kirimkan"* (Interview with Mrs. Ratna, 25 August 2022)

Based on the interview with the first teacher above, it can be seen that the teacher uses books as a source of student learning. In addition, the teacher uses other learning media such as videos related to the material in the book.

This interview data is also supported by the second teacher, the results are as follows:

> *"media sumber pembelajaran saya menggunakan Buku paket yang diberikan pemerintah, dan saya memanfaatkan fasilcdlitas yang ada di sekolah seperti speaker, LCD untuk menampilkan video yang sesuai dengan materi pembelajaran yang ada di buku"* (Interview with Mrs. Eni, 25 August 2022)

Based on the results of interviews with the second teacher, it can be seen that the teacher has the same answers as the first teacher. Utilization of existing facilities in schools is used as a learning resource for students who can support teaching and learning activities in the classroom.

f. Linguistic Problem

In found the observational data regarding linguistic problem or mother tongue interference, the data from the observation by the researcher in the Class of Teacher 1. The researcher found the results of observation as follows:

The teacher delivers the material in English mixed with Indonesian. The teacher's mastery of English is passable. The researcher did not find any errors in the teacher's English pronunciation. The words spoken during the delivery of the material are classified as simple words and easy to understand. If there are unfamiliar words spoken or heard, the teacher checks on the internet with the aim of knowing how to pronounce the word properly and correctly.

The results of interview with T1 as follows:

> *"Tentunya pernah,biasanya saya cek google bagaimana cara pengucapan kata tersebut yang baik dan benar"*
> (Interview with Mrs. Ratna, 25 August 2022)

Based on the results of interviews and observations above, the teacher has experienced a mother tongue disorder in the delivery of English words. To find out how to pronounce the word properly and correctly, the teacher searches the internet about how to pronounce the word in a good and correct way.

This observations and interview data first teacher are supported by the interview with the second teacher:

> *"Sejauh ini karena di basic standar SMP ya, kebetulan belum ada. Cuman kalopun ada juga itu pelafalan kata yang asing tidak familiar jadi kadang suka buka google"* (Interview with Mrs. Eni, 25 August 2022)

Based on the results of interviews with the second teacher, as an English teacher, it is clear that not all English terms can be spoken by the teacher accurately and correctly; As a result, teachers turn to Google to verify how to pronounce certain words for unfamiliar-sounding foreign phrases.

g. **Psychological problems**

The researcher found the data about student psychological problem, the data from the observation by the researcher in the Class of Teacher 1. The results of the observations are as follows:

In the class there are active and passive students. Active students tend to often ask the teacher about the material that has not been understood and dare to express his opinion about the material being taught. While passive students tend to be more quiet and shy to

express questions and opinions in class. Their silence does not mean they do not understand the material presented by the teacher. This can be proven from the way they complete assignments from the teacher and they can answer when the teacher asks questions.

That above is supported by interviews with the first teacher, the result as follow:

> *"anak-anak aktif itu mereka yang aktif bertanya dikelas, berpendapat dan menyimak selama pembelajaran. Kalo yang tidak aktif itu mereka yang cenderung diam di kelas, massif untuk bertanya dan juga massif untuk memberikan pendapat. Terkadang alasan mereka diam itu karena mereka malu unutk menyampaikan pertanyaan atau pendapatnya"* (Interview with Mrs. Ratna, 25 August 2022)

Based on the results of interviews and observations above, it can be seen that there are active and passive students in the class. Active students usually tend to be more enthusiastic in learning and do not hesitate to ask questions or opinions to the teacher. While passive students keep quiet and are reticent to voice their ideas or pose a query.

2. English teachers' challenges in classroom management

The research findings showed that the teachers faced some challenges of classroom management. Based on the theory Macias & Sanchez (2015) in their journal, they stated the challenges of classroom management fell into three categories: (1) The classroom environment (2) Students' attitudes and

language levels and (3) Students' explicit acts of misbehavior. The following are the findings obtained by researchers after conducting research on teacher challenges in teaching English. The findings describe in depth as follows:

a. The classroom environment

The data from the observation by the researcher in the Class of T2, the results of the observations are as follows:

The facilities provided by the school are quite good. There are learning support equipment in the classroom such as audio speakers, LCD and WIFI that make it easier for students or teachers to carry out teaching and learning activities. In addition, there is an air conditioner or fan that can make the class environment not feel hot and the condition of the class is always clean because of the picket schedule carried out by students, therefore the condition of the class is always clean. Learning activities in the classroom went well. Teachers have no difficulty in utilizing the facilities provided by the school. The use of this facility also has an impact on the enthusiasm of students in participating in learning. Books which are one of the facilities provided by the school do not really attract the attention of students, but the use of other facilities can make learning activities lively and not monotonous.

The data in this observation can be supported by interview data that has been carried out with T1 and T2, the results are as follows:

T1:

> *"kalo berbicara fasilitas, disekolah ini fasilitas nya sudah luar biasa wifi ada, LCD ada. Di kelas juga disediakan kipas angin biar murid tidak kegerahan dan membuat mereka tidak nyaman saat belajar. Kalo untuk fasilitas buku dari sekolah itu memang belum fullcolor tapi menurut saya sudah bagus dan di perpustakaan juga bukunya sudah banyak buat dijadikan sebagai bahan sumber belajar"* (Interview with Mrs. Ratna, 25 August 2022)

Figure 4.3 classroom environment 7C

Based on the answers above, the first teacher said that learning resources in schools could be obtained easily. Moreover, the facilities provided by the school are complete in supporting learning activities in the classroom. The learning media used in teaching in the classroom is not only one medium, but there are many media. Including books, whiteboards, LCD and English learning books in the library.

T2:

> *"Alhamdulillah untuk fasilitas di sekolah Al-Islam lengkap ya. Apa yang guru butuhkan ada, jadi memudahkan guru dalam penyampaian materi ke siswa. Akan tetapi kalo buku panduan dari pemerintah itu kurang menarik, jadi guru harus mencari bahan belajar dari lain sumber misal materinya tentang hari, kita cari materi video tentang hari lagu tentang hari agar suasana pembelajaran tidak membosankan. Untuk fasilitas yang ada di dalam kelas pun sudah sangat bagus ya karena kelas yang di gunakan itu cukup besar selain itu juga di sediakan AC agar suhu di dalam kelas tidak panas dan anak-anak nyaman belajarnya"* (Interview with Mrs. Eni, 25 August 2022)
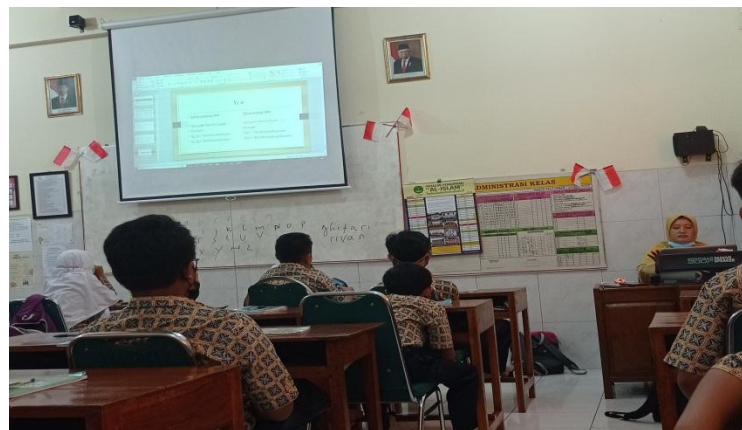

Figure 4.4 classroom environment 7A

Based on the results of the interviews above, it can be seen that facilities at this school are very good in helping support learning activities. However, there are still shortcomings, such as the guide

text books provided by the government are less attractive to students, thus making students less interested in learning English. Therefore, teachers look for other sources by using video media in delivering learning materials that aim to liven up the classroom atmosphere. In addition, the classroom environment used is made as comfortable as possible therefore students are comfortable while studying. One of them is the use of air conditioning in classrooms, which is useful for maintaining the temperature of the classroom not too high.

b. **Students' attitudes and language level**

The researcher found data about students' motivation in learning English. The results of the observations are as follows:

There are various kinds of student behavior when learning in class. Regarding student motivation, there are students who are very enthusiastic in participating in learning, as evidenced by their enthusiasm in answering the questions given by the teacher and there are also students who are less focused on the lesson so they pay less attention to explanations and questions from the teacher. The lack of student motivation in learning is caused by their ignorance of the importance of learning English and the lack of exposure to English that they receive makes them less motivated in learning English. The teacher motivates students by telling the comparison of life abroad and in Indonesia, the teacher shares questions and asks students to give their opinion in using English. In addition, in motivating

students the teacher conveys how important it is to master English as a window of knowledge.

The researcher found supporting data from the results of interviews with teachers. The results are as follows:

T1:

> *"yang jadi tantangan saat memanajemen kelas itu terkadang dari factor murid nya, kurang tertariknya atau rendahnya motivasi murid dalam belajar bahasa inggris sehingga sebagai seorang guru kita harus bisa memberikan metode ajar yang efektif dan pemberian motivasi buat murid itu juga penting supaya mereka tertarik pada pembelajaran di kelas"*
> (Interview with Mrs. Ratna, 25 August 2022)

Based on the results of the interviews above, it can be seen that in the class there are students who are less interested in learning English because of their lack of motivation to learn foreign languages. Teachers have a way to build students' motivation in learning English. Efforts to create effective learning is one way that can make students motivated to learn English.

T2:

> *"salah satu tantangan yang saya hadapi itu ketika ada anak yang benar-benar mogok gamau belajar bahasa inggris dan untuk memotivasi siswa dalam memahami pelajaran bahasa*

inggris. kurangnya pengetahuan mereka terhadap bahasa inggris jadi salah satu factor penyebab nya dalam hal ini karena tidak semua anak mendapat pelajaran bahasa inggris dari sekolah asalnya" (Interview with Mrs. Eni, 25 August 2022)

Based on the results of the interview with T2, the teacher had the same answer. In classroom management, teachers face challenges that come from students, including the lack of student motivation in learning English because of the lack of English learning that students get. Considering that not all students get English lessons from previous schools.

c. **Students' explicit acts of misbehavior**

In building teaching and learning activities in the classroom, the researcher found that the teacher showed the ability to organize a neat class, where the class looked conducive with good student activities. In addition, the teacher's ability to convey the material also seems to be delivered well, where the teacher conveys the material into points that are easily understood by students. With good delivery conditions by the teacher, researchers also found interference from students when learning activities took place. For example, students who speak at their turn, joke with friends that make the class noisy, and change seats without permission. As a teacher, of course, you must have a way to keep the learning atmosphere conducive.

Therefore, teachers can overcome the challenges posed by disruptive students in the classroom.

The researcher also found data from interview with T1 and T2. The result of interviews as follows:

T1:

> *"memang ada beberapa siswa yang menganggu kegiatan belajar dikelas, akan tetapi masih dalam batas wajar misalnya berbicara dengan nada yang keras atau becanda dengan teman-temannya dan biasanya saya menegur dengan cara yang baik terhadap anak tersebut, kemudian mengalihkan fokusnya agar masuk kedalam pelajaran kembali"* (Interview with Mrs. Ratna, 25 August 2022)

T2:

> *"kalo handle yang rame atau murid yang ganggu setiap kali masuk kelas, biasanya saya pegang dulu dia, diberikan pekerjaan atau tugas. Diberikan kegiatan yang membuat dia sibuk dengan dirinya sendiri. Apalagi kelas 7 itu masih ada sifat sikap anak SD kadang kalo nulis sikut-sikutan dan membuat kelas jadi gaduh"* (Interview with Mrs. Eni, 25 August 2022)

The result of the interview above, researcher found that the teachers had the same answer. There are students who make disruptive in the classroom, but the teacher can handle it. The teacher

reprimands the students and distracts them although they can focus on themselves one of them is by giving assignments.

B. Discussion

The researcher has completed the research and obtained all of the necessary data using all of the data collection approaches, which include interview, observation, and documentation. The researcher examined in order to provide meaningful interpretation about the object of the evaluation in order to achieve the research objectives.

1. English teacher challenges in teaching English

According to songbatumis (2017) argued that teaching English may seem similar to teaching other subjects, but it has its own challenges. There are several challenges that teachers can find in teaching English. Including: Shortage of teachers' training, Crowded class, Lack of Vocabulary, English exposure, Resources accessibility, Linguistic problem and Psychological problems. Based on the results of observations and interviews with two teachers at SMP Al-Islam 1 Surakarta, referring to songbatumis (2017) there are only 4 challenges faced by teachers in teaching English. The discussion can be seen as follows:

In participating in learning activities in the classroom, researchers found several challenges faced by teachers. The challenges in the lack of vocabulary by students, this is a struggle for students to understand and follow learning in class. When the teacher asks questions about English,

students seem confused in answering the teacher's questions. This is inseparable from the lack of English exposure that students get from previous schools. It can be said that teachers should make more efforts to use appropriate learning methods for students. In addition students' psychological problems are also a challenge in teaching English because there are passive students who tend to be more silent and reluctant to voice their opinions or actively ask questions in class because they are inferior and embarrassed to participate. The solution to this challenge is the way the teacher gives assignments that aim to improve students' ability in English. This is supported by Pande (2013) stating that teachers must be patient in teaching students' different abilities and try to equalize degrees with students. As a result, because the English level of students in the classroom may be uneven, the teacher must provide appropriate assignments to meet and improve the students' language level. On the other hand, the challenge also comes from the teacher herself, namely the language problem owned by the teacher. Sometimes the teacher mispronounces unfamiliar words so that students are confused in understanding them, to overcome the teacher looks for sources from the internet about how to pronounce unfamiliar words can be understood in a simple and easily understood way by students.

2. **English teachers' challenges in classroom management**

In regards to the impact of classroom management on the teaching practicum, Macias & Sancez (2015) identified several challenges that face by the teacher in classroom management as follows: (1) The

classroom environment (2) Students' explicit acts of misbehavior (3) Students' attitudes and language levels. Based on the results of observations and interviews submitted at the Finding point, it can be seen that researchers only found 2 categories of challenges in class management according to the theory of Macias Sanchez (2015), namely students' misbehavior and students' attitudes and language levels. The discussion can be seen as follows:

First, disruptive students in the classroom can be a serious challenge for teachers, for example students who are noisy and disturb their friends while studying this is supported by the theory of Macias & Sancez (2015) they claim that one of the challenges in classroom management is disruptive talk in the classroom. in class. This may include speaking distractingly to major acts of bad behavior such as yelling at each other, persistent inaudible responses, sleeping in class, reluctance to speak the target language.

Overcome this problem the teacher uses verbal techniques such as approaching the students concerned, asking questions to students who are apathetic, rebuking them well and giving positive warnings, one of which is giving them assignments so that they can focus on themselves and they can return to paying attention to the lesson. In addition, the teacher uses non-verbal techniques in dealing with disruptive students in class, for example, when the teacher goes for a walk with the aim of controlling them to focus, reminding them to be quiet by using gestures, eye contact, and arranging student seats appropriately so that the potential for noise in

class is reduced. The same thing is done by Marciniak (2015) that one strategy to deal with students who behave poorly is through verbal techniques, namely by giving verbal warnings. In addition, the teacher also applies nonverbal techniques in solving these disorders such as eye contact and body language.

The second is student motivation. It is undeniable that motivating someone requires effort that is not easy. One of them is to encourage students to learn other languages. English teachers face challenges in motivating students. Especially when students have never received English lessons at school before, this can make students less interested in being motivated in learning English. Macias & Shancez (2015) One of the challenges faced by teachers in classroom management is that students not interested in learning English in class which can be caused by distractions that make them uncomfortable in class or maybe it can be seen from the monotonous nature of the teacher's learning style so that students feel bored in class.

One way to solve this problem is to create fun lessons, creating varied learning methods. For example, the use of teaching media that attracts students' attention in this case is a video learning media that is in accordance with the material provided in the book. Video material that is packaged in an interesting and also fun way can make students feel interested in learning English and they don't feel bored while studying. In addition, the teacher always involves students with activities in the classroom. For example, the creation of a discussion group by the teacher

with the aim students can share knowledge, ideas or ideas in the preparation of assignments made in groups. This is supported by the theory from Arianti (2018) which states that the role of teachers in increasing student learning motivation are as follows: (1) Making students active in teaching and learning activities, (2) Creating a conducive classroom atmosphere, (3) Creating methods varied learning, (4) Increasing enthusiasm and enthusiasm in teaching, (5) Giving awards, (6) Creating activities that involve students in class.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to present the conclusions and suggestions that concerning the result of the study discussed in the previous chapters. Based on the result of the data analysis and referring to the problem statements, the conclusions draw as follow:

A. **Conclusion**

After all the data is analyzed accurately based on the results of the study, the researcher can write some conclusions. Based on previous teacher challenges in teaching English classes and classroom management, the researcher concluded that teachers face challenges in teaching English, namely the students' lack of knowledge in English which causes them to lack vocabulary due to the lack of English lessons they got from their previous school. Then the challenges of linguistic problems experienced by teachers when teaching, considering that English is a foreign language being studied. The last is a challenge when students participate less in learning because of their psychological problems. Some of them stated that the challenges they faced mostly came from students. The solution to overcome this problem is to create fun learning activities and involve students more in activities that occur in the classroom therefore students can be more active in following lessons.

While the challenge faced by teachers in managing the classroom is when there are students who interfere with learning activities in the classroom which make learning activities less conducive. To overcome this

problem the teacher uses verbal techniques such as approaching the students concerned, asking questions to apathetic students. In addition, the teacher uses non-verbal techniques in dealing with disruptive students in class, for example when the teacher walks around with the aim of controlling them to focus, reminding them to be quiet by using gestures, eye contact, and arranging students' seats appropriately so that the potential for noise in the classroom is reduced. Then the challenge is in motivating students, due to the lack of knowledge of students about English, so teachers must make more efforts to provide learning motivation. The solution to these problems is to create varied learning methods that are not easy to make students feel bored. For example, the use of teaching media that attracts students' attention in this case is video learning media that is in accordance with the material given in the book. The video material is packaged in an interesting and fun way so that it is easily understood by students. The rest is the appreciation given by the teacher to students who follow the rules of learning well and give rewards to those who are enthusiastic when studying in class.

B. Suggestion

This research discusses the challenges of English teachers in class management. From the results found, the researcher gave the following advice:

1. For the teachers

The teacher must be more creative with the teaching methods used to make students enjoy the teaching and learning process in class, provide variations such as ice breaking during the learning process with the aim that

students do not feel bored when learning English and other ways to make students more active in learning English.

2. For the Future Researcher

This suggestion is intended for readers in general and especially for future researchers, who hope that the results of the research can be used as a useful source of reading to increase knowledge about the challenges in managing the class faced in teaching English. With great hope, the results of this research can also be used as material that can be developed for its contents to broaden the point of view that the results may be more creative and innovative.

3. For school

This is aimed at schools, it is hoped that they will provide a kind of professional workshop related to teaching English and class management so that they can provide useful knowledge for teachers in dealing with their problems.

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APPENDICES

APPENDIX 1

OBSERVATION FIELD NOTES

First observation Teacher 1 (18 August 2022)

In the first observation, the teacher opened the class with greetings. Topic of that day was spelling. The teacher asks how the students are and then checks the attendance list of students one by one. After check the attendance list, the teacher instructs the students to prepare books and stationery on the table and keep their cell phones in their bags. The teacher conveys the learning objectives for the day. The teacher provides basic material about spelling the alphabet. When explaining the material, the teacher always stands in front of the class or reads a speech aloud.

In the main activity, the teacher invites students to repeat words from the letters spoken by the teacher. Then the students repeat the words spoken by the teacher. the teacher gives examples of pronunciation about spelling in a good and correct way. Then the teacher gives time for students to discuss with each other about the lesson being studied. when the discussion took place, the class was already crowded and there were some children who seemed to disturb their friends. In addition, there are also those who change seats without the teacher's permission and play cellphones. Seeing this, the teacher reprimanded the student concerned. After the discussion was deemed sufficient, the teacher gave a memorization task that required students one by one to come forward to spell the alphabet. Then the teacher explains more about the material that day. After the delivery of the subject matter is complete, the teacher gives assignments in audio form that must be done by students. Students are given 20 minutes to work on practice

questions. When working on practice questions, the teacher looks around the class. to control student behavior. when there are students who seem to have difficulty working on the questions given, the teacher sincerely helps students to understand and do well. After the time is up, the teacher evaluates the students' answers.

In the closing, the teacher gives a home work to create a Crad ID in the Canva application which must later be submitted to the GCR. Before the teacher leaves the class, the teacher says the closing greeting first, then the students answer the greeting from the teacher.

Second observation Teacher 1 (25 August 2022)

In the second observation in teacher 1 class, students recite the Koran before starting the lesson. Then the teacher enters the class with greetings. The teacher asks the students' readiness in receiving the material. The teacher checks the student attendance list, and then teacher asked students who were not present that day to the students in the class. After everything is finished, the teacher instructs students to collect cellphones so that learning takes place smoothly and the teacher also gives instructions to students to prepare books and stationery on the table.

In the core activity, the teacher conveys the material that will be discussed that day. The teacher provides learning objectives. The topic that day was number. The teacher explains the material about numbers in great detail. Then when students look bored with the teacher's delivery, the teacher instructs students to follow the words he says. The teacher also randomly appoints students to answer questions about numbers. Seen some students are hesitant and afraid of being wrong in answering questions from

the teacher. After finishing, the teacher gives a rote task about ordinal numbers and cardinal numbers. Students must entrust their memorization by facing directly to the teacher's desk one by one. In the process, the classroom atmosphere is not conducive. many of them joked with their friends in a voice loud enough to cause a commotion in the classroom. When the class atmosphere becomes noisy, the teacher focuses the students by tapping the blackboard so that the students are not noisy and giving practice questions in the book for students to work on. Therefore, students can refocus on the lesson.

In the closing, after the lesson time was almost up, the teacher took the time to correct students' answers and evaluate the learning on that day then the teacher gave closing greetings and asked to pray before leaving the class.

First observation Teacher 2 (18 August 2022)

In the first day of observation in teacher 2 class, the teacher entered the class with greetings. The teacher asked about the students' news, then the teacher asked the material discussed last week. The teacher checks the attendance list of students, then instructs students to prepare books that will be used as learning resources along with their writing tools. The teacher prepares speakers and LCDs to be used as media in delivering lessons.

In the main activity, the teacher conveys the learning objectives for that day, namely material about spelling and day, month, year. The teacher gives the learning material by standing in front of the class or giving a speech. In learning most of the teachers talk more. The teacher instructs students to repeat the pronunciation of the words spoken by

him. Then to build students' enthusiasm for learning, the teacher plays learning materials in the form of videos that are displayed through the LCD in the classroom. In addition, the teacher plays a song about spelling taken from the internet that has been prepared in advance by the teacher. Students seem enthusiastic when learning through songs or videos that are displayed in front of the class. After that, students are given assignments that are already available in the school textbook. The teacher gives 20 minutes for students to do their assignments. When the time for assignments runs out, the teacher immediately discusses the assignments and evaluates the results of student assignments. The teacher asks if there are questions about the material presented, students answer if there are no questions to be asked. then the teacher instructs students to open the next learning material in the book, namely material about the day, date, month, year. The teacher explains the material in Indonesian, sometimes also in English. the teacher asks questions in English about the day for example "if today is Wednesday then the day after tomorrow is?", some students answered "Friday" in unison but some of them seemed confused by the teacher's question so they did not answer.

In the closing, the teacher gives homework about the day, date, month, year which will be discussed next meeting.The teacher gives greeting and invite students to pray before leaving the class.

Second observation Teacher 2 (25 August 2022)

In the second observation, the teacher opened the class with greetings. students answer greetings from the teacher. The teacher checks the attendance list of students one by one. when the teacher calls the student's name, they answer with the word "present" which indicates that the student is present in class. After checking the

attendance list, the teacher immediately asked the assignment given last week. The teacher opens the assignments collected in the GCR by displaying them on the LCD in front of the class. The teacher opens the student's assignment file at random and evaluates the result of the assignment.

In the core activity, the teacher still discusses the material about the day, date, month and year with a more detailed discussion. After reviewing the assignments, it was evident that some students had not clearly understood the material discussed in passing last week. Some students seem still confused in writing the date in English. So this raises questions from students about how to write the correct date. Some students actively ask the teacher but there are also students who choose not to ask. The learning atmosphere looks boring, so the teacher chooses other media such as videos and songs related to the material being discussed in order to be an alternative that can liven up the classroom atmosphere.

In closing, the teacher motivates students to be more active and enthusiastic when learning English in class. The teacher gives closing greetings and invites students to pray before leaving the class.

APPENDIX 2

INTERVIEW GUIDELINE

Teachers Name   : Ratnawati Kiding, S.Pd.

Subject   : English

Date Interview   : August 25th, 2022

Procedures

1. The researcher asked permission to the teacher for doing interview.

2. The researcher made an appointment with the teacher.

3. The researcher came to the school and interview the teacher.

4. The researcher used recording as the instruments for interview.

The Result of Interview:

Researcher : Bagai mana menurut miss tentang karakter siswa di sekolah ini?

Teacher   : Karena sekolah nya tiap kelas itu majemuk mbak,berarti kan karakternya
           itu banyak sekali. Tiap anak, tiap pesertadidik mempunyai karakter
           masing-masing yang tetunya berbeda. Dalam pelajaran bahasa inggris ada
           siswa yang antusias dalam belajar ada juga yang kurang minat buat belajar
           bahasa inggris."

Researcher : Apakah miss pernah mengikuti kegiatan pelatihan mengenai pengajaran bahasa ingris?

Teacher : Kalo di MGMP kita sering mengikuti,seperti baru saja ini mengikuti pelatihan mengenai penerapan kurikulum merdeka. Dijelaskan bagaimana tentang cara membuat penyusunan modul ajar untuk kelas 7. Selain itu saya juga pernah mengikuti pelatihan dari pemerintah yang diadakan oleh kemendikbud.

Researcher : Pada waktu miss masuk ruangan apakah papan tulis dengan ruangan sudah dalam keadaan bersih?

Teacher : Kalo disini itu sudah ada piket kelas, jadi setiap pulang sekolah anak yang piket sudah nyapu buat membersihkan kelasnya. Selain itu disini juga ada cleacning service yang bertugas mengecek apakah kelas-kelas ini sudah bersih atau belum.

Researcher : Apakah miss mempertimbangkan posisi duduk untuk kegiata pembelajaran kooperatif?

Teacher : Itu tergantung wali kelas dari masing-masing kelas nya. Setiap siswa kan karakter nya berbeda, ada kelas yang siswanya berkelompok berdasarkan karakter mereka.karena itulah kita sebagai seorang guru perlu mengatur mereka. Biasanya kan kita mengadakan kelompok di kelas,kita sudah tau anak-anak yang heterogen seperti ini tu bisa di kelompokan. Biasanya kita merolling anak-anak ketika mereka berdiskusi.

Researcher : Bagaimana pendapat miss tentang jumlah siswa yang miss ajar dalam 1 kelas?

Teacher : Kalo disini kan SMP itu memang di batasi maksimal 32 anak saja perkelas. Tapi di sini ada yang 30, 31 atau 29. Asal tidak melebihi maksimalnya.

Researcher : Bagaimana cara miss mengkondisikan siswa sebelum memulai pelajaran bahasa inggris?

Teacher : Untuk memulai kelas biasanya saya memeriksa kehadiran siswa, kemudian setelahnya menanyakan kesiapan belajar pada murid termasuk pengumpulan HP yang bisa menjadikan anak kurang fokus pada pelajaran. Ketika HP sudah selesai dikumpulkan dan semua murid ready, baru dilanjutkan dengan pemberian materi ajar.

Researcher : Bagaimana cara miss mengatasi siswa yang kurang tertarik dalam belajar bahasa inggris?

Teacher : Kan ada anak SD yang dari sekolah nya itu belum mendapat pelajaran bahasa inggris, untuk menarik anak agar tertarik dalam pelajaran bahasa inggris itu salah satunya dengan cara menggunakan metode pengajaran yang menarik. Setiap pelajaran kita usahakan meggunakan metode ajar yang sudah dirancang dengan baik.

Researcher : Apakah dengan waktu yang di berikan sekolah cukup untuk miss mengajarkan pelajaran bahasa inggris kepada siswa?

Teacher : Sudah sangat cukup, karena kita 3 jam pelajaran dikali 40 jadi 120 menit sekitar 2 jam pelajaran.

Researcher : Upaya apa yang miss lakukan supaya siswa dapat secara aktif mengikuti pembelajaran?

Teacher : Biasanya saya adakan game, drilling kadang-kadang jigsaw, diskusi role play sehingga siswa bisa active mengikuti pelajaran.

Researcher : Apakah ada siswa yang mengganggu kegiatan belajar dan apa yang miss lakukan jika ada siswa yang menganggu proses pembelajaran dikelas?

Teacher : Memang ada beberapa siswa yang menganggu kegiatan belajar dikelas, akan tetapi masih dalam batas wajar misalnya berbicara dengan nada yang keras atau becanda dengan teman-temannya dan biasanya saya menegur dengan cara yang baik terhadap anak tersebut, kemudian mengalihkan fokusnya agar masuk kedalam pelajaran kembali.

Researcher : Bagaimana cara miss membangun komunikasi antara guru dengan siswa didalam kelas?

Teacher : Membangun komunikasi saat pembelajaran biasanya saat kita panggil satu-satu, nah itu otomatis kita tau nama mereka. Kita tau nama panggilannya, mereka sudah merasa ada kedekatan dengan kita. Mengetahui latar belakang nya tentunya lewat pembelajaran juga, mereka maju satu persatu untuk introduce themselves jadi kita tau mengenai latar belakang mereka.

Researcher : Bagaimana interaksi siswa ketika belajar bahasa inggris?

Teacher : Sejauh ini, interaksi siswa dalam belajar itu baik mbak. Dikelas juga kan suka buat grup diskusi biar antar siswa bisa interaksi dengan baik dan contohnya saya memberikan tugas percakapan dalam bahasa inggris secara grup kecil yang terdiri dari beberapa siswa.

Researcher : Apakah miss menggunakan bahasa full bahasa Inggris saat mengajar dikelas?

Teacher : Jadi kalo untuk kelas 7 ini, kita menggunakan full bahasa inggris mereka akan diam saja. Karena kan mereka masih masa peralihan dari SD ke SMP yang tidak semua anak dapat pengenalan bahasa inggris dulu saat SD. siswa kurang menguasai kosakata bahasa inggris, karena itu pas mengajar saya tidak menggunakan full bahasa inggris Ada saat nya kita berbahasa inggris contohnya dalam perintah-perintah saya menggunakan bahasa inggris diikuti dengan bahasa Indonesia dan saat absen pun mereka di latih untuk menjawab guru dengan bahasa inggris.

Researcher : Ketika mengajar bahasa inggris apakah miss kesulitan dalam mengucapkan kalimat atau kata dalam bahasa inggris dikarenakan oleh bahasa ibu/mothertongue ?

Teacher : Tentunya pernah,biasanya saya cek google bagaimana cara pengucapan kata tersebut yang baik dan benar.

Researcher : Sejauh mana miss sebagai guru bahasa inggris memotivasi siswa dalam mengajar bahasa inggris?

Teacher : Biasanya saya sudah memetakan anak-anak yang kurang dalam pelajaran bahasa inggris, bisa dilihat dari ketidak aktifannya dalam belajar. Biasanya saya memerintahkan mereka menonton youtube jadi diberikan materi bukan hanya dalam bentu word saja tapi juga dalam bentuk video-video singkat yang menarik sehingga belajar bahasa inggris terkesan menyenangkan, terlebih anak zaman sekarang kan suka aplikasi semcam youtube gitu. Sehingga hal tersebut bisa membangkitkan motivasi anak untuk belajar bahasa inggris selain itu juga saya suka berbagi cerita dengan anak perihal orang yang sukses bisa pergi ke luar negeri entah untuk bekerja atau belajar disana hanya karena mereka fasih berbahasa inggris.

Researcher : Menurut miss apa perbedaan antara siswa aktif dan siswa non aktif?

Teacher : Anak-anak aktif itu mereka yang aktif bertanya dikelas, berpendapat dan menyimak selama pembelajaran. Kalo yang tidak aktif itu mereka yang cenderung diam di kelas, massif untuk bertanya dan juga massif untuk memberikan pendapat. Terkadang alasan mereka diam itu karena mereka malu unutk menyampaikan pertanyaan atau pendapatnya.

Researcher : Media sumber belajar apa yang sering miss gunakan ketika mengajar bahasa inggris?

Teacher : Untuk sumber media belajar murid kita menggunakan buku tapi di support dengan media belajar lain biasanya saya pake video, jadi saya send video ke mereka lewat google classroom dan mereka memahami video tersebut kemudian dibuat tugas seperti contoh video yang sudah saya kirimkan.

Researcher : Bagaimana pendapat miss tentang fasilitas yang ada di sekolah ?

Teacher : Kalo berbicara fasilitas, disekolah ini fasilitas nya sudah luar biasa wifi ada, LCD ada. Di kelas juga disediakan kipas angin biar murid tidak kegerahan dan membuat mereka tidak nyaman saat belajar. Kalo untuk fasilitas buku dari sekolah itu memang belum fullcolor tapi menurut saya sudah bagus dan di perpustakaan juga bukunya sudah banyak buat dijadikan sebagai bahan sumber belajar.

Researcher : Apakah miss mendapat mendapat tantangan dalam memanajemen kelas di kelas bahasa inggris?

Teacher : Yang menjadi tantangan saat memanajemen kelas itu terkadang dari factor murid nya, kurang tertariknya atau rendahnya motivasi murid dalam belajar bahasa inggris sehingga sebagai seorang guru kita harus bisa memberikan metode ajar yang efektif dan pemberian motivasi buat murid itu juga penting supaya mereka tertarik pada pembelajaran di kelas.

Researcher : Bagaimana upaya miss dalam mengatasi tantangan tersebut?

Teacher : Mengatasi hal tersebut, saya mengupayakan jika pembelajaran tidak monoton, memberikan motivasi dengan secara bertahap yang tadinya siswa massif itu akhirnya tergugah ingin belajar bahasa inggris. Membuat suasana belajar yang menyenangkan bagi siswa misalnya dengan menyelipkan game ketika belajar atau belajar dengan materi yang di sediakan lewat video yang menarik.

APPENDIX 3

INTERVIEW GUIDELINE

Teachers Name   : Eni Kussrini, S.Pd.

Subject   : English

Date Interview   : August 25th, 2022

Procedures

1. The researcher asked permission to the teacher for doing interview.

2. The researcher made an appointment with the teacher.

3. The researcher came to the school and interview the teacher.

4. The researcher used recording as the instruments for interview.

The Result of Interview:

Researcher : Bagai mana menurut miss tentang karakter siswa di sekolah ini?

Teacher   : Mengenai karakter anak ya bervariasi ya, karena latar belakang nya berbeda-beda. Ada yang yang dari sekolah negeri ada yang dari sekolah islam kemudian ada yang dari SDIT dan dari sekolah tahfidz. Jadi, karakternya ini berbeda-beda. Dan tentunya dipengaruhi oleh latar belakang keluarganya selain itu bakat dan minat anak kan pasti berbeda, ada yang suka agama, suka bahasa, ada yang senang bahasa Indonesia

tapi tidak senang dengan bahasa inggris. Tapi memang anak-anak yang dari SD itu sudah mendapatkan pelajaran bahasa inggris biasanya lebih senang dibanding siswa yang tidak.

Researcher : Apakah miss pernah mengikuti kegiatan pelatihan mengenai pengajaran bahasa ingris?

Teacher : Ini kebetulan kan kurikulum nya baru, yang kemarin kan K13 kalo yang ini implementasi kurikulum merdeka. Kita diberikan pelatihan terlebih dahulu sebelum sekolah memberikan kebijaksanaan untuk memakai kurikulum merdeka. Kita juga sering mengikuti pelatihan dari MGMP.

Researcher : Pada waktu miss masuk ruangan apakah papan tulis dengan ruangan sudah dalam keadaan bersih?

Teacher : Kalau itu tergantung guru sebelumnya juga ya, paling tidak papan tulis selalu di bersihkan terlebih dahulu saat mau pergantian pelajaran oleh anak-anak yang piket.

Researcher : Apakah miss mempertimbangkan posisi duduk untuk kegiatan pembelajaran kooperatif?

Teacher : Kalo duduk itu tergantung kesepakatan kelas, jadi ada yang di rolling ada juga yang tidak. Khusus di pelajaran saya, saya tidak merolling tempat duduk siswa.

Researcher : Bagaimana pendapat miss tentang jumlah siswa yang miss ajar dalam satu kelas?

Teacher : Kalo jumlah siswa itu kan sudah di batasi dari pemerintah, maksimal 32 siswa. Sedangkan di kelas PK (Program khusus) kita hanya mengambil 30 anak saja. Karena kebetulan kelasnya juga besar, nyaman,ber AC jadi ya nyaman saja.

Researcher : Bagaimana cara miss mengkondisikan siswa sebelum memulai pelajaran bahasa inggris?

Teacher : Biasanya untuk yang pertama saya menanyakan terlebih dahulu kabar murid kemudian cek kehadiran siswa setelah itu menanyakan materi minggu lalu dan mengevaluasi dulu sebelum mengajar materi selanjutnya.

Researcher : Bagaimana cara miss mengatasi siswa yang kurang tertarik dalam belajar bahasa inggris?

Teacher : Caranya itu, kita setelkan video ataupun lagu. Jadi untuk menarik mereka, kita memutarkan video atau kita bercerita. Terkadang saya menceritakan kehidupan di luar negeri. Jadi anak merasa tertantang ingin mendengarkan dengan antusias.terus saya sharing, menanyakan pendapat perbedaan dengan kehidupan kita sehari-hari. Ketika anak sudah kembali fokus ke saya, saya tinggal kembali ke pelajaran.

Researcher : Apakah dengan waktu yang di berikan sekolah cukup untuk miss mengajarkan pelajaran bahasa inggris kepada siswa?

Teacher   : Kalo untuk waktu pembelajaran sudah sangat cukup yaa karena di sekolah itu untuk mata pelajaran bahasa inggris diberikan waktu selama 2 jam dan itu sudah cukup.

Researcher : Upaya apa yang miss lakukan supaya siswa dapat secara aktif mengikuti pembelajaran?

Teacher   : Kita minta mereka untuk berpendapat. Jadi ketika saya menayangkan video pembelajaran bahasa inggris, saya memerintahkan mereka untuk mengamati dan setelah itu menceritakan ulang. Ketika mereka sedang mengamati kok pada diem dan gatau apa yang harus dilakukan, saya pancing dengan pertanyaan dan kemudian mereka mengaplikasikan bercerita tentang apa yang terjadi dalam video.

Researcher : Apakah ada siswa yang mengganggu kegiatan belajar dan apa yang miss lakukan jika ada siswa yang menganggu proses pembelajaran dikelas?

Teacher   : Kalo handle yang rame atau murid yang ganggu setiap kali masuk kelas, biasanya saya pegang dulu dia, diberikan pekerjaan atau tugas. Diberikan kegiatan yang membuat dia sibuk dengan dirinya sendiri. Apalagi kelas 7 itu masih ada sifat sikap anak SD kadang kalo nulis sikut-sikutan dan membuat kelas jadi gaduh.

Researcher : Bagaimana cara miss membangun komunikasi antara guru dengan siswa didalam kelas?

Teacher   : Untuk membangun komunikasi yang baik dengan siswa biasanya saya suka membuat grup diskusi di kelas dan biar susasana kelas tidak terlalu tegang juga biasanya suka di selingi game atau play video yang bisa membuat suasana kelas menjadi hidup.

Researcher : Bagaimana interaksi siswa ketika belajar bahasa inggris?

Teacher   : Interaksi siswa saat belajar baik, bahkan ada anak yang sebelumnya itu dia introvert, diam dan cenderung menutup diri bisa jadi anak yang aktif dan punya confident yang bagus karena interaksi yang baik dengan temannya ketika dibuatkan grup diskusi terutama saat pembelajar bahasa inggris.

Researcher : Apakah miss menggunakan bahasa full bahasa Inggris saat mengajar dikelas?

Teacher   : Diawal kontrak belajar karena program khusus saya memakai full in English, cuman karena ternyata mereka dari SD nya itu kan kurang maksimal dalam bahasa inggris ya jadi kurang penguasaan kosakatanya juga, karena itu terkadang kalo mereka ga paham baru saya menggunakan bahasa indeonesia.

Researcher : Ketika mengajar bahasa inggris apakah miss kesulitan dalam mengucapkan kalimat atau kata dalam bahasa inggris dikarenakan oleh bahasa ibu/mothertongue ?

Teacher : Sejauh ini karena di basic standar SMP ya, kebetulan belum ada. Cuman kalopun ada juga itu pelafalan kata yang asing tidak familiar jadi kadang suka buka google.

Researcher : Sejauh mana miss sebagai guru bahasa inggris memotivasi siswa dalam mengajar bahasa inggris?

Teacher : Salah satu pintu akses dunia buat bisa go internasional atau pergi ke luar negeri kan dengan bahsa inggris, hal tersebut biasanya saya jadikan motivasi untuk murid agar mereka tergugah dalam belajar bahasa inggris.

Researcher : Menurut miss apa perbedaan antara siswa aktif dan siswa non aktif?

Teacher : Sangat berbeda, kalo aktif itu mereka aktif bertanya. Curious nya tinggi tapi kalo yang tidak aktif itu gaada corious nya gaada rasa ingin tahu nya pokoknya diam.

Researcher : Sumber belajar apa yang sering miss gunakan ketika belajar bahasa inggris?

Teacher : Media sumber pembelajaran saya menggunakan Buku paket yang diberikan pemerintah, dan saya memanfaatkan fasilcdlitas yang ada di sekolah seperti speaker, LCD untuk menampilkan video yang sesuai dengan materi pembelajaran yang ada di buku.

Researcher : Bagaimana pendapat miss tentang fasilitas yang ada di sekolah ?

Teacher   : Alhamdulillah untuk fasilitas di sekolah Al-Islam lengkap ya. Apa yang guru butuhkan ada, jadi memudahkan guru dalam penyampaian materi ke siswa. Akan tetapi kalo buku panduan dari pemerintah itu kurang menarik, jadi guru harus mencari bahan belajar dari lain sumber misal materinya tentang hari, kita cari materi video tentang hari lagu tentang hari agar suasana pembelajaran tidak membosankan. Untuk fasilitas yang ada di dalam kelas pun sudah sangat bagus ya karena kelas yang di gunakan itu cukup besar selain itu juga di sediakan AC agar suhu di dalam kelas tidak panas dan anak-anak nyaman belajarnya.

Researcher : Apakah miss mendapat mendapat tantangan dalam memanajemen kelas di kelas bahasa inggris?

Teacher   : Salah satu tantangan yang saya hadapi itu ketika ada anak yang benar-benar mogok gamau belajar bahasa inggris dan untuk memotivasi siswa dalam memahami pelajaran bahasa inggris. kurangnya pengetahuan mereka terhadap bahasa inggris jadi salah satu factor penyebab nya dalam hal ini karena tidak semua anak mendapat pelajaran bahasa inggris dari sekolah asalnya.

Researcher : Bagaimana upaya miss dalam mengatasi tantangan tersebut?

Teacher   : Untuk mengatasi hal tersebut, saya mengupayakan jika pembelajaran tidak monoton, memberikan motivasi dengan secara bertahap yang tadinya siswa massif itu akhirnya tergugah ingin belajar bahasa inggris. Membuat suasana belajar yang menyenangkan bagi siswa misalnya dengan

menyelipkan game ketika belajar atau belajar dengan materi yang di sediakan lewat video yang menarik.

APPENDIX 4

DOCUMENTATION

MODUL AJAR

Chapter 1

Nice to meet you!

SUB BAB : Greetings and leave-taking

INFORMASI UMUM

A. Identitas Modul

Nama Pengampu : Eni Kussrini, S.Pd

Tahun Pelajaran : 2022/2023

Kelas : VII

Fase : D

Alokasi Waktu : 40 x 1 pertemuan

B. Kompetensi Awal

Peserta didik mampu dapat memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris

C. Profil Pelajar Pancasila

1. Beriman dan bertakwa kepada Tuhan YME dan Berakhklak Mulia

2. Bernalar kritis

3. Bergotong Royong

4. Kreatif

D. Sarana dan Prasarana

1. Online worksheet

2. Power point/Materi

3. Gadget

E. Target Peserta Didik

Peserta didik regular/tipikal: Umum, tidak ada kesulitan dalam mencerna dan memahami bahan ajar.

F. Model Pembelajaran

PTM (Pembelajaran Tatap Muka)

KOMPONEN INTI

A. Tujuan Pembelajaran

Peserta didik mampu :

1. Memahami kalimat-kalimat tindakan menyapa dan berpamitan. meminta
2. Melalui kegiatan tanya jawab dan diskusi dalam mengklasifikasikan fungsi social terkait tindakan menyapa dan berpamitan
3. Membuat teks percakapan tindakan menyapa dan berpamitan dengan sikap kreatif, penuh tanggungjawab.

Internalisasi Nilai-Nilai Islam
Terdapat dalam QS. An-Nisa' 4: Ayat 86
Allah Subhanahu Wa Ta'ala berfirman:

وَاِذَا حُيِّيْتُمْ بِتَحِيَّةٍ فَحَيُّوْا بِاَحْسَنَ مِنْهَا اَوْ رُدُّوْهَا ۗ اِنَّ اللّٰهَ كَانَ عَلٰى كُلِّ شَيْءٍ حَسِيْبًا

wa izaa huyyiitum bitahiyyating fa hayyuu bi-ahsana min-haaa au rudduuhaa, innalloha kaana 'alaa kulli syai-in hasiibaa

"Dan apabila kamu dihormati dengan suatu (salam) penghormatan, maka balaslah penghormatan itu dengan yang lebih baik atau balaslah (penghormatan itu yang sepadan) dengannya. Sungguh, Allah memperhitungkan segala sesuatu."
(QS. An-Nisa' 4: Ayat 86)

B. Pemahaman Bermakna

1. Manusia bekerja sama dalam berinteraksi dengan orang lain untuk mencapai suatu tujuan.

2. Manusia dengan tindakan menyapa dan berpamitan demi memperoleh kenyamanan hidup yang santun.

C. Pertanyaan Pemantik

1. Pernahkah kalian menyapa orang lain baik dikenal maupun belum dikenal di suatu tempat?

2. Apa saja contoh sapaan atau greeting yang pernah kalian gunakan?

3. Dimanakah kalian biasanya menyapa?

4. Kapan saja kalian menyapa?

D. Kegiatan Pembelajaran

Bersiap
a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
b. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan

pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
c. Menyampaikan motivasi (tujuan & manfaat) dengan mempelajari materi hari ini.
d. Menjelaskan tujuan pembelajaran, hal-hal yang akan dipelajari, serta metode belajar yang akan ditempuh.
Atur Kondisi
Peserta didik diberi motivasi dan panduan untuk mengamati dan mencatat kata-kata sulit informasi dari video pada https://youtu.be/0epY72Hbt1Y
TELAAH MATERI
Peserta didik membandingkan dan menganalisis kalimat mana yang merupakan menyapa, dan berpamitan.
INOVASI
Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan exercise 1 dan 2 melalui link https://youtu.be/0epY72Hbt1Y
Peserta didik mengomunikasikan hasil kerjanya, menyimpan hasil pekerjaanya dalam lembaran HVS sebagai hasil dari portofolio kerja kemudian guru memberikan tanggapan dan penguatan materi.
Peserta didik membuat percakapan mereka sendiri
KESIMPULAN
a. Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal.   b. Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan dan menentukan tindakan yang akan dilakukan   c. Tindak lanjut, siswa membuat video/ rekaman percakapan dengan menggunakan hp

E. Asesmen

   1. Asesmen Diagnostik

   2. Asesmen Formatif

   3. Asesmen Sumatif

F. Pengayaan dan Remidial

   1. Remedial diberikan kepada peserta didik yang belum memenuhi capaian.

   2. Pengayaan diberikan kepada peserta didik yang sudah memenuhi capaian dengan diberikan tugas mencari video percakapan menggunakan tindakan menyapa dan berpamitan.

G. Refleksi

1. Guru menanyakan apakah ada kesulitan pada kegiatan pembelajaran pada hari ini.

2. Guru menanyakan perasaan siswa setelah melaksanakan kegiatan belajar Bahasa inggris.

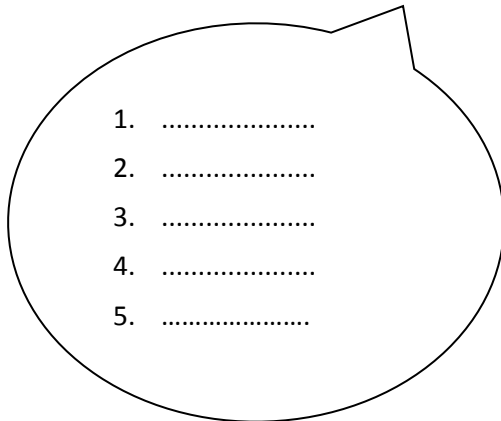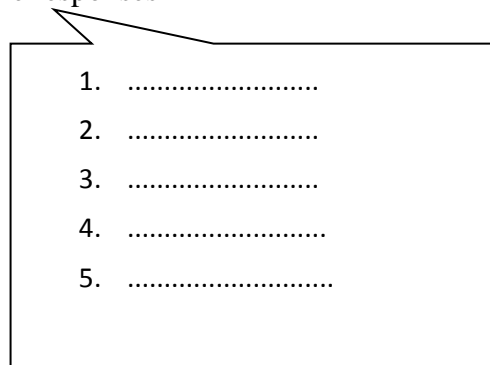|	
Mengetahui, Kepala Sekolah,	Surakarta, 1 Juli 2022 Guru Mata Pelajaran
Supardi, S.Pd., M.Pd.	Eni Kussrini, S.Pd

LAMPIRAN

LEMBAR KERJA PESERTA DIDIK

- **Pretest**

Write some expressions of greeting and the responses

1. ....
2. ....
3. ....
4. ....
5. ....

1. ....
2. ....
3. ....
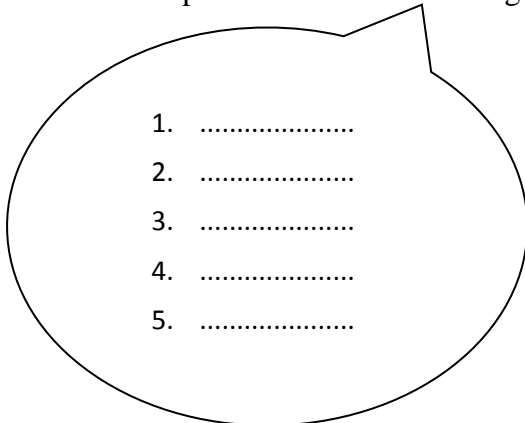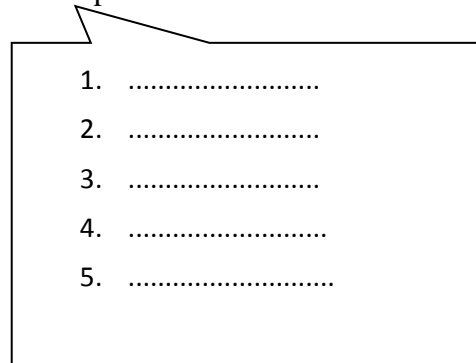4. ....
5. ....

Write some expressions of Leave Taking and the responses

1. ....
2. ....
3. ....
4. ....
5. ....

1. ....
2. ....
3. ....
4. ....
5. ....

- **Posttest**

Match the expression in the left side and the responses in the right side correctly.

1. Hello	A. I'm great
2. Good morning, Sir	B. Nice to meet you too
3. Good afternoon, Brian	C. Glad to see you too
4. Good evening, Dad	D. Bye
5. Good night, Rio	E. Good afternoon, Ma'am
6. How are you	F. Good evening, Dear
7. Nice to meet you	G. Good bight, Dad
8. Glad to see you	H. See you too
9. Bye	I. Hello
10. See you tomorrow	J. Good morning, Kate

Complete the dialogues using the correct expressions.

1. Boy : Good morning Mia.
   Mia : _____.
   Boy : How are you today?
   Mia : _____. Thank you. _____?
   Boy : I'm fine, too.

2. Martin : Hello, Karina.
   Karina : _____, Martin. How're you?
   Martin : Very well. _____ . And you?
   Karina : I'm very well, too. Thank you.

3. Bimo : Good afternoon, Maam.
   Mrs. Iin : _____, Bimo. How's life?
   Bimo : _____, Maam. Thanks. And you?
   Mrs. Iin : Very well, _____. Sorry, I have to go now. _____.
   Mrs. Iin : See you.

4. Boy : How's life, Rita?
   Girl : _____.

5. Woman : Good night, sweetheart.
   Girl : _____, Mom.

Kisi-kisi :

No.	Indikator	Jumlah ButirSoal	Nomor ButirSoal
1	Disajikan pernyataan/ilustrasi situasi tertentu, peserta didik dapat menentukan ungkapan sapaan dan pamitan dengan benar.	5	1-5
2	Disajikan ungkapan sapaan dan pamitan beserta responnya secara acak, peserta didik dapat menjodohkan ungkapan dan respon dengan benar.	10	1-10
3	Disajikan dialog percakspan 2 orang atau lebih saling bertemu dengan ilustrasi waktu yang jelas, peserta didik dapat menentukan ungkapan sapaan yang tepat.	5	1-5
	JUMLAH	20	

- **KRITERIA DAN RUBRIK PENILAIAN**

a. Teknik Penilaian :TesTertulis
b. Bentuk Instrumen : Melengkapi, Menjodohkan, dan Pilihan Ganda.

- Melampaui Capaian: Apabila peserta didik dapat menyebutkan fungsi social, generic structure, dan language feature dari teks lisan dan tulis terkait command and prohibition serta mampu menyajikan sesuai dengan ciri yang ada.
- Memenuhi Capaian: Apabila peserta didik dapat menemukan fungsi social, generic structure, dan language feature dari teks lisan dan tulis terkait command and prohibition serta mampu mengklasifikasikannya sesuai dengan ciri yang ada.
- Kurang: Apabila peserta didik dapat mengklasifikasikan kurang dari 2 fungsi social, generic structure, dan language feature dari teks lisan dan tulis terkait command and prohibition sesuai dengan ciri yang ada

BAHAN BACAAN GURU DAN PESERTA DIDIK

Study some expression below used greeting in formal and informal situation.

Formal Greeting	Responses
Good morning	Hello
Good afternoon	Hello, goof morning
Good evening	Good afternoon
Good night	I'm fine. Thank you
Hello, how are you?	Very well, thank you

Informal Greeting	Responses
Hi, how's life?	Terrific, and you?
What's news?	Just fine, thanks
How's everything?	Great, thanks
How's business?	Pretty well. What about you?
Good to see you	

Study some expression below used leave taking in formal and informal situation.

Formal Leave Taking	Responses
Good bye	Take care
See you tomorrow	See you
See you next week	See you
See you later	See you
Sorry, I have to go now	Never mind, see you
I'll talk to you later	Sure, see you later
It's been nice talking to you	So long
I think I must be going now	Bye
Let's hope we meet again	See you

Informal Leave Taking	Responses
So long for you	Bye now
Be seeing you	Be seeing you too
Have a nice day	Thanks and you too
Have a good trip	Thanks
Give my regard to your parents	Sure, I will
Take care of your self	I will
Be careful, please	Sure, I am and you too

Menyimak dan menirukan contoh cara menyatakan greeting dan Leave Taking dengan ucapan dan tekanan kata yang benar dari video.

* ❋ https://www.youtube.com/watch?v=Fw0rdSHzWFY&t=158s Greeting Song
* ❋ https://www.youtube.com/watch?v=Fw0rdSHzWFY&t=210s dialog and song
* ❋ https://www.youtube.com/watch?v=6V_3HbfFcSc greeting expression
* ❋ https://www.youtube.com/watch?v=EvbhKINYrPg dialog and explanation
* ❋ https://www.youtube.com/watch?v=tH_XZZ8-QTA&t=90s greeting and leave taking expression
* ❋ https://www.youtube.com/watch?v=0LDArAJf7-c leave taking Song

GLOSARIUM

Greeting and leave taking expression	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, dan berpamitan, serta menanggapinya, sesuai dengan konteks penggunaannya

DAFTAR PUSTAKA

1.**https://youtu.be/mTGZkD0cOdw**

2.https://www.youtube.com/watch?v=Fw0rdSHzWFY&t=158s Greeting Song
3.https://www.youtube.com/watch?v=Fw0rdSHzWFY&t=210s dialog and song
4.https://www.youtube.com/watch?v=6V_3HbfFcSc greeting expression
5.https://www.youtube.com/watch?v=EvbhKINYrPg dialog and explanation

6.https://www.youtube.com/watch?v=tH_XZZ8-QTA&t=90s greeting and leave taking expression

7.https://www.youtube.com/watch?v=0LDArAJf7-c leave taking Song

APPENDIX 5

FIGURES

SMP Al-Islam 1 Surakarta

First observation Teacher 1

Second observation Teacher 1

Attendance List of 7C Class

First observation Teacher 2

Second observation Teacher 2

Attendance List of 7A Class

Interview with Teacher 1

Interview with teacher 2