

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research, and the operational definition.

1.1 Background of the Research

In the teaching process, classroom management is one of the teaching skills that are essential for teachers to keep their classes conducive to learning and to keep a well-behaved classroom. Classroom management can also affect the comfort of the students in the class. According to (James M. Cooper, 2011) classroom management refers to the actions that instructors take to create a courteous, pleasant, orderly, and productive environment. According to (Garrett, 2014) classroom management is one of the fundamental skills of teaching, it is the ability to control and inspire a class. Classroom management is the most challenging problem that student teachers face in their teaching practice (Honigsfeld & Cohan, 2014). The importance of knowing more about classroom management is that student teachers will be prepared early for challenges and be able to overcome managing a class, as classroom management is one of the core abilities to teach to govern and manage class.

Previous studies have found that student teachers face difficulties in classroom management when teaching English. (Qadir et al., 2022) found the challenges in classroom management, these were the challenges namely difficulty to change the seating arrangement of the students, the students do not follow the rules and routines, students disregarding pre-service teachers' advice or caution, having difficulty understanding the students' characteristics, students did not pay attention to and respect their teacher (pre-service teacher), and controlling the class becomes difficult. Moreover (Soleimani & Razmjoo, 2019) found three factors of challenges namely, educational difficulties, behavioral and

psychological challenges, and contextual challenges, unfinished homework assignments, inconsistency in learners' levels of proficiency.

However, most of the previous studies focus on challenges in classroom management. In this study, the researcher focused on challenges and strategies to overcome classroom management in teaching English faced by student teachers in teaching internships. As a result, this study encourages the researcher to consider the challenges in classroom management in teaching English that student teachers face during their internship program. It is essential to recognize the challenges that student teachers face to improve and achieve success in their classroom management.

However, in actual teaching internship in SMAN 1 Jakenan Pati, student teachers lack knowledge and training in effective classroom management. Therefore, student teachers get a lot of challenges in classroom management. It is important because it provides more information about the challenges of classroom management in an actual classroom management. The information can assist student teachers in increasing their readiness for the teaching profession as well as allowing them to perform better practice in actual classroom management. This study is to find out student teachers' challenges and strategies to overcome in classroom management while teaching English during a teaching internship. It is critical to recognize the challenges that student teachers have when managing classrooms to provide the best strategies for student teachers who face challenges managing class. As a result, the student teachers' may solve and overcome this problem.

1.2 Statements of the Problem

Based on the background of the research above, the statement of the problem can be formulated as follow:

1. What are the student teachers' challenges in classroom management in teaching English during teaching internship in SMAN 1 Jakenan Pati?

2. What are the strategies that student teachers use to overcome the challenges in classroom management in teaching English during teaching internship in SMAN 1 Jakenan Pati?

1.3 Objectives of the Research

Based on the statement of the problem written above, the objectives of the research are:

1. To identify the challenges in classroom management in teaching English during teaching internship faced by student teachers' in SMAN 1 Jakenan Pati.
2. To find out the strategies that student teachers use to overcome their challenges in classroom management in teaching English during teaching internship in SMAN 1 Jakenan Pati.

1.4 Significance of the Research

By conducting this research, the researcher hopes that this research will be beneficial theoretically and practically.

Theoretically, it is hoped that this research can be used as one of the references by future researchers who will conduct the same research related to challenges in classroom management in teaching English during teaching internships.

Practically, this research can inform student teachers about the challenges in classroom management in teaching English during teaching internship also offer them the strategies to overcome the challenges.

1.5 Scope of the Research

The researcher focused on challenges in classroom management faced by student teachers in teaching English during teaching internships and the strategies to overcome their challenges. The participants of this research were seven student teachers of the English Education Department of Muria Kudus University in the academic year 2022/2023 that conduct teaching internships in SMAN 1 Jakenan Pati.

1.6 Operational Definition

Based on the title of the study, the following concepts can be described in operational definitions:

1. Student teachers are students studying to be teachers that receive teaching internship programs in the seventh semester.
2. Challenges are a person's degree of belief that they will succeed if they put enough effort
3. Classroom management is a teacher's action in creating a conducive classroom environment to achieve optimum learning objectives
4. Teaching English is an activity to provide teaching and knowledge about English to non-native English
5. Teaching internship is one of the programs implemented by FKIP at Muria Kudus University, this activity is mandatory for students to participate in to build the identity of educators/instructors