CHAPTER I
INTRODUCTION

A. The Background of Study

English is one of the most crucial international languages for communication has been acknowledged by the Indonesian government (Songbatumis, 2017). English was the first foreign language required to be taught in junior and senior high schools by central government policy since independence in 1945 (Habibi, 2017). Teaching English is an important role since it is taught in Junior High School (Husna, 2021). (Khan, 2011) explained that teaching English as a foreign language is one of the challenging tasks when it comes to the places where English serves limited exposure. (Derakhshan, 2015) discussed that teachers need to understand what students learn, how and why learning influences them, and how lessons could be beneficial for them in the future.

The challenge in the learning is not only felt by students, but also as a teacher. The challenges in teaching English are very diverse, such as teachers' qualifications, language proficiency level, and training since these points can cause teachers' confidence (Emery, 2012). One of the most frequently reported concerns encountered by English teachers, according to Emery (2012, p. 4), is overcrowded classes and the effect such a condition might have on teaching and learning. Furthermore, according to (Nurkamto, 2003), one of the difficulties in teaching English is the classroom's size. In its implementation, teachers are closely related to the challenges and obstacles in the teaching process. Classroom

management is one of the most contributing yet challenging issues in a teaching career (Soleimani & Razmjoo, 2016). Classroom management is commonly cited as a significant source of teacher burnout, even among seasoned teachers (Simons & Myers, 2015). EFL teachers may face particular classroom management issues in a language-learning classroom where a foreign language is employed as both the medium and the topic of instruction (Linse & Nunan, 2005).

Priansa (2015, p.75) explained that classroom management is a sentient effort to plan, organize, actualize, and implement the supervision of program and activity in the class so that the teaching and learning process can occupy systematically and all potential of the learners can be optimized. In addition, (Brown, 2001) proposed that EFL classroom management includes managing the physical environment of the classroom, such as lighting, seating, and facilities. Language classroom management was described by (Richards, Platt, & Platt, 1992) as follows: "The teacher organizes and controls student conduct, movement, interaction, and other aspects of the class so that instruction can take place as effectively as possible. Procedures for grouping students for various sorts of classroom activities, the usage of lesson plans, the handling of equipment, aids, and other items, as well as the direction and management of student behavior and activity are all part of classroom management".

Bosch (2006) explained that classroom management is a skill that teachers need to learn, practice, assess, and modify to adapt to the changing situation of a temporary classroom. In the fact that, teachers have challenges in classroom management as a result of the changing temporary classroom scenario.

It can be seen in the previous research by Soleimani and Razmjoo (2016), they discussed that EFL teachers classroom management challenges at private language institutes are (a) instructional challenges, involves unfinished homework and take-home assignment, lack of consistency in the proficiency level of the learners, learners' insistence on speaking in the first language, material selection and dealing with the syllabus, a mismatch between teaching style and learning outcomes, (b) behavioral and psychological challenges, involves latecomers, unwilling to speak and participate, learners, demotivated and stressed learners, noisy and naughty learners, learners' use of cellphone and apps and (c) contextual challenges which include busy classroom and time management.

Another research is by (Lasari, 2021) found that some lecturers had to face classroom management in online learning, including (a) the planning stage (planning) includes designing RPS, determining the methods to be used in online lectures, determining the learning media (platform), determining the type of evaluation and designing contracts lectures or online lecture rules, (b) the actuating stage, includes demonstrating RPS to students, making powerpoints, making learning videos, carrying out lecture activities, and carrying out exams and (c) the supervision stage (controlling) involves conducting class management and carrying out time management. The other teacher challenge in classroom management is the lack of facilities (Badriah: 2019).

Before the researcher conducts this research, the researcher went to MTs Negeri 2 Medan to get the preliminary data. The researcher doing an interview

and observation. This is an interview between the researcher and English teacher in MTs Negeri 2 Medan:

R: As we know that, nowadays teaching and learning activity itself has rules that we need to follow, namely the Limited Face-to-face Learning process. Are there any challenges you found while you were teaching in a Face-to-face Learning situation?

T: In general, there are challenges in my class and by chance, you have also observed my class before, right.

R: What are the challenges, Ma'am?

T: The first is the limited time to explain the material because in Limited Face-to-face Learning there is a time limit that is not as usual. And another challenge is that before I start learning that I have to bring order to the condition of the class first.

R: Are there any differences in managing the classroom before Covid-19 condition, during Covid-19 condition, and in the Limited Face-to-face condition?

T: There must be a difference because the student has been at home for a long time, he has studied independently for almost 2 years, so when they returned to school their nature and attitude at home were still carried over to school which made me also have to discipline them in class first and there were also students who indifferent to learning so I have to be closer to the student.

R: What are your strategies of classroom management in the Limited Face-to-face learning class?

T: Because the time is quite short in limited face-to-face learning, I have to discipline students in class first as much as possible and some students are indifferent to learning so I have to be closer to these students.

Based on the interviews between the researcher and the English teachers in MTs Negeri 2 Medan, the data showed that there are some challenges faced by English teachers in teaching English in the situation of limited face-to-face learning coupled with the results of observations showed that English teachers is experiencing new challenges in limited face-to-face learning. The challenges starts before the teaching-learning process (pre-teaching) it was seen from teacher in prepared the lesson plan, whilst teaching-learning when teacher seems rushed in teaching because time is still limited, and in the closing teaching and learning process.

The previous research about classroom management still focus on online and offline learning outside of pandemic and in this research will be a focus on limited face-to-face learning in the situation of the pandemic. Thus, the reason why the researcher is interested in conducting this study is that the researcher is interested to analyze the challenges faced by teachers in teaching English at Madrasah Tsanawiyah Negeri (MTsN) 2 Medan in the limited face-to-face learning situation. Therefore, this temporary situation motivates the researcher to see deeply the challenges in classroom management of conducting teaching English at Junior High School. The researcher is interested to analyze the challenges in managing the classroom faced by English teachers at MTs Negeri 2 which is located in Medan, and see deply how English teachers' strategies in solvng the challenges by doing the researcher entitled **"An Analysis of English Teachers Challenges in the Classroom Management in Limited Face-to-face Learning at MTs Negeri 2 Medan".**

B. The Problems of Study

Based on the background of the study above, the formulation of the research problems are as follows:

1. What are the challenges faced by English teachers in managing classroom with limited face-to-face learning at MTs Negeri 2 Medan?

2. How do the English teachers' ways in solving the challenges for classroom management in limited face-to-face learning conditions at MTs Negeri 2 Medan?

C. The Objectives of Study

The objectives of this study are:

1. To find out the challenges faced by English teachers in the managing classroom during limited face-to-face learning at MTs Negeri 2 Medan.

2. To analyze English teachers' ways in solving the challenges for classroom management in limited face-to-face learning conditions at MTs Negeri 2 Medan.

D. The Scope of Study

In this study, the researcher focuses on finding English teachers' challenges and analyzing English teachers ways in solving the challenges in classroom management during limited face-to-face learning situations at MTs Negeri 2 Medan.

E. The Significance of the Study

1. Theoretically

a. The result of the research will be useful for the writer to give more knowledge about the challenges that will be faced by English teachers' in classroom management at Junior High School.

b. The result of the research can be used as a reference for those who want to conduct a deeper study about challenges that will be faced by English teachers' in classroom management at Junior High School.

2. Practically

For the Teacher:

1. This research hopefully can give the solution to face the challenges experienced by the teachers.

2. This research can be a guide for teachers in solved the challenges in managing the classroom.

For the Researcher:

1. The research would provide further information for the other research.

2. The research was also designed to serve as a reference for future research that wants to look at teachers' challenges in senior high school.