

# CHAPTER I

## INTRODUCTION

This chapter explains the background of the study, statement of the problem, purposes, significance of the study, scope and limitation, and definition of the key terms.

### 1.1 Research Background

Junior high school students are in a period of child development from young children to the adolescent level. Expertise, skill, and dexterity begin to show at the age of 13-15 years. Children at that age begin to be able to develop thinking to be more critical and innovative which is supported by Innovative learning methods employed to equip students with problem-solving skills for their daily lives (Susilawati et al., 2017). Critical thinking plays an integral role in the field of education as it is a fundamental cognitive skill. The education system aims to enhance itself continuously to equip students with the ability to think critically, enabling them to solve problems efficiently and effectively as they arise (Hidayanti et al., 2016). As a supporter of student teaching, teachers are required to have the ability to implement an efficient educational framework, which can run as it should and facilitate students in applying it to real-world problems. To overcome this problem, (Kawi et al., 2013) explained that teachers need to know and use various technical approaches, the teaching methods that will be used, what kind of teaching techniques, and learning resources from various sources can be accessed so they can attract students' interest when studying, especially learning English. However, an environment that is not good will impact children's behavior, sometimes making teachers complain because it is difficult to regulate. The competencies that must be possessed by teachers are pedagogical, professional, personal, and social competencies which are provisions that must be possessed and carried out wholeheartedly by teachers because every teacher's action in a career can be accounted for professional, scientific, and moral as educators. Therefore, as prospective teachers who will teach and educate students, it is hoped that they can understand the teacher's duties seriously which will have an impact on student understanding and behavior (Muhyadi, 2016). It is supported by (Kurt et al., 2014) that the teaching process needs to run in a structured manner and can include: planning, implementing, evaluating, and understanding pedagogy. In other words, preparation of subject matter before it starts is vital for the smooth running of learning in class so it does not cause students to misunderstand when the material is explained.

The teacher's role is to supervise, educate, and care for students in the class to create a good environment, namely by teaching English lessons that are as unique as possible and packaged as implicitly as possible so that students can easily digest them when trying to understand the lesson. However, some teachers often do not prepare lesson materials and lesson plans and do not understand the situation in class which makes the atmosphere of class boring. Based on (Mawaddah, 2021) in learning activities, teachers often do not prepare learning media or tools in class properly and rarely bring students into the real world, and only describe theories and teaching methods that are not suitable for application to students. This statement is supported by (Sulastri et al., 2020) that the teacher is the center of how effective or not a learning process is and is not only required to make the class atmosphere more active but is also able to improve the personality of students in the class. However, (Wijendra, 2020) states that the success of students can be influenced by several factors that exist within the students themselves and the teacher as a teacher, factors that come from the teacher, namely how to foster motivation to learn and curiosity to know more about the learning, even though in reality that is The teacher is still the center of learning and places the teacher as the only source of learning. In order to make students comfortable and happy with the lesson that will be explained, the teacher must appear attractive to students, position students as friends in carrying out the class process, and build good cooperation in solving problems given to students by creating a cooperative situation of mutual respect between other students, coupled with giving praise to students for good cooperation and having fun with students who of course have limitations that make learning situations like this make students feel at home and enthusiastic when learning takes place (Arofah et al., 2023).

Responses between teachers and students are expected to exist to create interaction and liveliness and trigger student learning enthusiasm so that it can become a teacher's success in teaching. According to (Saragih, 2008) in the learning process, most of the time is spent just listening and taking notes, and the class atmosphere will be seen as inadequate. It can be said that if the time in class is only limited to listening to explanations from the teacher and taking notes on the material and after it is finished, very little of the former understanding gained by students will be accepted. Some researchers have conducted previous research related to internship program (Sunendiari et al., 2006) with title "Implementasi dan kendala pelaksanaan pembinaan profesional guru di sekolah menengah umum melalui program magang" that uses experimental research methods, explains that the difficulties intern teachers face when teaching are from intern students, namely the limited professional skills they have, which becomes an obstacle faced when teaching in class. Another previous research (Damanik et al., 2024) with

title “Pentingnya Keterampilan Dasar Mengajar Bagi Mahasiswa Magang Fakultas Keguruan Dan Ilmu Pendidikan” conducted research with descriptive qualitative research, said that this teaching had weaknesses in the implementation of teaching, namely in terms of teaching skills because the interns had difficulty applying basic skills in teaching students.

From these 2 previous researchers, the next researcher plans to use descriptive qualitative supported by interviews and observations, especially with internship students about how to deal with grade 9 students and what difficulties they face, such as dealing with students with various kinds of behavior and readiness before teaching in class. When teaching, researchers will see which interns use what methods and tools they teach to make a positive impression on the students. This teaching method allows students to listen and pay attention while learning is in progress.

## **1.2 Statement of the problem**

**The Researcher formulates the question as follows:**

- 1) What challenges do student interns face in teaching English at junior high school?
- 2) How does the student intern solve the problem?

## **1.3 Purpose of the Study**

**The research has purposes:**

- 1) To discover the challenges of teaching English faced by the students' interns.
- 2) To describe students' intern' ways of solving problems-

## **1.4 Scope and Limitation**

As a teacher, we have to understand the characteristics of our students in class to determine the material, and media to support the activity in class. The research is limited to the challenges faced by the student interns who are teaching English at grade 9 at SMP NEGERI 2 BATU

## **1.5 Significance of the Study**

### **For the Teacher**

It is hoped that teachers can understand the difficulties faced by student intern students by providing alternative solutions on how to find the right teaching material method so that it can make it easier for students to understand the lesson or assignment that will be taught so that students feel comfortable with the lesson given.

### **For Student**

Students are expected to be able to follow the lessons explained and follow the learning system well and in a conducive manner while the teacher explains the lesson. Therefore, students can overcome the problems that occur and can solve them well.

## **1.6 Definition of the Key Terms**

### **Teaching**

Teaching is an activity related to mental processes that are pedagogical, psychological, and also didactic which are related to teaching in the school environment so that teachers are required to accompany students toward successful learning. Teachers try to create a conducive classroom atmosphere so that students can absorb the material provided (Yasin, 2022).

### **Challenges in Teaching**

There are several reasons for teacher challenges, including teachers who are right at the front line in the education system and play a central role in shaping student learning outcomes, assisted by teacher insight which is supported by the effectiveness of practice in the current teaching model, curriculum design, and support systems therein. Future teacher candidates can overcome the challenges received by previous teachers (Rifiyanti et al., 2024).

### **Student Intern**

Every department holds an internship program, including the Education department which holds internships, namely being a teacher in the classroom for some time. Intern students will teach at schools selected by the campus to act as teachers with the PPL program. This PPL program plays a significant role in the teacher education learning process because intern students get the opportunity to learn how to teach and become a place to practice teaching directly from the theory that has been given previously by becoming real teachers (Afrianto et al., 2019).