CHAPTER I

INTRODUCTION

This chapter presents five subtopics, namely background of the study, identification of research problem, problem statement objective of research and significant of research.

1.1 Background of the Study

Education is one of the important aspects of human life in this era. According to Panuntun (2016), humans without education like vehicles without wheels that is means humans will not progress. The meaning of progress in this case means development since through education someone was expected to have knowledge, intelligence, character, good personality, and skills. A primary school is a place where students can get a basic knowledge of education. According to Doğan & Sezer (2010), basic knowledge is the important aspect in the process of individual education.

Moreover, providing individual education on the first stage is very useful for students' character education. According to Judiani (2010), a priority of government is the character education that starts from primary school, it does not mean that the other levels of education do not get character education. All of the levels of education get character education but with a different portion (Mendiknas, 2010) as cited in (Judiani, 2010). In conclusion, the role of teachers as educators is very important in students' education. If there are mistakes in providing education to students, it can be predicted that the future of the students will not be in accordance with what it should be since the teacher has an important

role as the controller and educator for the students such as educate the students' character, skills, personality, etc. A good educator must understand the various factors that determine the quality of education. One factor that played a role in determining the success of a students' education was classroom management.

Classroom management is one of the important factors in primary school education. According to Brophy (2006) as cited in Garrett (2014), classroom management is an action taken by the teacher to create and maintain a conducive environment for learning. If there is a conducive environment in the learning process especially in the classroom, it can indicate that students have good character and personality. Which is the possibility of student success depends on the teachers' classroom management practices (Gage, Scott, Hirn, & Macsuga-gage, 2017).

Bertsch, Houlihan, Lenz, & Patte (2009) wrote that the most important aspect of the teacher's ability to regulate the classroom was providing effective commands. Moreover, commands are a crucial tool for classroom management used by the teacher to direct the students to start and end the activities. According to Taylor & Taylor (2015), modelling differentiated command is one way to show how educators can combining instructional strategies to address students' needs, interests, and learning styles. The more intensive command should consider the students' specific difficulties and use instructional strategies to cope them and support learning (Stevenson & Reed, 2017). Bertsch et al., (2009) concluded that the type of commands used by the teacher is an important aspect in relation to the class behavior of the students. Effective commands can minimize students' disruptive behavior.

According to Bunch-crump & Lo (2017), disruptive behavior defined as behaviors that interfere with teaching or learning for example students were talking to peers in class, disobedience to teachers, etc. Disruptive behavior in schools has been a source of attention for school systems for several years (Vernessa Evans, 2016). Disruptive behaviors can lead to negative outcomes for students (Lum, Tingstrom, Dufrene, Radley, & Lynne, 2017). Negative outcomes which can arise for students such as low student achievement, poor social interaction of students with teachers and classmates. Therefore, students can be ostracized. In general, disruptive behavior in students caused by several factors, both from individuals and from the environment.

There are several similar studies related to the topic. The first study was conducted by Berube (2019), about comparing rates of child compliance with two types of teacher command. The result of this study showed that students were more compliance to statement command if comparing to question command. In addition, students were more compliance to don't command (probihition) rather than directive (do). The second study was conducted by Rahmi Fitri, Ssesmiyanti, & Rindilla Antika (2016), about categories of students' disruptive behavior in the teaching-learning process. The result of this study stated that were five categories of students' disruptive behavior based on seeman theory namely the mountain climbers, the well to do, the game players, the immature, and the learning disable. The last study was conducted by Ghazi, Shahzada, Tariq, & Khan (2013) discussed about the types and causes of disruptive behavior in the classroom at the secondary level. From their study, it showed that types of students' disruptive behavior such as shifting from one chair to another, entering the classroom

hurriedly with screaming, losing temper on a slight penalty given by a teacher, making complaints against his/her fellows, etc.

Based on several studies above, there were no studies about the effective commands of students' disruptive behavior at primary school. Those studies only examined about a comparison of several commands, categories, types, or caused of disruptive behavior. Therefore, this research about the effective commands used by the teacher in English teaching at SD LAB Undiksha Singaraja (case study in managing students with disruptive behavior). SD Lab Undiksha Singaraja was chosen because based on initial observation in several schools in singaraja, only that school has a teacher with certificated in teaching English. It was different from other schools where the teacher has not certificated in teaching English and they taught other lessons such as mathematics, science, social, etc. This research focused on 1) identifying types of students' disruptive behavior, 2) identifying types of commands used by English teachers at SD LAB Undiksha Singaraja, and 3) analyzing how effective commands used by the teacher to overcome students with disruptive behavior at SD LAB Undiksha Singaraja.
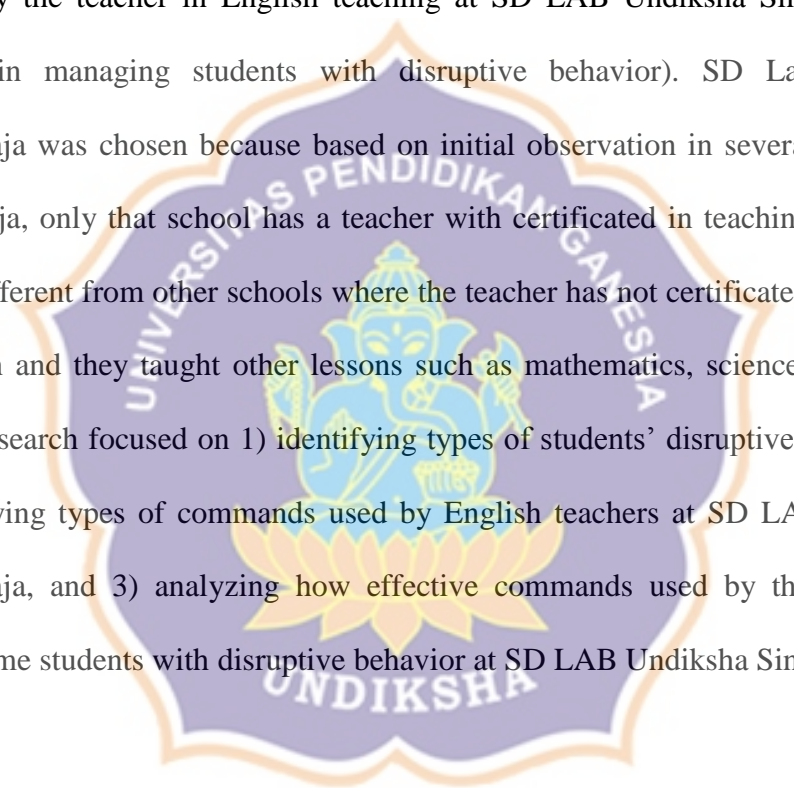
1.2 Identification of Research Problem

After conducting initial observations at SD LAB Undiksha Singaraja especially in fifth grade, there were more than 15 students in a class who have disruptive behavior such as talked to their friends, did no pay attention to the lessons, made noisy, walked around the class, and etc. Then, to overcome students' disruptive behavior, the teacher was using some commands but commands that gave by the teacher looked less effective because several students did not follow the command effectively. The commands used by the teacher were Regular commands, Question commands, and Other commands. For example, the teacher gave Regular Commands with the expression "*Be quite please", "Back to your seat",* several students followed the commands, and other students keep doing it. The second one was Question Commands with the expression *"what are you doing?"* Students respond the command that given by the teacher for a while and then students do it again. The last was Other commands with the expression *"hey.hey.. be quite please and called the students' name"* some students who were called by name followed the command for a while. Therefore, the researcher was highly motivated to conduct a study deeply to know which commands were effective to manage the students especially students with disruptive behavior.

1.3 Problem Statement

From the background explanation above, the problems of this study were formulated as follows:

1) What are the types of disruptive behavior at SD Lab Undiksha Singaraja especially in fifth grade?

2) What are the effective commands given by an English teacher at SD Lab Undiksha Singaraja especially in fifth grade?

3) How the effective commands are given by an English teacher for those students with disruptive behavior at SD Lab Undiksha Singaraja especially in fifth grade?

1.4 Objective of Research

Based on the formulation of the problem described above, the purpose of this study were formulated as follows.

1) To identify types of students' disruptive behavior that found at SD Lab Undiksha Singaraja especially in fifth grade.

2) To identify the effective commands are given by an English teacher at SD Lab Undiksha Singaraja especially in fifth grade.

3) To analyze how the effective commands are given to students with disruptive behavior at SD Lab Undiksha Singaraja.

1.5 Significant of Research

The result of the study has both theoretical and practical significances.

1.5.1   Theoretically, the result of the study gives the useful contribution to the other researchers in identify the effective command used by teacher in handling students' disruptive behavior by Matheson & Shriver (2005)

1.5.2   Practically, the result of the study gives useful contribution for the Educational Field, the result of this research expected gives some

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benefits in the educational field especially for the English teachers, for examples: the English teachers will be more efficient in using the effective command in handling students' disruptive behavior.