

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The Indonesian government has implemented the latest curriculum which is the 2013 curriculum. The 2013 curriculum or K-13 curriculum is the curriculum that emphasizes character-building and student-centered learning (Borowka, 2013). Character building in K-13 emphasized the character education for the students during the learning process in the school. The purpose of empowering character education is to prepare the students to be able employed in the future (Borowka, 2013). By implementing K-13, the government assumes that every school can give an output that is a student with good character.

In emphasizing character education for students, one of the factors that determine the quality of education is classroom management. According to Nanyele et al., (2018) classroom management is a teacher skill as a leader as well as a manager in the class to make teaching and learning activities conducive. There are two main objectives of classroom management, namely room management and student management (Oliver et al., 2017). Room management is related to the learning implementation in the classroom settings, for example, students seating. The seating arrangement is important in the learning process due to make everything that is delivered by the teacher can be well accepted by the students. Meanwhile, student management is related to give stimulus to the students to gain their motivation to make the students active in the learning process. Rohmad (2009) explains that the students' management can take in the

form of activities, behaviors, atmosphere that is arranged or created by the teacher by stimulating students to participate in full classroom learning activities.

Bertsch et al., (2009) explain that the important aspect of teacher ability in managing the students is by giving the effective command. Command is an effective tool used by the teacher to guide the students in starting or ending the class. Bertsch et al., (2009) explain that the teacher's command can push the students' verbal ability and social skills and also facilitate good behaviors of students. Some teachers believe that command is the key to managing the class. By giving appropriate commands, students will be highly motivated and engaged that they will not have time to misbehave.

The type and value of command used by teachers is an important aspect that affects students' behavior (Bertsch et al., 2009). Giving effective commands can minimize students' disruptive behavior. Giving less effective commands will weaken the students' compliant response or behavior (Bowen, et al., 2004). It can be said as effective if the students could change their behavior from a disruptive student to a good student (Matheson & Shriver, 2005). According to Tirtayani, Mutiara(2017) one of the causes that allow children to behave in disruptive behavior is the lack of detailed commands delivered by the teacher. The meaning of detail is the clarity of the sentence in giving commands and compliance with the minimum response time requirements based on the students' ability level.

Students' behavior which is said to be disruptive behavior is a behavior that appears excessively, with a form of non-compliance and denies the teacher's commands, violates class rules, and disturbs friends in the classroom(Bowen, et al., 2004).Disruptive behavior in students can be caused by several factors,

namely factors originating from individuals and the environment, such as (1) physical or physiological factors which means the factor that originates from the existence of genetic and neurobiological problems (Maddeh, Bennour, & Souissi, 2015), (2) family environmental factors which mean the factor that causes from negative care from their family (Gullotta, 2008) and (3) school environment factors which means the factor source from classroom management when the teachers do not pay attention to the individual needs of students in understanding the material and fulfillment of commands.

Disruptive behaviors give impact on both students and teachers, students' academic and students' social interaction (Ndoro et al., 2006). Disruptive behaviors do not only disturb students' learning process that exhibit them, but they also impact their classmates' ability to learn and their teachers' level of stress, and ability to teach effectively. Concerning academic ability, disruptive behavior can lead to low achievement, which starts from the low involvement of students in the academic process. Besides that, students' disruptive behavior also can be caused by bad social interaction between students with disruptive behavior with their teachers and their classmates.

After conducting initial observations and interviews in several Senior High Schools in Singaraja, SMAN 2 Singaraja was chosen as the setting of the research because the result of the initial observation and interview found that only the English teacher at SMAN 2 Singaraja used commands in English teaching-learning process while when other English teacher in other Senior High Schools preferred to use punishment, suggestion, and sanction rather than commands in the English teaching-learning process.

Several researchers had conducted study of students with disruptive behavior and commands to overcome them. Berube(2019) conducted study about comparing rates of child compliance with statement versus question, and directive versus prohibitive commands. The results showed that children complied significantly more often with statement commands than question commands. Another chi-square contingency test was conducted to compare compliance with directive commands versus prohibitive commands. Jati (2019) conducted study about the causes of students did disruptive behavior in English teaching-learning process especially in senior high school. The results of this study showed that there were internal factors and external factors that caused students have disruptive behavior. Andriawan, Marbun, & Supardi, (2017) conducted a study of students' disruptive behavior in the English class. The result of the study was the cause students have disruptive behavior because of less attention from the teacher. Kiiski & Savolainen, (2017) conducted a study of reducing disruptive behaviors and improving classroom behavioral climate with class-wide positive behavior support in middle schools. The results suggested that an easily applicable intervention may produce significant improvements in classroom behavioral climate in middle schools. Collins, (2016) conducted a study of improving classroom engagement among high school students with disruptive behavior: evaluation of the class pass intervention. The results of the study found the partial support for the durability of the effects of interventions over time and showed both teachers and students considered these interventions to be socially feasible.

Besides, Maddeh, Bennour, & Souissi, (2015) conducted a study of students' disruptive behavior in high school education in physical education

classes. The result of the study was found by doing observation of physical education lesson; the results showed a very high degree of disruptive behavior. Rehman et al., (2013) conducted study about types and causes of students' disruptive behavior in classroom at secondary level in Khyber Pakhtunkhwa, Pakistan. The results of this study showed that there were several types of students' disruptive behavior reported, such as chatting with one another during teaching, coming to classroom habitually late, unnecessarily arguing with teachers, etc. Besides, there were several causes of students' disruptive behavior reported, such as inconsistent parenting, uncaring parents, poor teaching quality, and teachers' negative attitude towards student. Antika, (2010) conducted a study of students' disruptive behavior in the teaching-learning process in one of senior high school in Padang. The results of the study found that there were four categories of students with disruptive behavior, and the teacher could solve the problem in the teaching and learning process.

Based on those several studies, there were no researchers conducted studies about the effective commands of students with disruptive behavior in the senior high school level. The researchers only conducted a study about students' disruptive behavior in senior high school. There was no researcher conducted study about the effective command of students with disruptive behavior. In this case, the researcher conducted a study about the effective commands used by the English teacher at SMAN 2 Singaraja (case study in students with disruptive behavior). The study focused on 1) identifying types of students' disruptive behavior, 2) identifying types of commands used by English teachers at SMAN 2

Singaraja and3) analyzing how effective commands used by the teacher to overcome students with disruptive behavior at SMAN 2 Singaraja.

## **1.2 Problem Identification**

After conducting initial observations and interviews at SMAN 2 Singaraja, the phenomena that occurred in the field in giving commands by the English teacher still looked less effective because several students did not follow the command effectively. The commands used by the teacher were Question Commands and Don't Commands. For example, the teacher gave Question Commands with the expression "*Would you open the window?*" several students followed the command, and other students cheated chat with their friends. The second one was Don't Commands with the expression "*Don't disturb your friends!*" the students followed the command for a while and then they disturb their friend again. 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 Statement of the Problem**

1. What are the types of students' disruptive behavior at SMAN 2 Singaraja?
2. What types of commands that are given by an English teacher at SMAN 2 Singaraja?
3. How the effective commands are given by an English teacher for those students with disruptive behavior at SMAN 2 Singaraja?

#### **1.4 Purpose of the Study**

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

1. To identify types of students' disruptive behavior at SMAN 2 Singaraja
2. To identify types of commands are given by an English teacher at SMAN 2 Singaraja
3. To analyze how the effective commands are given to students with disruptive behavior at SMAN 2 Singaraja

#### **1.5 Research Significance**

This research had a very high significance to be implemented used the importance of maintaining the quality of education in the period of entering teenagers as well as possible. One way to improve the quality of education was to use appropriate and effective commands throughout the learning process. Besides, concerning students who had disruptive behavior, the necessity to choose the right commands was certainly a fundamental thing. The research significances of this study:

1. Knowing the types of students' disruptive behavior at SMAN 2 Singaraja to know the effective command that should be used to deal with those students with disruptive behavior.
2. Knowing the types of commands were used by the English teachers at SMAN 2 Singaraja and the respond or behaviors produced by the students could be used as a reference for other English teachers in senior high school level in the teaching process.

3. Analyzing the effective commands that could reduce students' disruptive behavior.

