

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Education is included in the most important aspects for life. In education, there are a lot of information that can be obtain by students to develop potential. According to Omeri (2015), in education students obtain character values which include components of knowledge, awareness or willingness, and action to carry out these character values. Education is conscious guidance by educators on educated physical and spiritual development towards the formation of the main personality. The meaning of education is the process of developing one's own abilities and individual strengths. With education, students can have intelligence, noble character, personality, spiritual strength, and skills that are beneficial to themselves and society. According to Gomez (2016) especially for child education, it is done early affect the quality of children's knowledge in the future, because the ability of the human brain to process information is better when they are child. Reflecting on this, educators need to provide optimal services for early childhood through improving management of education and conducive environment throw effective classroom management to facilitate the growth of children's brains.

Students' learning outcomes and students' learning quality influenced by classroom management. According to Eisenman, Edwards, & Cushman, (2015) state that educators can no longer discuss pedagogical strategies for teaching specific lesson content without including the impact of the classroom management on student lear

ning. The good quality of education depends on the educator, where the educator is able to know and understand the factors that determine the quality of education. In classroom management teachers have an important role in controlling students' discipline and improving the learning atmosphere in the classroom. According to Garrett (2014) there are five components of classroom management where the teacher should give more attention on those components such as physical design, rules and routines, relationships, engaging motivation instruction and command, and Discipline. Thus, one of the components that teachers used to manage the students in teaching and learning process is command. Command is one of the categories that can improve students' discipline.

Commands are important activity in classroom management. There are various things that can affect the quality of classroom management, one of that is teacher's command. Commands are a crucial tool for classroom management to control the students. Teacher's command is part of the interaction that the teacher does to manage the class. In building a comfortable classroom atmosphere, it is necessary to have orderly activities, which of course orderly activities created by the command from the teacher. According to Andini (2016) the types and values of command used by the teacher is an important aspect in relation of the child's behavior in the class. A command that transfer effectively by the teacher is very necessary to maintain class activity. By giving the right command, it can affect student behavior and respond in the learning process (Bertsch, Houlihan, Lenz, & Patte, 2009).

Effective command can reduce disruptive behavior of students. In this case the teacher have responsibility to skill in classroom management in order to creat

positive environment (George, Sakirudeen, Adam, 2015). Students' responses and behavior will weaken when the teacher gives ineffective commands. By giving a less effective command from the teacher, disruptive behavior will occur by the students. Effective command is the clarity of the sentence or question that used by the teacher. According to John D. K. Lum, Daniel H. Tingstrom, Brad A. Dufrene, Keith C. Radley, And Shauna Lynne (2017) by giving effective command and evaluation disruptive behavior will decrease occurred in the class. Effective command is needed to reduce disruptive behavior during ongoing teaching learning activities.

According to Bowen, Julie M., William R. Jenson (2004) Disruptive behavior of students is caused by individual and environmental factors. The Individual factor is a personal problem that student have, so it can influence the occurrence of disruptive behavior. Minewhile, environmental factors is a problem that comes from outside students such as family factor or school factor. The family environment factors can be from economic problems or negative upbringing. According to Dobmeier, R Moran, (2008) aggressive aspects of the parents' personality gave great effects on child disruptive behavior, followed by the succorance, deference, and at the lowest level, and the dominance aspects. Then, school environment factor is the lack of effective classroom management applied from the teacher.

Disruptive behaviors is on of the factor that causes the occurrence of students' negative outcomes (John D. K. Lum 2017). Children who have disruptive behavior will cause low achievement in learning process, which starts from the low involvement of children in the academic process. Disruptive

behavior is the categorize of the problem such as crowded and noisy classes along with talkative students, unmotivated, bored students disturbing the other students within the classroom setting; problems about the interaction and relationship between students and teachers (Kubra Keser, Fatih Yavuz, 2018). The low academic ability possessed by children will make it difficult for future children in continuing school. In addition to academics, children who have disruptive behavior have poor social interactions with teachers and classmates. Thus, the child's skills in social interaction will decrease. Disruptive behavior has a negative impact, both in academic ability and in the social interaction of students (Vesa Nearhia, Tiina Kiiskic and Hannu Savolainen, 2017). In order to face those negative outcomes of the students, effective command is very needed for teachers in conducting teaching and learning process. So, because of that, it is important to identify the students' disruptive behavior, the commands used by the teachers, and the effective command.

There were some similar studies that related to the disruptive behavior and effective command to face students with disruptive behavior. First, a research conducted by Jati, Fauziati, & Wijayanto, (2019) this study aimed to investigate several causes of students' disruptive behavior in English teaching-learning process in the classroom. Second, a research was conducted by Antika, Staf, Pendidikan, & Inggris, (2016). The research was to know the categories of students' disruptive behavior in teaching learning process. Third, a research conducted by Tiwari (2014), this study was focused to identify the behavior problem of the students and to explore different techniques or strategies that teacher employ to deal with such problems. Fourth, a research was conducted by

Ghazi, Shahzada, Tariq, & Khan, (2013), which the study was focused on knowing the types disruptive behavior in classroom of secondary level and the causes of disruptive behavior. Fifth, a research conducted by Andriawan, Marbun, & Supardi (2011), where the research also was conducted in English class which investigate the disruptive behavior of the students. Sixth, a research conducted by Berube (2019) this research was conducted to investigate if there were differences in rates of child compliance with two types of teacher directives: statement (in the imperative form) versus question (in the interrogative form) commands, and also directive (“do”) versus prohibitive (“don’t”) commands.

Based on those studies, those are researches that conducted studies about types and causes of disruptive behavior which being held in school outside of Singaraja district. There was no researcher which conduct studies about effective commands used by the teacher in English teaching, case study in students with disruptive behavior, especially at SMP Lab Undiksha Singaraja. The reason why the researcher choose this secondary school because in the initial observations that conducted by the researcher in several Junior High Schools in Singaraja, it was found one school that deemed appropriate for conducting this research. In this school the researcher found there was a teacher who deals a lot of students with disruptive behavior in English class. In dealing those students with disruptive behavior, the teacher was able to give some commands. From the commands that given by the teacher, there were some students still have disruptive behavior. Wherefore, this research conducted at SMP Lab Undiksha Singaraja.

1.2 Identification of the Problem

Phenomena that occurred at SMP Lab Undiksha Singaraja, especially in 8.3 class was the commands that teachers gave still looks less effective. It could be seen when the teacher taught English in the class, the students still made noisy and did not pay attention to the teacher. The teacher provides a variety of commands, ranging from positive commands, to negative command in English such as “Silence Please!”, “Don’t disturb your friend!”, “Don’t be noisy!” etc. In addition, students who have disruptive behavior were also seen as a result of giving commands that have not been effective.

1.3 Statement of the Problem

In line with the background of the study above, the problem was formulated as follows:

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

1.4 Purpose of Study

Based on problem discuss above, the purposes of the researcher was formulated as follows:

1. To identify what are the types of disruptive behavior at SMP Lab Undiksha Singaraja.

2. To identify what types of commands are given by an English teacher at SMP Lab Undiksha Singaraja.
3. To analyze how the effective commands are given to students with disruptive behavior at SMP Lab Undiksha Singaraja.

1.5 Research Significance

One of the ways to improve the quality of student's education is by giving effective classroom and able to give effective commands in managing the students who conduct disruptive behavior during ongoing of teaching and learning process. Moreover, in facing students with disruptive behavior, teacher should use the effective commands to guide them. Because of that there were several urgencies as follows:

- 1) Identify types of disruptive behavior at SMP Lab Undiksha Singaraja, in order to know the effective command that should be used to deal those students with disruptive behavior.
- 2) Identify the types of commands that are used by teacher in SMP Lab Undiksha Singaraja and the responds or the reaction that create by the students to be used as a reference for other junior high school in teaching process.
- 3) Analyze the effective commands that can be given to the students with disruptive behavior in the class, in order to reduce behavior mismatches of the students concerned.