**CHAPTER I**

**INTRODUCTION**

This chapter discusses about introduction of the study which consists of background of the study, problem identification, scope of the study, research question, research objective, and significance of the study. Each of them are explained deeply as follows.

**1.1. Background of the Study**

As an issue which always inhibits the first page of a newspaper, education still becomes a concern for all parents over the world. Education becomes an important aspect and takes a significant role that impacts an individual's life. Through proper education, it will enable children to maximize their self-development and create a new environment within it (Tiwari & Panwar, 2014; Vandenbroeck, Lenaerts, & Beblacy, 2018). In line with the statement, every child is expected to take formal education. In the very first beginning, early childhood education is the first stage for the children where they have a chance to experience the school situation. Based on the categories of government regulation *Nomor 84 Tahun 2014*, a kindergarten is a form of early childhood formal education that organizes a program for children to take education from the age of 4-6 years old (Kemendikbud, 2015). This age also can be said as a sensitive age because the physical and psychological maturation of children is ready to respond the stimulus from the environment (Israwati, 2017; Musyarofah, 2017).

When children start entering their education, they will spend most of their time at school. In which, some teachers will assist them during their school time. On the other words, it can be said that teachers are the individuals with whom

children communicate the most during the school period (Karakaya & Tufan, 2018). The existence of teachers on the ongoing process of education is worth to be considered. A teacher plays an important role to make the classroom situation becomes more effective and meaningful. As explained by Asiyai (2016); Babai & Sadeghi (2009); Tiwari & Panwar (2014), a good and qualified English teacher is needed for the educational system in enhancing the quality of learning which indirectly impacts children learning outcomes. As well as take the main important role in education (Karakaya & Tufan, 2018; Şanlı, 2019), maintaining a good classroom environment is a must thing to do by the teachers in order to create comfortable space for children in the learning process.

An effective classroom environment never goes far from good classroom management. Good classroom management leads positive teaching and learning ambiance for teachers and students (Şanlı, 2019). Classroom management is generally known as a term used to describe the process of forming an effective environment in academic education including planning, supervising, controlling, and coordinating the activities of students in teaching and learning process (Asiyai, 2016; Karakaya & Tufan, 2018; Kemma, 2019; Oliver, Wehby, & Reschly, 2011; Soydan, Pirpir, Samur, & Angin, 2018). When classroom is well-organized and negative behaviors minimized, students will feel more comfortable and secure in the classroom (Karakaya & Tufan, 2018).

In line with this, Kemma (2019) also emphasized that lesson planning, managing pair and group work, handling transition, giving command, and also dealing with disruptive behavior are components covered in classroom management. From several components mentioned, disruptive behavior becomes

such a big issue which is closely related to young learners. Disruptive behaviors are known as overlapping activity in the form of interrupting and arguing, disrespect for classroom rules and procedures, and disturbing classroom's member done by students in the classroom (Bowen, Jenson, & Clark, 2004) for example: arguing to each other, interrupting classroom's members, wandering around the room, and disturbing of classmates' work (Ali & Gracey, 2013; Bowen et al., 2004; Lopes, Silva, Oliveira, Sass, & Martin, 2017; Sun & Shek, 2012; Yuan & Che, 2012).

Furthermore, the continuance of disruptive behaviors makes a negative impact on the development of children. Students with those kinds of problems will be not able to engage with the learning process and also impact to the relationship with friends that are disturbed. Classrooms with frequent disruptive behaviors have less academic engagement, and the students who are in disruptive behaviors tend to have lower grades (Ali & Gracey, 2013; Bowen et al., 2004; Karakaya & Tufan, 2018; Lopes et al., 2017; Martella & Merchand-Martella, 2015; Oliver et al., 2011; Sun & Shek, 2012). Letting the students to do such a disruptive behavior will give a bad impact for themselves. As a result, it will impact their learning outcomes at school. Moreover, the one thing that becomes a concern, it will also distract children development since they are as a young learner.

As a classroom manager, teacher has an important role in handling those kinds of disruptive behavior problem that happens during the learning process. If the students with disruptive behavior do not have a proper reaction from the teacher, they may tend to do those kinds of behavior continuously. Therefore, teacher's command is needed here in order to decrease disruptive behavior in classroom.

Based on the preliminary observation in TK Aura Sukma Insani, teachers in this school often found students with disruptive behavior during the learning process. Students were often busy with themselves through playing something unimportant, disturbing their friends, making noises, sitting improperly, and also out of their seat. Due to various kinds of disruptive behavior problem in the classroom, teachers have provided several commands for their students. However, the commands sometimes worked and sometimes just temporarily stopped students' disruptive behaviors. Moreover, the teachers did not know what types of command that they used because there was no underlying theory they refered to. Thus, knowing type of command is needed. In line with this, Bertsch, Houlihan, Lenz, & Patte (2009) proposed several types of command that can be used by teachers to stop ongoing disruptive behaviors done by students in the classroom. These type of commands including interrogation command, question command, regular command, indirect command, stop command, don't command, negative command, and other command (Bertsch et al., 2009). It is important to know the types of command in order to give the appropriate command to students for certain disruptive behavior.

Therefore, this present study aimed at investigating effective commands used by kindergarten teacher in teaching English for students with disruptive behavior by identifying 1) The types of disruptive behavior done by students in English class at TK Aura Sukma Insani, 2) The types of command used by kindergarten teachers in English class at TK Aura Sukma Insani, and 3) The commands which are effective in handling students with disruptive behavior.

**1.2. Problems Identification**

Disruptive behaviors are known as overlapping activities such as: interrupting and arguing, disrespect for classroom rules and procedures, and disturbing classroom's members done by students in the classroom (Bowen et al., 2004). Frequent disruptive behaviors in classroom is very crucial. Thus, if the teacher did not take a concern of that kinds of problem, the students with disruptive behavior would do it continuously. As the result, it will impact their learning outcomes because they less involve in the learning activities. They will face the lower grades in the academic engagement and failure will be reach easily. Therefore, as a classroom manager, teacher has an important role in handling those kinds of disruptive behavior problem. Based on preliminary observation which was conducted in TK Aura Sukma Insani, many students often do such kinds of disruptive behavior during the learning process. The teachers explained that the students tended to busy with themselves, talking with their friends, out of seat, and even disturbing their friends when they feel bored and do not interested with the ongoing lesson. Moreover, they are also disruptive when they want to attract someone else's attention.

**1.2 Scope of the Study**

This study was conducted in TK Aura Sukma Insani. The focus of this study was the types of disruptive behavior done by students, the types of commands used by a kindergarten teacher and the effective commands that were used by the teacher for those students with disruptive behavior during the English class. Thus, teachers and students of TK Aura Sukma Insani were involved in this present study.

**1.3. Research Questions**

Regarding the background of the study and problems identification found above, there several research questions appeared as follows.

1.2.1    What are the types of disruptive behavior done by the kindergarten students in English class?

1.2.2    What are the types of commands used by the kindergarten teacher in teaching English?

1.2.3    What are the effective commands used by the kindergarten teacher for students with disruptive behavior?

**1.4. Research Objectives**

Based on the research questions which were mentioned above, the objectives of the study were distributed as follows.

1.2.4    To identify the types of disruptive behavior done by kindergarten students in English class.

1.2.5    To identify the types of commands used by the kindergarten teacher in teaching English.

1.2.6    To identify the effective commands used by the kindergarten teacher for students with disruptive behavior.

**1.5. Significance of the Study**

This study could be used to give theoretical and practical significance. The significance of the study were explained as follows.

1.5.1.    Theoretical Significance

The result of this study could be used as theoretical insight into effective commands used for the kindergarten teacher in teaching English,

especially for handling students with disruptive behavior. The data and information in this study also could be used to give a contribution to the development of knowledge about how to provide effective commands in English language teaching and also effective commands for students with disruptive behavior.

1.5.2. Practical Significance

The result of this study could be used as the significance for the teachers and also other researchers.

1.2.6.1 The Teachers

The result of the study could give additional information for the teacher about the effective commands which could be used in teaching English for students with disruptive behavior.

1.6.2.1 The Other Researchers

The result of this study also could be useful for other researchers who are interested in conducting effective commands used in teaching English for students with disruptive behavior. Therefore, this study could give a contribution to the field of education especially about effective commands used in teaching English for students with disruptive behavior.