

# CHAPTER I

## INTRODUCTION

Chapter one presents overview of the study. It includes background of the study, problem identification, scope of the study, research question, research objective, and significance of the study.

### 1.1 Background of the Study

Golden age is the phase where human brain develops rapidly (Sobarna & Hakim, 2017; Suryana, 2017). From the age of zero to five years, humans can absorb up to 80% information from their surroundings. First, the information is obtained at home (Prasetyo, 2011; The Pennsylvania Child Welfare Training Program, 2005). Children interact with parents and family first. It becomes their first input about life. Environment where they are grown up also influences kind of information that they obtain. It can be good or bad. Then, by the year of two until six, children start to enter a formal school. In school, they continue absorbing the information. They enrich their information everywhere. They get input by seeing, hearing, doing, etc. Therefore, this early year cannot be neglected (Prasetyo, 2011).

In this crucial age, children start to develop their potential. It makes surrounding the children with a good environment becoming important. Entering formal school in the early age is viewed as one step for providing children with a good environment. In formal school, they will get formal education. Education viewed as an important aspect of life. Through education, people are exposed to

nourishing environment. The exposure will help them rise and develop their potential (National Council of Education Research and Training, 2014). Since children brains develop rapidly in the golden age, early education is important. For better self-potential development, children in early age should have a good education (Suryana, 2017).

However, there is no guarantee that school will help children develop their potential. Entering classroom, a child will meet other children who come from different individual backgrounds. They are raised by different families in different environments. Thus they will have different characters. This situation could cause a chaotic classroom. Yet, it can create a good nourishing environment for the child. It is because they can meet and interact with children from various individual backgrounds. One key to make it happen successfully is through a good classroom management (Global English, 2018; Makoweski, 2014).

The fact is many teachers found it is not easy to manage early childhood learners in the classroom (Dasaradhi, Ramakrishna & Rayappa, 2016; Makoweski, 2014; Eleftheria, Kafenia & Andreou, 2013; Victor, 2005). Regarding the age, children who enter formal education from three until six years are considered as early childhood learner (Suryana, 2017; The Pennsylvania Child Welfare Training Program, 2005). They have unique characteristics compared to adult learner. Although they can absorb a lot of information, they cannot fully understand whether it is good or bad for them. In this stage of development, their language ability is low. They cannot fully understand the meaning of statement. Moreover, they are still improving their vocabulary. They are active, impulsive, easily disrupted, and easily bored (Piaget, 1998; Global English, 2018; Suryana,

2017). Therefore, managing early childhood learner classroom is very challenging.

Although it is challenging, teacher still has to create a good classroom environment. Teachers' classroom management skill plays big role in this case. As a manager of the classroom, teacher should manage time, space of the classroom, students' behavior, and instructional strategies (McLeod, Fisher, & Hoover, 2003). Time and space management are about managing certain activity at the right time and appropriate classroom setting for attracting student to the learning activity (McLeod, et al., 2003). Thus, the students will not act inappropriately. If the students show any disruptive behavior, it is the time to manage students' behavior as one aspect of classroom management (McLeod, et al., 2003). Disruptive students cannot be just ignored all the time. If their disruptive behavior occurs frequently, it will disturb other students. It also affects the whole teaching and learning process. Student who is disturbed will not be able to engage to the learning process as well as those who disturb him/her (Bowen, Jenson & Clark, 2004).

It should be known that student's disruptive behavior will influence their academic and social performance. Several studies highlight the effect of students' disruptive behavior towards students' low achievement and social skill. For instance, Makowski described a phenomenon of first-grade students of primary school, Tommy. Tommy was students with disruptive behavior. He was refused in community by his peers at school. He also had academic problem. He was hard to be taught in the classroom. Then, Makowski came to a conclusion that Tommy behavior was started before he entered primary school. Tommy kept being

disruptive when he entered primary school. Therefore, he finds difficulties in making new friends and learning. From his study, it can be concluded that students' disruptive behavior will be a continuing behavior.

If the early childhood learner's disruptive behavior does not get proper reaction from the teacher, they tend to repeat it latter. They tend to disruptive repeatedly because they find it entertaining. Besides, if teacher does not show any reaction, they think it will be fine to disturb others in the classroom. According to The Pennsylvania Child Welfare Training Program (2005) & Prasetyo (2011), in the early childhood stage, children' behaviors are depended on other reaction. Thus, if in the classroom, their disruptive behavior is ignored, it will occur again and again.

This situation could affect their academic achievement. Hearing Tommy's story which described that he could not perform well in the classroom, he often disturbed his friend. It made he did not focus on his learning and left behind academically. In term of social skill, students with disruptive behavior will be excluded from the young learner community because the disruptive students often bother the other students (Makoweski, 2014). Those are the problem that may occur when young learner has disruptive behavior in classroom.

According to The Pennsylvania Child Welfare Training Program (2005), teacher command is a matter here. Teacher ability to handle disruptive students is a crucial part in classroom management (McLeod et al., 2003). Giving command is one way to handle student's disruptive behavior. Bertsch, Houlihan, Lenz, & Patte (2009) stated several types of command for handling disruptive students. Those types are interrogation command, question command, regular command,

indirect command, stop command, don't command, negative command, and other command. In giving command, Knoster (2014) stated that the command should be given directly to the students. It should be simple and understandable as well. Based on preliminary observation and interview in TK Pelita Kasih, it was known that teachers also use command for handling disruptive students.

Facing the same challenge in handling disruptive students, TK Pelita Kasih teachers stated that they without hesitation managed the disruptive students while teaching. However, on preliminary interview, the teachers stated they have no consideration in giving command to the students. Additionally, they said that their command effectively handled disruptive students. Then, what the effective commands that are used by the teacher in handling disruptive students. Therefore this present study was conducted to investigating effective commands used by kindergarten teacher in teaching English for students with disruptive behavior by identifying 1). the types of disruptive behavior which occur in English class at TK Pelita Kasih, 2). the types of command used by kindergarten teacher in handling disruptive students at TK Pelita Kasih, 3). the commands which are effective in handling disruptive student at TK Pelita Kasih.

## **1.2 Problem Identification**

Young learner disruptive behavior could be undertaken. Disruptive behavior could affect the students who have that kind of behavior and other students in the class. For the students with disruptive behavior, their behavior will affect their academic achievement. As they disturb others in the classroom, they will not focus on the learning process. Meanwhile, their friends will also exclude them in playing or learning group because they are often disturbing. The whole

teaching and learning process in the classroom will be influenced. Regarding the problem that possibly occurs because of disruptive students, disruptive students have to be handled appropriately. In this case, teacher command play important role in managing disruptive students. However, the types of command that should be given and how it is given to be effective in managing students' disruptive behavior is the mater.

Relating the unique characteristics of early childhood students, the command given to the students have to consider its language, delivering ways, and so on. However, based on preliminary observation and interview in TK Pelita Kasih, teachers stated that they did not really consider anything in giving commands. However, the teachers stated that the students showed their compliance with the commands. By not considering the characteristic of early childhood students, teachers give commands to disruptive students. Moreover, the commands are effective. A question emerge, what are the effective commands used by the teachers in handling disruptive behavior at TK Pelita Kasih. Then, what type of disruptive behavior occurred in TK Pelita Kasih. Teachers do not consider the type of commands that they used in the classroom. Thus, what types of command that they use in handling the disruptive students.

### **1.3 Scope of the Study**

This study focuses on identifying the effective command used by kindergarten teacher in teaching English, especially in TK Pelita Kasih. In addition, the types of disruptive behavior and the types of command that are given by the Pelita Kasih kindergarten English teachers towards students with disruptive behavior in English classroom are also the topic of discussion in the study. They

would be helpful for getting deeper elaboration of the effective command. Therefore, this study involved kindergarten teachers who taught English and students of TK Pelita Kasih as subject of the study.

#### **1.4 Research Question**

From aforementioned explanation of the background of the study and problem identification, there are three research questions which emerge. The research questions of this study are listed as follows.

1. What are the types of disruptive behavior done by students at TK Pelita Kasih?
2. What are the types of command given to the students with disruptive behavior at TK Pelita Kasih?
3. What are the effective commands used for handling students with disruptive behavior at TK Pelita Kasih?

#### **1.5 Research Objective**

Regarding the research questions that are mentioned, the objectives of the present study are as follows.

1. Identifying the types of disruptive behavior that occurs at TK Pelita Kasih.
2. Identifying the types of command used by teachers in handling disruptive students at TK Pelita Kasih.
3. Identifying the effective commands used by teachers for handling students with disruptive behavior at TK Pelita Kasih.

## **1.6 Significance of the Study**

This present study has several significances for those who dealing with young learner.

### **1.6.1 Theoretical Significance**

This present study enriches information about effective command in handling kindergarten students with disruptive behavior, types of disruptive behavior done by kindergarten students, types of command to be used in handling the disruptive students.

### **1.6.2 Practical Significance**

#### **1. Kindergarten Teacher**

This present study brings up type of effective command and how to give effective command for the disruptive young learner in English classroom. It could be an inspiration for kindergarten English or maybe future kindergarten English teacher in choosing command for students with disruptive behavior.

#### **2. Parents**

For parents who have young children, the result of the study is also could be consideration in giving command to certain inappropriate behavior occur at home.

#### **3. For Researcher**

For other researcher, this study could be one reference for conducting further study about command for disruptive young learner in English class