

# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the study especially about background of the study, problem identification of the study, scope of the study, statement of the problem, research objectives, and significance of the study. Each of them will be explained as follows.

### 1.1 Background of the Study

Education becomes the important thing for many people. In addition, it cannot be separated from human's life (Johan & Harlan, 2014). All of the people need to be educated. They have the same chance to get the education because there is no limitation for education. No matter how old a person is, he or she still has a chance to get the education. Education can be said as a bridge that leads people to their better futures. Many people believe that education knows no age. They can study at any age. On the other hand, many people believe that education is important to be introduced for early childhood. In line with this, *Kemendikbud* (2016) stated that through early childhood education children are prepared to be ready facially and mentally in the next grade in order to improve the skills of children.

Talking about education cannot be separated with the intervention of teacher. Being a teacher needs passion, dedication, and patience when teaching the students. Teaching is challenging. Being a good teacher not only teaches and share knowledge to the students, but there are a lot of things that should be considered. One of them is how to make the students interest to study. In other word, the teachers have to manage the learning activity in a fun way. In the real life the teacher will face different kind of students' behavior. They have their own unique personalities, interest, abilities, and needs. Some students faced many problems in learning including less motivation to study, lower abilities in understanding the materials and the

technique that used by the teachers was monotone. Based on those problems that happened on the students, teacher has to make a good strategy to avoid those problems that may happen on the students. When the students enthusiast to study, it is easy for them to understand the materials that given by the teacher.

A good teacher should have strategy that can make the students interest to study. According to Saud (2009) in Padmadewi (2017) one of the strategies that should be mastered by the teacher is classroom management. In managing the class the teacher has to maintain the condition of the class. The teacher should have a good strategy in managing the class. Asril (2010) in Padmadewi, et al (2017) stated that, there are two important things that have to be considered by teacher when teaching the students. Those are giving students' attention and giving clear command to the students. According to (Taylor & Parsons, 2011) students' attention also refers to a student's willingness, need, desire and compulsion to participate in learning the material. Students' attention is the centralization of concentration and energy when they are studying. In giving students' attention, the teacher knows what students have to do in the classroom. On the other hand the teacher should be close to students because the teacher not only become a leader in the classroom but also become a friend for students. The teacher has to be considered that he or she should give attention for all of the students, not only one or two students.

Giving a good strategy is part of classroom management. Classroom management refers to an action or strategy to create a learning environment conducive by arranging physical environment of the classroom, establishing rules and procedures, maintaining attention in order to make the learning process is successful (N.S, 2018). In line with this, (Kemma, 2019) classroom management covers some important points that related with the ability of teacher in

teaching, such as lesson plan, managing pair and group work, handling transition, giving command, and also dealing with disruptive behavior. From those points that have been mentioned, disruptive behavior is the big issue which is related with young learner. Disruptive behavior is an activity that show negative things that will affect students learning outcomes in the form of arguing and interrupting, disrespect for classroom rules and procedures and disturbing classroom member done by students during the learning process (Bowen, Jenson, & Clark, 2004). Those actions that known as disruptive behavior can affect negative impact to student who is concerned those problems and their friends who are disturbed.

Additionally, Bowen et al., (2004) stated that students with disruptive behavior can disturb the other students with no behavior problem. Students with behavior problem can affect their achievement during the learning process. Therefore, teachers' command is needed in order to overcome those kinds of students' disruptive behavior. Giving commands is important because it will help students to know what they supposed to do and what they do not have to do during the learning process in TK Negeri Banjar Tegal. TK Negeri Banjar Tegal is public school which is located at Jl. Parikesit, Kelurahan Banjar Tegal, Buleleng, Bali.

Before conducting this study, the researcher has done preliminary observation in TK Negeri Banjar Tegal. Based on the preliminary observation, it was found that teachers in this school sometimes found students who dealing with disruptive behavior including talking with their friends, disturbing their friends, making noises and busy with them selves. When facing those problems like that, the teachers in TK Negeri Banjar Tegal used several commands that can stop those students who dealing with disruptive behavior. But, sometimes those commands are not working because students still doing the same problem at the same time. Therefore, giving

commands to a student who dealing with disruptive behavior is important (Bertsch, et al., 2009) in order to overcome those kinds of disruptive behavior.

From those aforementioned problems this study aims to identify effective commands used by kindergarten teacher in teaching English for those students with disruptive behavior by classifying 1) The types of disruptive behavior done by students in TK Negeri Banjar Tegal, 2) The types of commands used by kindergarten teachers in TK Negeri Banjar Tegal, 3) The commands which are effective in handling students with disruptive behavior in TK Negeri Banjar Tegal.

## **1.2 Problems Identification**

Disruptive behavior is the big issue that commonly done by students in class. Students who were disruptive can affect the other students with no behavior problem and can influenced their learning achievement (Yusoff & Mansor, 2016). Those disruptive behaviors come because of the command that given by the teacher is less effective, especially from those students who dealing with behavior problem. Therefore, teacher should have a strategy or good command to handle the students that have behavior problem. The clear command is important for the students, because it help them to know what they have supposed to do in the classroom.

Regarding with those problem mentioned before, TK Negeri Banjar Tegal was one of the public schools in Buleleng that faced the same problem. The teacher in this school sometimes faced students with disruptive behavior during the learning process. In order to handle those disruptive students, teacher used several commands starting from calling students name until give students suggestion in order to make students stop doing disruptive behavior. But, the commands given sometime not effective because students still did the same thing after given commands. In line with those statements, teachers have to know the other types of commands

that can be used to handle students with disruptive behavior. This present study provided several types of commands proposed by Bertsch et al., (2009) that can be used to handle students with disruptive behavior.

This present study aims to identify effective commands used by kindergarten teacher in teaching English for those students with disruptive behavior by classifying 1) The types of disruptive behavior done by students in TK Negeri Banjar Tegal, 2) The types of commands used by kindergarten teachers in TK Negeri Banjar Tegal, 3) The commands which are effective in handling students with disruptive behavior in TK Negeri Banjar Tegal.

### **1.3 Research Scope**

This study will be conducted in TK Negeri Banjar Tegal. Meanwhile, this study focuses on the types of disruptive behavior done by students, the types of commands used by kindergarten teacher in handling students with disruptive behavior and the effective commands that are used by the kindergarten teacher for students with disruptive behavior during the learning process. There are two participants who will be involved in this study such as teachers and students in TK Negeri Banjar Tegal. The limitation of this study is on the teachers. The teachers in this school have to educational background in English. They mostly use Bahasa rather than English during teaching the students.

### **1.4 Research Questions**

Based on the background and problems identification above, there are research questions that will be mentioned as follow.

1.4.1 What are the types of disruptive behavior done by kindergarten students in TK Negeri BanjarTegal?

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



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

## **1.5 Research Objectives**

Based on the research questions above, there are the research objectives of the study.

1.5.1 To investigate the types of disruptive behavior done by students in TK NegeriBanjarTegal.

1.5.2 To investigate the types of commands used by kindergarten teacher in teaching English.

1.5.3 To investigate the effective commands used by kindergarten teacher for students with disruptive behavior.

## **1.6 Significance of the Study**

The significances of the study are explained as follow.

### **1.6.1 Theoretical Significance**

Theoretically, the result of this study was expected to give an overview for teacher as the theoretical source in applying the effective commands used by kindergarten teacher in managing students with disruptive behavior.

### **1.6.2 Practical Significance**

This study was expected to provide information to the following readers, such as:

#### **1.6.3 For The Teachers**

From this study, the teachers are expected to be ready in understanding and have understanding about those commands that used in managing students with disruptive behavior.

#### **1.6.4 For The Students with Disruptive Behavior**

In this study, those students with disruptive behavior are expected to be more focus when studying in the classroom and ready to get the new lesson from the teacher.

### 1.6.5 For The School

The result of this study could be guidance for the school in order to implement the effective commands used by kindergarten teacher in managing students with disruptive behavior.

