# Chapter 1

# Introduction

This chapter presents the background of the study, research question, purpose of the study, scope of the study, significance of the study, and previous related research.

## 1.1. Background of the study

Classroom management is a skill that contained in Basic Teaching Skills. Brown (2000, p.192) explained that classroom management is abundance of factors ranging from how teacher physically arrange the classroom, to teaching style, to classroom energy. Wiseman and Hunt (2014, p.297) stated that classroom management is a system of organization that addresses all elements of the classroom (i.e., students, space, time, materials, and behavioral rules and procedures) that enables the teacher to reach optimum levels of instruction and establish a foundation for student learning. In other word, classroom management is a teacher's plan to arrange class in order to make students learn effectively, efficiently, and to prevent students' misbehavior that will disrupt the teaching and learning process.

Student misbehavior itself can define as any kind of behavior that violate explicit rules or implicit norms of the classroom,

interfere the classroom order, and interrupt the process of teaching and learning (Dalgic and Bayhan, 2014). Meyers (2003, p. 94) explain that student misbehavior is divided into two types; overt and covert. Overt student misbehavior are a common source of classroom conflict and include actions that many teachers find immature or irritating, such as students talking during the lectures explain the materials. Eating and drinking noisily, or arguing with the instructor. On the other hand, covert student misbehavior appear more passive or inattentive, such as students sleeping during class, missing class, acting bored or apathetic, and leaving class earlier (Appleby, 1990; Kearney and Plax 1992, as cited in Meyers 2003, p. 94).

As stated in *Peraturan Pemerintah Republik Indonesia Number 74 year 2008* about teacher in chapter two section two, Teachers are required to have academic qualifications, competence, certificate, physically and mentally healthy and have an ability to achieve national education goals. Then, in section three is explained that competence referred to in chapter two, section two is a set of knowledge, skills, and behaviors that must be owned, mastered and actualized by the teacher in implementing the professionalism task. In order to comply with these regulations, UNJ as an educational institution that produces teachers, provide several courses based on teaching skills which aims to produce professional teachers. For

example in English Language Education Study Program, those courses are *Language Teaching Learning Theory, English Language Teaching Method*, and *Teaching Practice or Praktek Keterampilan Mengajar.*

According to academic handbook of language and art faculty (2012), PKM is a course related with the implementation of learning practices in real context. Practice activity held through observation, guided practice, reflection and independent practice. PKM is a way to apply academic knowledge and experience of basic teaching skills and substance of the subject that have been acquired during the study. The implementation of basic teaching skills as the basic for the teaching profession is realized through the teaching practice in schools where students are faced the real teaching.

According to *Peraturan Menteri Pendidikan Nasional Republik Indonesia Number 16 year 2007*, beside personality competency, social and professional, teacher must have basic teaching skill. The position of basic teaching skills is in the competence of learners understanding of the physical, moral, social, cultural, emotional and intellectual. When teachers are able to manage their class properly, then the students can learn effectively.

A number of researchers have conducted a study which focused on misbehvior. A related study has been done by Pamela

Hodges Kullina with title: Teacher attribution and Strategies for Student Misbehavior in 2008. The writer discussed the factors that physical education teachers attribute student misbehavior, what physical educations' management strategies use when dealing with student misbehavior, and to find out whether attributions or strategies vary based on the seriousness of the misbehavior or teacher characteristics like grade level, sex, and self-related management ability. The teachers' strategy use in somewhat consistent in that the top ranked factor of strategies, remove/refer, is the most commonly used and does reflect a focus on external to the teacher solutions like parents, principal, and detention (Kullina, 2008). She recommend to future researcher to explore why teachers use certain strategies and how those strategies are related to their beliefs about teaching, students, and parents.

Other related researcher has been done by Mohammad Aliakbari, AlirezaMirzaee, and Hassan TarlaniAliabadi with title: On The Secondary School Teacher's Perceptions Of Students' Misbehavior: The Case of Iranian Male and Female Teachers in 2013. Ther writers discussed the impact of the teachers' gender on the way they perceive the main reason behind pupil misbehavior, the frequency of misbehavior types in their classes, and also the strategies considered to be effective in dealing with pupil misbehavior.

Beside those, Gullid Juliandi Tindoan from UNJ with titled Teacher Talk in Handling Students' Misbehavior in EFL class in 2014. The writer discussed type of misbehavior that happen in EFL class and also teacher talk in handling them, The writer found out that misbehavior that mostly happen in EFL class is talking and the teacher mostly use command in handling them.

Next researcher is Irena Ardelia from UNJ with title Teacher Strategies in Managing Studens in English Classroom at SMPN 216 in 2015. The writer investigate type of misbehavior in english classroom and how real teacher managing them. The writer found out misbehavior that mostly happen in english classroom is talking with friend and real teacher frequently use strategies to managing them is to keep the student busy.

Last but not least related study has been done by Maya Giovani from University of Atma Jaya Jakarta with titled Handling Misbehavior Students in Young Learners' English Classroom: Case Study in 2014. The writer discussed the differences between novice and experienced teacher in handling students misbehavior.

Based on the illustration above the researcher conducted this to find out kinds of students' misbehavior that usually happen in English classroom and the writer is curious of action that have been taken by student teachers in managing students' misbehavior in English classroom.

## 1.2 Research Question

This study is focused on the question:

1. What kinds of student' misbehavior that are usually happen in English classroom?
2. What kinds of action do the students teachers (English Department PKM students) in managing student misbehavior in English classroom?

## 1.3 Purpose of the Study

The purpose of this research is to find out kinds of students' misbehavior that happen in English classroom and what kinds of action do the students teachers in managing student misbehavior in English classroom.

## 1.4 Scope of the Study

This research is focused on kinds of students' misbehavior that happen in English classroom and What kinds of action do the students teachers of English Language Education Study Program (Students of Teaching Practice, not Professional Teacher) during English Classroom Activities in SMPN 99 Jakarta in managing student misbehavior.

**1.5 Significance of the Study**

The researcher hopes the result of the research might be beneficial for English Department of UNJ. This research want to give information about the kinds of students' misbehavior and the kinds of action do the students teachers in managing them in SMP 99 Jakarta.

Beside those, this study can be the references for the next students' teacher in English Department on how to manage a learning environment in classroom, so their students can study effectively, and achieve the learning objectives.