

CHAPTER I

INTRODUCTION

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

1.1 Background of the study

In teaching and learning process, teachers have to deal with students in the classroom. Teachers do everything to make sure that their lessons are successful in the class. In one case, the teacher will find obstacles to deal with students who fail to collaborate. This students can disrupt the teaching and learning process because each of individual makes some trouble. As a result, the lesson stopped while teachers were reestablishing order (Harmer, 2007 p. 153 as cited in Wulandari, 2011). As a teacher, they should recognize the way how to diminish the bad effect of learning experience that will be done by the students. The teachers have their authority to deal with the class based on their own strategies that proper to their students. Teachers must have some strategies in dealing with students' disruptive behavior. Thus, the use of those strategies are very important to deal with the students who can cause of problem or trouble in teaching and learning process (Harmer, 2007 p. 7 as cited in Wulandari, 2011).

Marzano and Marzano (2003, as cited in Yasar, 2008, p. 13) stated that classroom management is the key to high student achievement. In their research, they found that teachers' actions in their classroom have twice impact on student achievements as do school policies regarding curriculum, assessment, staff

collegiality, and community involvement. Besides that, The New Teacher Project (NTP) also did research in 2013 and found that classroom management was the top problem identified by teachers (Greenberg, Putman, and Walsh, 2014, p. 2, as cited in Ardelia, 2015). Those surveys showed that classroom management have important place in teaching and learning process but some teachers got difficult in managing students in classroom.

Generally, classroom management has been focused on how teachers behave after students misbehave but for today's classroom, a comprehensive management plan should include both proactive (preventive) and reactive (disciplinary) management strategies (Cruickshank, 2006 p. 374, as cited in Ardelia, 2015). Brophy (2006, p.17) explained that classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities). Classroom management is the ways in which students behavior movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to make place most effectively (Richards, 1990, p.58, as cited in Khatri A., 2012). In other word, classroom management is the teacher's strategies to manage and control the classroom, also to ensure the lesson run smoothly despite disruptive behavior of students exist in the teaching learning process.

Students' disruptive behavior itself can be defined as any behavior that disrupts school activities, particularly behaviors that disturb teachers and/or

students in the class. Meyers (2003) revealed that student misbehavior divided into two types, overt and covert. Overt student misbehaviors are common source of classroom problem and involve actions that many teachers find it open and observable behavior, such as students talking during class, using cell phones, eating or drinking. On the other hand, covert student misbehaviors emerge more passive behavior like sleeping during class, coming late, leaving class early, acting bored and disengaged (Meyers 2003, p. 94, as cited in Ardelia 2015).

Disruptive behaviors also directly reduce the quality of the learning environment, as few as 10% of students remain engaged in classes with high levels of disruptive behaviors (Boice, 1996) and students report disruptive classroom behaviors significantly hinder their learning (Wulff, Nyquist, & Abbott, 1987).

A related study conducted by Aliakbari, Mirzaee, and Aliabadi in 2013 with titled On the Secondary School Teacher's Perception of Student's Misbehavior: The case of Iranian Male and Female Teachers. This study was an investigation into the secondary school teachers' perspectives on student misbehavior. This study conducted by using a descriptive study as the method. The instrument of this study was used questionnaire. The result revealed that the misbehavior type talking out of turn was given recognition as the most frequent type of misbehavior.

The present study is different from the previous study (Aliakbari, et.al, 2013). First, the present study aimed to find out the kinds of disruptive behavior that are encountered in English classroom and the strategies are employed by teacher in managing disruptive behavior in English classroom while Aliakbari,

Mirzaee, and Aliabadi journal aimed to investigate into the secondary school teachers' perspectives on student misbehavior. Second, the data of the present study was taken from the video transcript, but the data of the previous study was taken from the questionnaire.

1.2 Research Question

The research question of this study are :

1. What kinds of disruptive behavior that are encountered in English classroom?
2. What strategies are employed by teacher in managing disruptive behavior in English classroom?

1.3 Scope of the Study

In conducting this research, the researcher limits the problems that are going to be discussed. This research deals only with the kinds of disruptive behaviors that are encountered in English classroom and the strategies that are employed by teacher in managing disruptive behavior in English classroom.

1.4 Significance of the Study

This research is expected to improve the researcher's understanding about managing students' disruptive behavior in English classroom. This research also is expected to give alternative way to overcome teacher's ability in managing students disruptive behavior in teaching and learning process in English classroom at SMP Negeri 134 Jakarta.

This research can be a reference for teachers or teacher-students especially in English Department who need to know more about the way how teacher manage students disruptive behavior in English classroom. So, by knowing these, teacher or teacher-student expected can easily manage a learning environment in the classroom, so the teaching and learning process can run effectively.