

Chapter One

Introduction

This chapter presents the background of the study that elaborates why this study is conducted. This chapter also presents the identification of the problem like there are many things which can be explored. Then, it is followed by the limitation of the problem to know where the focus of the research. The research questions, the purposes of study and the last are the significance of study.

Background of the Study

In general, teachers and parents know that every child is very unique. Even in the same context, there must be significant differences between children in the same age range. This is because children generally learn at their own speed. Their emotion and concentration change rapidly while learning and they also quickly develop their skills and abilities.

Elementary school is one place where children can develop their skills and abilities. It is also the second place for children to get the educational background in their life. In school, they do not only come to learn but they also play and socialize. On the other hand, elementary school also becomes the place where the students or children learn on how to get the ability to communicate with their new environment and communicate internationally because they learn new language besides their first language.

The elementary school students learn many basic subjects. English is one of the subjects the students get in elementary school. Students at elementary school learn English as the additional subject. Sometimes, when students learn the additional subject they will act arbitrarily. English teachers should be ready to face that kind of situation. The teachers have to develop awareness, understanding, and respect for what matters the students do. Being more critical in education today is much needed because learning is no longer in the same direction that teachers teach and students learn, but learning is a reciprocal process between students and teachers.

Teaching younger students can be even more challenging and even surprising. It happens because young learners have unlimited physical energy, poor discipline, and minimal attention span. Therefore, teachers need to have good classroom management. According to Schneiderová (2013), class management is needed when teaching young students because teachers will be required to teach, control the behavior of students, and also the class situation at the same time. Schneiderová (2013) also argued that classroom management is considered to be one of the most important aspects in teaching especially for classroom life that focuses on classroom organization and classroom implementation that includes time management, student engagement in teaching and learning processes, classroom communication, and problems anticipation during teaching young learners.

One of the classroom management skills that teachers need to have is related to managing students who have bad class habits such as misbehaved

students. According to Cabaruglu and Altinel(2010), misbehavior is the behavior of students who hindered the learning process and disrupt peace in the classroom that can give bad impact to the other students. Carrell and Hoekstra (2009) argued that certain troublemakers or misbehaved students in the classroom will have a negative impact on their classmates. In addition, Hwung (2016) argued that the presence of misbehaved students in class can cause a number of distractions to their peers such as diverting the attention of other students. Hwung (2016) also added that the more misbehaved students will cause class learn more slowly than other class groups and this kind of situation forces teachers to slow down their classes for fear leaving the students with such bad behavior. Knowing that there are some problems related to misbehaved students, it becomes urgent for the teachers to understand the importance of having good classroom management.

Based on the researcher's experience, the researcher found that there were some students' misbehavior in the elementary school. The students' misbehavior in elementary school often did something which are beyond expectations such as disturbing the tranquility of class, and causes the class very chaotic and cannot be controlled again. They also often disturbed their friend like pinching, picking up a pencil of their friend writing, nudging, throwing things at their studying friend, and other pitfalls. When the researcher taught some students' misbehavior in a classroom during the internship program, the researcher also had difficulty to handle them. When the researcher saw their real teacher, the researcher found that students' misbehavior in that elementary school could be slightly controlled. The factors that could make them slightly controlled are because they respected their

teacher, and they are also afraid of him or her. The students were fear of the teacher because sometimes she gave punishment for those who could not be controlled or those who did not pay attention. The usual punishment she gave to the children was to answer the questions given by the teacher. If they could not answer, the teacher would pinch the students' ears while saying "pay attention, do not play!" It is very beneficial for the teacher to deal with such students' misbehavior, so that they can be a little calmer.

Based on the researcher's experienced above, it could be seen that the teachers do not only teach their material to the students, but also manage the class especially the students' misbehavior. Being a teacher for young learners is not easy especially if it is related to students' misbehavior in elementary school. It takes a lot of experience in applying classroom management to these badly behaved children. Therefore, the researcher is very interested in doing the research on how classroom management can help the teacher in handling students' misbehavior in elementary school.

The Identification of the Problem

Based on the background above, there are many things which can be explored related to classroom management and students' misbehavior. There must be interesting things which can be explored in a class with students' misbehavior such as, the cause why the students become students' misbehavior whether it comes from themselves or not. Besides that, other things that can be explored more deeply are the difficulties faced by teachers in handling the students'

misbehavior, the negative impacts get by the teachers, and the strategies implemented by the teachers in facing the students' misbehavior in elementary school. These topics are very interesting for the researcher because the researcher wants to know the detailed information about the problem of students' misbehavior in class. In addition, the researcher is curious about how the teachers handle poorly behaved children to focus on the lesson, and what classroom management can be applied to the students' misbehavior.

The Limitation of the Problem

This research focused on teachers' perception on dealing with students' misbehavior in elementary school. In this case the researcher will explore the difficulties faced by teachers in handling students' misbehavior and also what strategies are usually implemented by teachers to deal with students' misbehavior in the classroom. The researcher chooses both because of the circumstances and also time constrain in collecting data.

The Research Questions

The research questions on this study are constructed as listed below:

1. What are the difficulties faced by the teachers in dealing with students' misbehavior in elementary school?
2. What are the strategies implemented by the teachers in dealing with students' misbehavior in elementary school?

The Purposes of the Study

The aims of this research are:

1. To identify the difficulties faced by the teachers in dealing with students' misbehavior in elementary school.
2. To find out the strategies implemented by the teachers in dealing with students' misbehavior in elementary school.

The Significance of Study

In order to be a constructive study, this study provides some significance. This study is expected to give benefit for the following four categories. These categories are the researchers, teachers, institution, and other researchers.

The researcher. By doing this study, the researcher gain knowledge which is very useful for her career in teaching in the future. As a prospective professional teacher, the researcher might also face a variety of students including students' misbehavior. Also, the researcher knows how to apply good classroom management for students' misbehavior, so that they are able to follow the lesson well and orderly. As a teacher to be, the researcher is also able to apply teaching strategies which match with the characteristics of students' misbehavior.

Teachers. This study provides benefits for the teachers with extensive knowledge about students' misbehavior in primary schools. Teachers are able to know kind of difficulties they can possibly find, and the strategies they can use to handle misbehaved student. The results of this study will also provide

recommendations to the teachers about things that should be tried in the classroom to handle misbehaved student.

Institution. This study is also useful for the institution. The institution is able to know the difficulties faced by the students at English language department if they have internship program in elementary school when they teach students' misbehavior, and also how to deal with students' misbehavior. It can increase the students' creativity and critical thinking by the time they become teacher.

Other researchers. The last, the results of this study are expected to provide useful knowledge for other researchers who concern about the perception of teachers on dealing with students' misbehavior in elementary school. This research can be a theoretical overview for those who are interested in the teacher's perception in teaching students' misbehavior, and might become an analytical reference of further research.