

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The topic of this term-paper is based on my internship that I did from January 6, 2016 to February 3, 2016 at Santa Maria 1 Senior High School in Bandung, West Java. I was an English teacher assistant during the internship. My responsibilities included observing lessons; practicing to teach in some classes namely X-1, X-3, X-5, XII Social 1-3, and XII Science 1-3; and also practicing to create administration letters of teaching, such as *program semester* and *rencana pelaksanaan pembelajaran*.

When delivering material on application letter in one social class grade 12, I had difficulty in handling three disruptive male students. These three male students made some noise by laughing loudly, copying my words to make fun of me, and talked about another topic with their friends out of the material we discussed. Their behaviours prevented me from delivering the material as I planned, and made me realize the importance of classroom management for teaching.

According to Larrivee (2005), “[C]lassroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning” (as cited in Allen, 2010, para. 1). It means that classroom management is important for every teacher including pre-service teachers. Despite its importance, these authors say, “Many early-career teachers (and pre-service teachers) claim that managing the classroom and student behaviour causes them concern” (Crosswell, 2009; Lewis, Romi, Qui, & Katz, 2005; McNally, P’anson, Whewell, & Wilson, 2005; Putman, 2009, as cited in Sempowicz & Hudson, 2011, p. 2). Therefore, this study aims to discuss the problem that I mention in the previous paragraph and to find potential solutions which can be used to solve the problem.

## B. Identification of the Problem

The research questions are as follow:

1. Why did I have difficulty in handling three students who showed disruptive behaviour when delivering material on application letter in one social class grade 12?
2. How did the disruptive students influence me, my teaching, and other students?
3. What are possible solutions and the best potential solutions to take and anticipate if such issues take place in the future?

### C. Objectives and Benefits of the Study

This term-paper has one objective and three benefits. The objective is to discuss the causes, the effects, and the potential solutions of the problem found during the internship. The first benefit of the study is for the teachers at Santa Maria 1 Senior High School that they will be inspired to handle disruptive students, especially the ones in the twelve social class and get insights to apply good classroom management. The second benefit is for the readers that they will have more knowledge about handling disruptive students by applying good classroom management. The third benefit is for me as the writer of this term-paper. I could learn more about classroom management in practice, especially when handling any disruptive condition or behaviour of students.

### D. Description of the Institution

Santa Maria 1 Bandung is a senior high school. It was established in 1967 under the patronage of *Salib Suci* Foundation (SMA Santa Maria 1, 2007). The school was located in *Jalan Bengawan* number 6 (SMA Santa Maria 1, 2007). The accreditation of this school is A (SMA Santa Maria 1, 2007). The motto of this school is “growing in mind and heart” (SMA Santa Maria 1, 2007). The vision of Santa Maria 1 Senior High School is “to be an educational community that creates excellent persons with knowledge, faith, heart, and nobility” (SMA Santa Maria 1, 2007). The school is led by Mr. Sentot Sunardjo, S.Pd. (SMA Santa Maria 1, 2007). It has 44 employees including teachers, a librarian,

computer technicians, administration officers, security officers, and janitors (SMA Santa Maria 1, 2007).

### E. Method of the Study

This term paper contains data taken from an internship that I did from January 6, 2016 – February 3, 2016 at Santa Maria 1 Senior High School in Bandung. During the internship, I kept a daily journal for about three weeks. Reflecting on the content of the journal, I found a problem which I believe important to be discussed. Thus, using the Internet and library research, I looked for theories that could support my analysis.

### F. Limitation of the Study

This term paper has limitations. The first limitation is that I only used observation as an instrument to collect data. The second limitation is that I only focused on one lesson in which I taught application letter. I chose to focus on it because I only taught once when doing this internship and I found the experience to be important to discuss as it helped me grow as a pre-service teacher.

### G. Organization of the Term Paper

This term-paper contains four chapters. The first chapter comprises Background of the Study, Identification of the Study, Objectives and Benefits of the Study,

Description of the Institution, Method of the Study, Limitation of the study and Organization of the Term-Paper. The second chapter comprises Problem Analysis with further explanation about causes and effects of the problem. The third chapter is Potential Solutions. The last chapter is Conclusion, which followed by References, Appendices, and Evaluation sheets.

