

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

To be a teacher may be easy; people only need to be educated and then teach students out of mere obligation, which usually results in their ignoring the students' understanding or never communicating with students after class. However, to be a great teacher is different. GreatSchools Staff (2016), the leading national nonprofit organization empowering parents to unlock educational opportunities for their child, states, "Great teachers form strong relationships with their students and show that they care about them as people. Great teachers are warm, accessible, enthusiastic and caring" (para. 6). Therefore, a great teacher will communicate with students, even outside the class, as it builds a strong relationship between the teacher and the students.

To be a great teacher is not as easy as we think; a teacher should know his/her students' characteristics, and most importantly, a teacher has to be patient. This means that a teacher should be able to handle different kinds of students, including those who misbehave. When a student misbehaves, a good teacher should

be able to do something to prevent or handle it right away before it becomes a habit. Therefore, the teacher needs to know various strategies to handle students' misbehavior.

The topic of my study is "A Study of Teachers' Strategies for Handling Primary School Students' Behavioral Problems in X Primary School in Bandung." Strategy is defined as "the process of planning something or putting a plan into operation in a skillful way" (Hornby, 2010, p. 1475). Behavioral is the adjective of behavior and the word behavior itself means "the way that somebody behaves, especially towards other people" (p. 120). Meanwhile, problem is defined as "a thing that is difficult to deal with or to understand" (p. 1167). Thus, from the definition of these three words, it can be concluded that the topic I would like to discuss is the process that the teacher uses in handling the primary school students' behavior that is difficult to deal with.

I chose this issue to be my research topic because I want to know how to handle students with behavioral problems in X Primary School in Bandung. From my previous teaching experience in the aforementioned school, almost all of the students in a particular class have behavioral problems and this impedes their learning process. A discussion with their previous classroom teacher also confirms my point of view about this matter. Therefore, I find it necessary to raise and analyze this issue in my research.

## **1.2. Statement of the Problem**

After analyzing the problems, I come up with particular questions:

1. What are the most common behavioral problems that X Primary School students often do?
2. What kinds of strategies do the teachers use to handle the students' most common behavioral problems in X Primary School?
3. How do the students in X Primary School respond to the use of the teachers' strategies?

## **1.3. Purpose of the Study**

Based on the aforementioned statement of the problems, the purposes of the study are:

1. To discover the most common behavioral problems that X Primary School students often do during the class.
2. To find the suitable strategies that teachers in X Primary School use to handle the students who misbehave.
3. To know the responses of the students in X Primary School towards the teachers' strategies to handle the students' behavioral problems.

## **1.4. Significance of the Problem**

This research is expected to be one of the references for teachers in primary schools whose students misbehave, especially for those teachers who are teaching for the first time will not be shocked when their students are misbehaving and there are strategies provided for the teachers to handle the students' behavioral problems.

In addition, this study provides an insight for any students who are going to take Applied Linguistics concentration.

### **1.5. Limitation of the Study**

This study is a small scale study as it is limited to the teachers' strategies for handling X Primary School students' behavioral problems. Therefore, the result cannot be generalized.

### **1.6. Organization of the Study**

This study is divided into five chapters. Chapter One is Introduction, which consists of Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study, and Organization of the Study. Chapter Two is Theoretical Foundation. Chapter Three is Research Methodology, which is divided into five parts: Research Design, Participants and Setting, Data Collection Techniques or Instruments, Data Analysis, and Validity. Chapter Four is Findings and Discussions, and Chapter Five is Conclusion and Recommendation. This study ends with Bibliography and Appendices.