

CHAPTER I

INTRODUCTION

A. Background of the Study

For my internship program which started on July 11, 2011, I chose to do my internship in teaching area. I thought that teaching would be interesting and challenging to build my soft skills and hard skills. In addition, I have never taught before. Therefore, it would add to my experience.

During my internship as an English teacher in 4th and 5th grade class at SDK BPPK Bandung for almost two months from July 11, 2011 to August 27, 2011, I had a difficulty in managing five (5) students (three (3) female and two (2) male students from twenty six (26) students in the class) who often talked to each other and moved around in the 4th grade class while I was teaching English for 45 to 90 minutes per day in three times a week. They also liked to move around the class when they were working on their assignments. This difficulty became my problem during my internship. The description of my problem is supported by John Andrius in his article "Case study – Whole Class out of Their Seats," he states that, there are always several students wandering around the room.

During independent work time, the problem is especially severe. At any given time, there may be as many as five students out of their seat.

Some students are talking to each other, others are turning papers, and some of the students just seem to be wandering around. (par.2)

In addition, Richard I. Arends in his book Learning to Teach also says that in classrooms, many teachers find “students talking when quite desired, students not working on a seatwork assignment the teacher has given, or students getting out of their seats at inappropriate times” (159). In my case, as the consequences, the class was noisy and uncontrollable. In addition, I was disturbed and could not concentrate in delivering the teaching materials and their assignments were not finished.

Therefore, this term paper discusses this problem. This problem is important to analyze because it can be a guide for beginning teachers who have no experiences in managing students in the class. Therefore, I am encouraged to write this term paper to find out the ways to manage students who often talk or move around or walk from their seats while the teacher is teaching. The analysis will be written systematically and critically to define the causes, effects, and potential solutions of the problem.

B. Identification of the Problem

In this term paper, the problem will be analyzed to find out the answers to the following questions.

1. Why was it difficult for me to manage the class where the students talked and moved around while I was teaching and when they were doing the assignments?
2. How did this difficulty affect me as the teacher and the lessons?
3. How can I manage this class?

C. Objectives and Benefits of the Study

The aim of this study is to analyze what made me not able to manage the class where the students talked and moved around while I was teaching and when the students were working on class assignments, and how the difficulty affected me as a teacher and the lessons. This term paper will also explain how to solve it.

There are benefits of doing this research. First, the benefit for me as the writer is that I get the knowledge of how to manage the class where students talk and move around when the teacher is teaching or when they are working on their assignments. I can apply the knowledge when I teach in a class, either in a school or a private course in the future. Second, the benefit for the readers who want to be teachers or are beginning teachers is if they experience the same problem, this will help them in solving it. Third, the benefit for the institution is this research can be used in the school to be a guide for beginning teachers there who may experience the same problem.

D. Description of the Institution

Mrs. Erna Meliana, the headmaster of SDK BPPK, states that SDK BPPK Bandung is a private school which was established on July 1, 1950 on Jl. Padjadjaran No. 83 Bandung. Then, in 1958 it moved to Jl. Pasirkaliki No. 93 Bandung. In 1999, it moved again to Jl. Padjadjaran No. 91, and it stays there since then. SDK BPPK Bandung was founded by GKP Synod (Gereja Kristen Pasundan) under the license of YBPPK-GKP (Yayasan Badan Perguruan dan Pendidikan-Gereja Kristen Pasundan). The vision and mission of SDK BPPK Bandung are based on Christianity. The vision is being a reputable private school which provides high quality education, open to public, and based on Jesus Christ's model and discipline. The mission is being an excellent private school through academic and non-academic achievements based on Christian values.

E. Method of the Study

In doing this term paper, there are two methods of study that are used. The first method is doing observation and my experience during my internship which is recorded in my internship journal. And the second method is doing library research on books and internet sources.

F. Limitation of the Study

The object of my research is five students (three (3) female and two (2) male students of twenty six (26) students in the class) who talked and

moved when I was teaching them or when they were doing their assignments in class during English lessons in the 4th grade class when I did my internship at SDK BPPK Bandung from July 11, 2011 to August 27, 2011.

G. Organization of the Term Paper

This term paper starts with the Abstract in Bahasa. The Abstract contains the summary of chapter one until four. After the Abstract, there are Declaration of Originality, Acknowledgements, and Table of Contents.

Next, Chapter I is the Introduction which is divided into seven parts. They are Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and the last one is Organization of the Term Paper.

Then, Chapter II is Problem Analysis which discusses the causes and effects of the problem. Chapter III discusses the Potential Solutions of the problem. There are three potential solutions with their negative and positive effects. Chapter IV is the Conclusion which explains the chosen solution and the reasons why the solution is considered the best. The last parts are the Bibliography and Appendices which contain the flowchart, examples of rules and procedures of the classroom, list of rewards and consequences of the rules and procedures for students.