

CHAPTER I

INTRODUCTION

A. Background of the Study

Behavior is a word one has often heard when talking about the relationship between teachers and students. Based on “Online Oxford Advanced Learner’s Dictionary”, behavior means “the way that somebody behaves, especially towards other people”. Talking about behavior in teaching means talking about the act of students and teachers. According to Alistair Smith, quoted in “The Key to Successful Behavior Management is... You!”, it is said that, “the pupils need to know: who is in charge, what are the rules, are the rules applied fairly and consistently, what are the consequences of breaking the rules and adhering to the rules. These are what the behavior in the classroom” (Craig par. 3). The quotation shows that behavior related to rules.

During the internship as a teacher of summer program in Education and Learning Solution (henceforth, ELS), I taught ten (10) – eleven (11) students aged two and half (2.5) years until eight (8) years old. I taught English

English three (3) times a week at nine (9) o'clock, for about one (1) hour until one and half (1.5) hours per meeting. I had difficulty in managing students' behavior when I explained lesson and when I asked students to do things in the classroom. For example, the students mostly talked when I explained the lesson. Sometimes I asked them to be silent, but sometimes I let them talk. I did not set the rules at the beginning of the class.

That is why in this term paper, the topic that I will discuss is about my difficulty in managing students' behavior at classroom. This topic is chosen based on my internship experience at Education and Learning Solution (henceforth, ELS) from June-July 2011. This topic will be explored critically and systematically.

B. Identification of the Problem

The problem will be analyzed to answer the following questions:

1. Why do I, as the teacher, have difficulty in managing students' behavior at the ELS ?
2. What are the effects when the students cannot be managed properly?
3. How should I, as a teacher, manage the students' behavior in the classroom?

C. Objectives and Benefits of the Study

The objective of this study is to explain the reasons and the effects of the difficulty in managing students' behavior. I also expect this study can provide some effective ways to manage students' behavior in the classroom.

This term paper is targeted at the new teachers who do not have any previous teaching experience in a class before because it can give them the information about a possible problem in teaching and its solution. For the institution, ELS, this term paper will be useful for the teachers who have the same problem as me. For the readers, it is expected that this paper can change their perspective that being a teacher does not only doing the task such as giving the material to students, but they also have to make or influence their students' behavior to be better in the classroom. This term paper will explain how to handle the students' behavior. For me, this term paper will be useful to correct my mistakes in the classroom next time I have to teach.

D. Description of the Institution

According to the written source by the owner of ELS, it says that ELS was established on 30 November 2009, and was located in *Jalan Mekar Kencana No. 58 (Kompleks Istana Mekar Wangi, Bandung)*, and now is located in *Jalan Mekar Harum No. 18 (Kompleks Istana Mekar Wangi, Bandung)*. The

owner who is also the coordinator of ELS, is Ms. Elisa, A.Md. She has been teaching for five (5) years, and she likes teaching because she loves children. She graduated from D3 English Programme at Maranatha and took teaching as her subject of preference.

ELS is an education institution, supported by professional teachers. The class in ELS is divided into four (4) groups. These are Tutoring, English, Chinese, and Art group. ELS is located in a strategic location, and it is easy to be found by the learners who want to join there.

The vision and mission of ELS is to give the solution for the students to learn. ELS aims to be a fun place for students to study, and applies a Multiple Intelligence System. ELS provides many activities for children until adult to study.

E. Method of Study

The process of data collection was done from June – July 2011 at ELS. The data was taken from what I experienced during my internship. I did some observations when the teacher taught English in Butterfly class. The data from the library and the field (observation) was used to support the analysis. The field data was collected during the internship, and it was written in the internship journal.

F. Limitation of the Study

In this term paper, the subject will focus on the students' behavior when I taught and I did my internship in ELS from June until July 2011. The students are in Butterfly class. There were ten (10) children aged two and half (2.5) until eight (8) years old. The range of students' ages is quite wide because it is a summer class program. There are sixteen (16) meetings, and each meeting lasts one (1) until one and half (1.5) hours per meeting.

G. Organization of the Paper

This term paper consists of four chapters. Chapter One contains the Background of The Study, Identification of The Problem, Objectives and Benefits of the Study, Description of the Institution, Method of Study, Limitation of the Study, and Organization of the Paper. Chapter Two contains the Problem Analysis, which consists of causes and effects from the problem. Chapter Three contains Potential Solutions of the problem. The last chapter is Chapter Four which contains the Conclusion of the problem. The last part is appendix which contains the flowchart.

