

CHAPTER I

INTRODUCTION

A. Background of the Study

Being a teacher is not only teaching but also educating students. In fact, it is not easy because a teacher will face some problems in teaching. For example, a teacher must be able to manage the class and control his/her emotion when there are problematic behaviors of the students. Kelly says that, "If you lose your temper and start shouting at a confrontational student, you have given up your position of authority and lowered yourself to the student's level" (par.2). Managing classroom and controlling emotion are important for a teacher to handle problematic student behavior. I found a similar situation when I did my internship in ACES. There is a 17-year-old male student who has problematic behavior in class at ACES. ACES (Active Communicative English Study) is an English course for learners of various age levels.

Before discussing the problem, I would like to give some explanations about problem behavior. Emmer, Evertson, and Worsham state problem behavior, “includes behaviors that disrupt an activity or interfere with learning, but whose occurrence is limited to a single student or perhaps to a few students not acting in concert” (171).

In the article entitled “Teenage Growth & Development:15-17 Years”, it is stated the characteristics of a 17-year-old person, “Teens try to make close friends and may become part of a group based on interests or attributes (sports, arts, etc.)” (par.2). They tried to build relationship with other friends, but, in this situation, the student tried to build a relationship with their friends or classmates improperly. Furthermore, in the same article, it is stated, “Teens are better able to solve problems, think about their future, appreciate opinions of others and understand the long-term effects of their decisions. However, teens tend to use these skills inconsistently; as a result, they sometimes do things without thinking first” (par.5). The tendency to use the skills inconsistently happens to a student who has problematic behavior at ACES. The student acts without thinking first about other people’s feeling or situation.

I participated in an internship at ACES for a month. My position was as a teacher assistant. I helped Ms. Cherry to teach her students in her class. Her class was a group class. There were four to six students with various age levels in every meeting. The length of studying is one and a half hours. I usually taught from Monday to Saturday for about four hours.

During my internship at ACES, I found a serious problem when I taught Ms. Cherry's class. There is a 17-year-old male student who has problematic behavior in class at ACES. He is smart but he does not respect other students and even the teacher. He often disrupts the classroom, teacher, and distracts other students from learning, possibly even embarrasses the teacher. For example, he gave comments and criticized other students based on their appearances, thoughts, and abilities in English. He could not stop bothering others by mocking them. He also dared to joke with the teacher by saying "stupid". This problem is very important to be solved because this student could affect other students and make the learning process ineffective. Moreover, the teacher is not only teaching the materials but also educating the students about attitude.

Considering the above explanations, in this term paper I would like to analyze the causes and effects of the problem. In addition, I would like to discover the best solutions to deal with the student who has problematic behavior.

B. Identification of the Problem

Based on my experience as a teacher assistant at ACES, I would like to analyze:

1. Why did a 17-year-old male student have problematic behavior in class at ACES?
2. How did the problem influence other students, teacher, and the process of learning?
3. How should the teachers handle this problem effectively?

C. Objectives and Benefits of the Study

The objectives of the study are to analyze the causes and the effects of having a 17-year-old male who has problematic behavior in class at ACES and also to find the solutions for the teacher to deal with this problem.

There are some benefits for the institution, the readers of this term paper, and for me as the writer. For the institution, I hope that my term paper will be useful for the teachers at ACES to apply the solutions that possibly help them in handling problematic student behavior. For the readers, I hope this term paper can give the information and knowledge to motivate them in dealing with problem, especially in teaching. For me as the writer, I can develop my writing skill and expand my knowledge related to problematic behavior by reading the books and articles.

D. Description of the Institution

Based on the interview with Ms. Rhimelda on February 15, 2012, she informed that Dra. Leonny Siswanti Tanama opened a business in a field of English education in Jakarta called ACE KIDS in 1998. She is also the pioneer in opening a new branch of ACE KIDS in Bandung. She is the aunt of Ms. Rhimelda, S.S., (The principal of ACES in Bandung). The first branch of ACE KIDS was established at Jalan Padjajaran number 87 on April 1, 2002 because Ms. Rhimelda, S.S. desired to have her own school (play group) using English language. She would like to participate in making better education in Indonesia in globalization era. However, ACE KIDS was there until 2005 because it had to move and get a more strategic place. ACE KIDS moved to Jalan Astina number 62 D on January 1, 2006 until now with a number of 90 students, three teachers, one receptionist and one office boy.

The second branch of ACE KIDS was established in Kopo Permai on May 1, 2006, but this branch was closed too. Now, ACE KIDS only has one branch which is located at Jalan Astina number 62 D. ACE KIDS which has a motto "Start with the End in Mind" changed its name become ACES (Active Communicative English Study) in 2010 because the students who study at ACE KIDS are not only children but also college students. The change was motivated by the globalization that requires students and even adults to have good English language skills. Ms. Rhimelda also expects that students who study at ACES can improve their

English language skills and become independent to achieve their goals in learning English at ACES.

E. Method of the Study

Based on the experience of my internship, I would like to analyze a problem in handling a 17-year-old male who has problematic behavior in class at ACES. The data is taken from library research, observation, my internship journal, and interview. The data is used to analyze causes and effects and to support the discussion of the best solutions to overcome the problem.

F. Limitation of the Study

My term paper focuses on how to deal with a 17-year-old male student who has problematic behavior in class at ACES. The internship was done from 11 January 2012 until 11 February 2012 at ACES, Bandung. The subjects of the research are the 17-year-old male student, the teacher who has taught him and his current teacher.

G. Organization of the Term Paper

This term paper begins with the Abstract, a summary of the whole term paper in Indonesian. After that, there is a Declaration of Originality, which contains a statement about the authenticity of the term paper. Then there is the Acknowledgements, which consists of the list of people who have helped me during the writing of this term paper. Next is Table of Contents. After that, there are four chapters. Chapter One is Introduction, Chapter Two is Problem Analysis, Chapter Three is Potential Solutions, and Chapter Four is Conclusion. The last part of my term paper is Bibliography, which consists of the list of references, and Appendices containing a flowchart, interview questions, and transcriptions of the interview.