

CHAPTER I

INTRODUCTION

A. Background of the Study

Children's behavior is an interesting issue in education because behavior is always present in people's lives. "Child behavior is any observable response or action of a child from 24 months through 12 years of age" (Child Behavior par. 1). The one who is mainly responsible to manage children's behavior is the parents. Besides the parents, the teacher also has a responsibility to shape their pupils' behavior, especially to support the learning process in their academic and social life at school.

In class, children's behavior can influence the success of the lesson, either positively or negatively. Positive behavior will give positive impact to children's positive behavior in the learning process. First, as an example, children can concentrate on the lesson if all the children give respect to the teacher and give attention to the lesson. Second, the class may have a good atmosphere that supports the learning process for all the pupils. Negative behavior of the children will give negative impact on the learning process. The first example is other children cannot concentrate on the

lesson because the children who have a problem with their behavior will disturb their friends or invite them to chat. Jeremy. D. Finn and Ginna M. Finn Pannoazzo write in their article that “Behaviors have consistent, strong correlations with academic performance” (par. 2). Second, the class becomes noisy because of the disturbance from other children. Third, the pupils will be left behind in following the lesson than their friends.

Considering the influential impacts of children’s behavior, I believe that being able to manage children’s behavior in the class is very important for the teachers to establish the learning process.

Similarly, I found out the importance of managing children’s behavior when I did the internship from July to August 2009 at Tunas Cemara Kindergarten. I found that there were three pupils at TK A there who had behavior problems. The three pupils were Noni, Ping Lei, and Daniel. Noni usually spoiled to the teacher, made unwanted noises, liked to disturb her friends who were sitting at the same table, and did not write the letters of the alphabet correctly. Meanwhile, Ping Lei always ran and played at the beginning of lesson, disturbed his friends sitting at the same table, and made some unwanted noises by knocking on his pencil case on his desk. Similarly, Daniel liked to interrupt the lesson by giving irrelevant answers to the questions; besides this, he always disturbed his friends who were sitting at the same table by playing with their writing tools. All of these pupils’ behaviors influenced the learning process; as a result, their grades in writing the letters of the alphabet were not satisfying. Therefore, it is

important for the teacher to be able to manage their pupils' behavior for a better learning process in the class.

Based on the above explanation, in this term-paper I would like to analyze the causes and the effects of the children's behavior problem as well as the solutions to manage their behavior in the class. This analysis is important so that the teacher can shape their pupils' behavior for a better class atmosphere that supports the learning process.

B. Identification of the Problem

In this term-paper, I would like to analyze the problems as follows:

1. Why did the three pupils in TK A 'Sunflower' at Tunas Cemara Kindergarten have behavior problems?
2. How could the teachers deal with the behavior problems of the three pupils effectively?

C. Objectives and Benefits of the Study

The objectives of the study are as follow:

1. Analyzing the reasons which make the three pupils in TK A "Sunflower" at Tunas Cemara Kindergarten have behavior problems.
2. Finding effective ways to deal with the three pupils' behavior in TK A "Sunflower" Tunas Cemara so the learning process in class can be done well and these three pupils can follow the lesson well.

The benefits of the study are first, for the institution: the teachers at TK A 'Sunflower' Tunas Cemara Kindergarten can get valuable input on managing behavior problems in the class, so that this study can be a reference for dealing with any future cases. Second, the readers can get useful knowledge in dealing with kindergarten pupils who have behavior problems. And lastly, the writer can know the causes which make the three pupils have behavior problems and know how to manage their behavior in class for a successful learning process.

D. Description of the Institution

Tunas Cemara Kindergarten was established on 17 April 2000. At the beginning, this school was located at Jalan Sumber Hurip 31, Sumber Sari Bandung, using its institution office. In July 2004, Tunas Cemara Kindergarten moved to a new building at Jalan Situ Aksan 41, and Lenny Sanjaya became the headmistress of this school.

The vision of Tunas Cemara Kindergarten is to be a school which prepares the children to have good academic quality and responsibility. Meanwhile, the missions of Tunas Cemara Kindergarten are, first, educating the pupils by optimizing the pupil's potential in knowledge, physics, and linguistic ability. Second, building the pupils' health physically and spiritually, developing their knowledge, ability, personality, and mind. Third, applying a teaching system which is based on the National Education Curriculum. The curriculum optimizes the pupils' linguistic ability

and stimulates the pupils' creativity. Fourth, cultivating the pupils' love of science which is appropriate with the demand of today's era.

Tunas Cemara Kindergarten teachers teach the pupils three languages; these are Bahasa Indonesia, English language and Chinese language, as the media of communication. This kindergarten uses the curriculum from the Indonesian Education Department; however, since this school emphasizes using three languages, the Education Department curriculum is adjusted with the school's standard curriculum.

E. Method of the Study

This term-paper focuses on problem solving analysis. The problem is taken from the real problem which was found at Tunas Cemara Kindergarten during my internship that was done there from 21 July to 31 August 2009.

The data is taken from my internship journal, observation, interview, and references. First, the journal contains the details about the teaching and learning process during the internship. Second, the observation was conducted during the internship. From this observation, the causes and the effects of the problem can be seen clearly. The results of my observation are written in the Internship Journal. Third, doing library research to find and analyze the problem solutions. Fourth, interview with the teachers, the parents, and also the pupils are conducted to know their backgrounds and the causes of their problem behavior.

F. Limitation of the Study

The study is limited to three pupils of TK A 'Sunflower' at Tunas Cemara Kindergarten, Bandung, during the classroom learning process from 21 July 2009 until 31 August 2009; they are Noni, Ping Lei, and Daniel. The study focuses on their behavior problems in class during the learning process and how the teachers dealt with these three pupils.

G. Organization of the Term-paper

The term-paper starts with the Abstract. It explains the summary of this term-paper in Bahasa Indonesia. Next, the Declaration of Originality explains the originality of the term-paper. Afterwards, Table of Contents presents the structure of this term-paper. This term-paper is divided into four chapters. Chapter One is the Introduction. This chapter presents The Background of the Study, The Identification of The Problem, Objectives and Benefits of Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term-paper. Chapter Two is Problem Analysis. This chapter explains the problem, and the causes and the effects of the problem. Chapter Three is Potential Solutions. In this chapter, the possible solutions are analyzed clearly and systematically. Chapter Four is the Conclusion. This chapter provides the best solutions in handling the problem about children's behavior in the class. After the last chapter there is a Bibliography which contains all the references that have been used in this term-paper. The last part is Appendices, which presents the Flowchart and the list of the interview questions.