

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays English has become more and more important. English is studied by even young children and has been used in a lot of subjects. That is why the number of people who study this language keeps increasing. Young children, even kindergarten students, have started to be taught English at school. As stated in an article entitled “The Importance of English in Children’s Life” that as a subject, standard English is crucial for children to learn. Learning English as soon as possible will help them with reading such as reading subtitles while watching films, and communication skills such as communicating with friends and teachers (par. 1).

In January 2014, I had an internship at TK Angkasa. I taught kindergarten students of 5 to 6 years old. When I had my internship in B2 class at TK Angkasa 1, I found several problems in my class. For example, having difficulties in teaching pronunciation and reading, and handling disruptive students. In this paper, I would like to analyze and focus on one problem which will become my topic. The topic is I had difficulty in handling three disruptive students in B2 class at TK Angkasa 1.

The reason why I choose this topic is because the three disruptive students always made trouble in class. As stated in an article entitled “Discipline in your English Language Teaching Class”, the problem that is often found in English language class is disruptive students who complain, interrupt, and mess around (par. 11).

Kindergarten students are very interested in something new and they have many ideas in their mind. They also enjoy talking and asking many questions about something that appears in their mind. As Kathryn Hatter described in the article “Preschool Classroom Decoration Ideas”, “preschool children are naturally curious and creative” (1). However, the problem happened when I was given the time to teach the English subject in B2 class without any help from other teachers. B2 class had sixteen students and three of them were very disruptive. Those three students had different characteristics from the other students. The three students always talked a lot, refused to follow my instructions, talked when I was talking, hit the other students, threw a book or tore it and insisted on having what they wanted when they wanted it. According to Maryln Appelbaum in her article entitled “How to Handle Children Who Are Disruptive”, students can disrupt the classroom by complaining or interrupting, chatting, getting into fights, and being persistent (1). Moreover, Dee Willis also states in an article entitled “Early Signs of Social Behavior Problems in Kindergarten” that disorderly and destructive behavior is inappropriate and outside the norm of kindergarten students. Disorderly and destructive behaviors include property destruction (par. 4).

These statements strengthen my conclusion that the three students from B2 class are disruptive students.

After I choose this topic, the questions which come to my mind is why the disruptive students were problematic in class and if there are any solutions to solve the problem. There must be some causes which lead to them being disruptive in class. This topic will be very interesting to discuss because this problem has several causes and effects, which will be explained later. Furthermore, there will be several potential solutions that can be used to solve this problem.

B. Identification of the Problem

When I had my internship in B2 class at TK Angkasa 1, I found several problems. One of the problems that I am going to discuss is I had difficulty in handling three disruptive students in class during my internship. After analyzing the problem, I come up with several questions.

1. Why is it difficult for me to handle the three disruptive students in B2 class?
2. How does the problem of handling the three disruptive students affect the other students and my teaching performance?
3. How should I handle these three disruptive kindergarten students in the classroom?

C. Objectives and Benefits of the Study

The objective or the purpose of writing this term paper it is expected to become the printed source of guidance of how to handle disruptive students. It will be useful for TK Angkasa 1 as the institution where I did my Internship since the other teachers there will be able to identify the causes and the effects of disruptive students in class. In addition, the other teachers may be able to apply the potential solutions that I have analyzed in this term paper.

When I have the chance to teach kindergarten students again, it will be easier for me to handle disruptive students because this term paper can be the guidance for me in handling them.

D. Description of the Institution

Based on the interview I did with Euis Hayati as the homeroom teacher in B2 class, TK Angkasa was built by Yayasan Angkatan Udara Husein Bandung in 1977. It is located at Jalan Padjajaran no 148 Bandung. Besides kindergarten school, there are also elementary school, junior high school, and SMK. TK Angkasa 1 has been renovated a lot much in building structure and has develop in organization sector. Currently, this school is led by Praemi Sanggiani as the headmistress. There are ten teachers and three staff who work for this kindergarten school. Additionally, the teachers teach in many different subjects, such as mathematics, religion, arts, and literature.

TK Angkasa 1 has vision and missions. The vision is to build religious, intelligent, skilled, and independent characters in the children. The missions are to develop the religious characters in children, to guide the children to always care about the environment, to plant a sense of pride in their own culture, and to guide the children to know about nationalism. The information about visions and missions are hung in the pictures in the headmistress office at TK Angkasa 1 (see appendix).

E. Method of the Study

The methods written in this term paper are taken from a book, internet articles, journal, and interview. Euis Hayati as the homeroom teacher in B2 class at TK Angkasa 1 is the interview sources for this term paper. The journal is based on my internship at TK Angkasa from 13th January until 28th February 2014.

F. Limitation of the Study

The subject to be observed is the three disruptive kindergarten students in B2 class at TK Angkasa 1. The class has sixteen (16) students and one homeroom teacher. The internship in B2 class started at 7am until 1pm. The internship lasted from 13th January until 28th February 2014. The observation objects are three disruptive students in B2 class.

G. Organization of the Term Paper

The first chapter of this term paper explains the description of TK Angkasa 1, and also the introduction about this term paper. The second chapter discusses the problem analysis that I found in the B2 class during my internship. It also explains the causes and effects of my difficulty in handling three disruptive students. The third chapter discusses the potential solutions that will be useful to handle the three disruptive students in classroom and also several positive and negative effects of the potential solutions. The last chapter is the conclusion from the problem analysis and chosen solutions which are the best solutions for the problem.