CHAPTER I

INTRODUCTION

A. Background of the Study

I did my internship at TK Angkasa 1 on Jalan Pajajaran number 149, Bandung as a teacher assistant. I was teaching Class A (Gelatik) and B-1 Class (Foker). My internship was from 3rd of December 2013 until 6th of March 2014. For the first two weeks, I did my internship in Class A and the next two weeks I was in Class B. There were 21 pupils in Class A and 17 pupils in Class B. Most of the time, I was handling the children who showed disruptive behavior in Class B, but sometimes I also taught English to children. I also helped the home-teacher by explaining the materials to children who did not understand the task from the home-teacher. At the end of the week, sometimes I discussed the lesson plan with the home-teacher. Sometimes I also took care and accompanied children playing in the class and playground.
When I did my internship in Class B, I found a problem. My problem was I had a difficulty in handling disruptive behavior of two children. There were two children who often showed disruptive behavior such as interrupting teachers when the teacher was teaching, refusing to do the assignment, making noises in the class, and disturbing other kids. Also, they seemed to be not interested in the materials that they learnt in the class. As a result, the home-teacher and I became angry with the two children. It was difficult for me to handle them, especially when I was teaching. I could not teach and handle the children at the same time. Also, I did not know the strategies to handle disruptive children. That was why I felt overwhelmed. I tried to handle them by scolding and giving advice to the children to stop that behavior, but I failed. As a result, the children ignored the advice and still continued showing disruptive behavior. According to Jacobsen, the examples of disruptive behaviors are: “not following directions, bothering other kids, making noises, being off task, wandering around the room, talking to other classmates, blurting out answers, asking the teacher numerous questions multiple times a day, throwing things, yelling, self-stimulation, and frequent bowel accidents” (35).

In this paper, I would like to discuss my difficulty in handling disruptive behavior of the two children. This topic is very important to be discussed because there are many teachers in TK Angkasa 1 who also have similar problems in handling disruptive behavior and they do not know the best strategy to handle disruptive behavior. I am interested in analyzing this topic because I want to be a more professional teacher by getting
knowledge from analyzing this topic and to improve my skills in handling disruptive behavior.

B. Identification of the Problem

The research questions of this Term Paper are as followed:

1. Why did I have difficulty in handling disruptive behavior of the two children at Class B in TK Angkasa 1?
2. How did my problem influence the children and me?
3. How should I solve this problem effectively?

C. Objectives and Benefits of The Study

The objectives of this study are to find the causes and effects of the problem and also to present the best solutions to overcome the problem. The benefit for the teacher at TK Angkasa is they will get knowledge and the solutions of how to minimize disruptive children behavior. For me, it can add my skill and experience to handle disruptive children when I will be kindergarten’s teacher. For the readers, they can understand the causes, effects, and the solutions of handling disruptive children.
D. Description of the Institution

TK Angkasa 1 was established on Desember 1\textsuperscript{st}, 1952. Initially, the name of the school was TK Dian. In 1968 the name was changed into TK Slamet Suryo. Finally, TK Selamat Suryo changed its name to "Angkasa" on 1 September 1977. The foundation of TK Angkasa is YASARINI (Yayasan Ardya Garini). The chairwoman of the foundation is Mrs. Niken Asep Adang and the Principal of TK Angkasa is Mrs. Siti Holidah.

\textbf{Vision and Mision TK Angkasa 1 :}

\textbf{Vision:}
Raising children who are devoted to God Almighty, intelligent, skillful, and independent.

\textbf{Mission:}
1. Increasing faith and devotion to God Almighty.
2. Guiding children to always care for the environment.
3. Instilling a sense of pride for their own culture.
4. Encouraging children to know the world of aerospace.

This school has some large classrooms which are suitable for children to do activities with a lot of movements. There is also a playground inside Kober Class. Another facility is this school has a large room for reading Quran. There are many extracurricular activities for the children, such as angklung, English, and iqro. The number of teachers are 9 teachers.

(Sanggiani Praemi. Personal Interview. 19\textsuperscript{th} of Februari 2014)
E. Method of Study

The data collection for this term paper is taken from my internship journal and observation from 3rd of December 2013 until 6th of March 2014 at TK Angkasa 1. I also find some relevant data from some books and articles from the Internet. The data is used to analyze the causes, the effects, and the best solutions of the problem.

F. Limitation of the Study

The focus of the study is on handling disruptive behavior of the two children during my internship in Foker Class. The children were Shifan and Rediko. They are 5 years old. The subject of research are Shifan, Rediko, and I.

G. Organization of the Term Paper

This term paper starts with the Abstract, Declaration of Originality, Acknowledgements, and Table of Contents. Chapter One is the Introduction which consists of seven parts namely 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 Organization of the Term Paper. Chapter Two is Problem Analysis which presents the causes and effects of the problem. Chapter Three is Potential Solutions and the last chapter is Conclusion. This term-paper ends with the Bibliography.
and the Appendices which consist of Flowchart and Interview Transcript.