

CHAPTER I

INTRODUCTION

A. The Background of the Study

Classroom management refers to everything the teacher does to organize students, space, time, and materials so guidance in charge and student learning can occur (Wong & Wong, 2014). Effective classroom management and positive classroom construction are essential goals for all teachers. As an expert, a teacher should manage a classroom that creates and maintains an optimal learning condition to reach the goal of teaching. That is why the teachers should have systems to deal with the discipline problems in the learning process to accomplish objectives, assumptions, obligations, and influential factors to improve academic performance.

In managing the classroom, students' behavior is an important thing that influences the learning process. Jamilah (2020) stated that behavior is physical and can be observed. It is often a response to a situation or stimulus and cannot be addressed separately from learning and wellbeing. Behaviorists believe that our environment shapes behavior and that our actions are driven by our desires to gain rewards and avoid punishments.

Students' behavior affected classroom management in the learning process. To reach the goal of teaching, good student behavior is needed. However, some students have discipline issues or disruptive behaviors in the classroom. Discipline issues or students' disruptive behaviors as behaviors that are disruptive to classroom order and create problems for teachers or negative class support.

Such as making nonverbal communication, commotion, defiance, talking in the class, biting gum in class, wearing the grimy and wrong uniform, cheating, getting out of the seat, and battling. Kambuga (2017) stated that discipline is critical to make the conduct of the students participate in instructing and learning English in the class. So, keeping up with students' fields in the classroom is an essential aspect of creating a conducive classroom as students' discipline problems affect learning.

Sun and Shek (2012) stated that student misbehavior includes verbal communication, disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal abuses, rudeness to teacher, defiance, and aggression. In addition, Emmer et al. (1989) stated there are many disruptive behaviors in the classroom ranging from verbal distractions (talking out of turn, name-calling, laughing), off-task behaviors (reading other material, daydreaming, group discussions), and disrespect toward teachers and other students (arguing, joking around, inappropriate comments).

Stewart (1998) explained that student misconduct referred to disciplinary violations in school, such as lateness, fighting, stealing, and drinking. When there are explicit rules and regulations in school and classroom, infringement of these is a "Misbehavior or misconduct or discipline problem." Nevertheless, specific conduct that is considered tricky may not be rule-breaking but inappropriate or disturbing in the classroom setting—for example, daydreaming in class, not completing homework, talking in class, illustration disturbance, bullying, and

rudeness to the teacher named "problem behaviors," "behavior problems," or "disruptive behaviors."

Disruptive behavior in the classroom can negatively affect the classroom environment and the educational experience for students enrolled in the course. In addition, Charles (2004) defines misbehavior as "behavior that is considered inappropriate for the setting or situation in which it occurs." It means students' misbehavior can be defined as any activity or exercise seen by teachers who are problematic to the classroom and disruptive to the learning environment.

Fiara, Nurhasanah, and Bustamam (2019) stated that in Indonesia, the most common causes of disciplinary infringement included incomplete attributes, different sorts of no-show conduct, and not taking care of tasks, leaving class, using e-cigarettes, and fighting.

Students are often observed to misbehave in the school or even out of the school. Generally, the students do disruptive behavior because they do not understand the learning material. They feel inadequate, tired, or sick, doing something too challenging, worried, upset, disappointed, or have serious problems. In line with this, the students are often bored during the teaching-learning process. They can make noises like chatting with the others, make something different that is not related to the material like drawing, or even act out in the classroom because they are not interested in the lesson.

In classroom management, the teacher may deal with a few issues made by the students. The teachers will meet the variety of students' behavior in the classroom, whether good or bad. In case students often misbehaved in the class or

out of the course because they didn't understand the material. A lousy environment or society also causes students to misbehave in the classroom. Consequently, appropriate techniques are needed to be controlled disruptive classroom behaviors in the school.

Based on observation, the researcher found that the most common causes of students' disruptive behavior in the senior high school (SMA) in the tenth grade of SMA Negeri 7 Medan during online speaking class included not taking care of tasks, forgetting to turn off the microphone when the teacher or others are speaking, yawn while the camera still on, and also infrequently to turn on the camera.

Techniques are at the most practical end of the continuum since they embody the step-by-step operational procedures in the classroom. Techniques are meant to make it possible for the method to be followed and guarantee the accurate execution of the principles predicted in the adopted approach (Anthony, 1963). Technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, the technique is classroom practice done by the teacher when presenting a language program. This is how the classroom activities are integrated into lessons and used as the basis for teaching and learning. The researcher took several dialogues from the interview section for preliminary data for this study. Based on the result of the researcher's interview: To Teacher:

R: What technique do you use to control disruptive classroom behaviors among tenth-grade students?

T: Well, thank you for the question. But honestly, I do not know what

students' behaviors are classified as disruptive behaviors in the classroom. So, I only give basic techniques in controlling disruptive classroom behaviors, such as providing a kind of non-verbal intervention techniques or some punishment.

From the interview, the teacher of SMA Negeri 7 Medan does not know what students' behaviors that classified as disruptive behaviors in the classroom. So that she only gives a kind of non-verbal intervention techniques such as establishing eye contact, facial expression, body language, gesture, a soft punishment, and severe punishment. Suppose some interactions are not related to the teacher's learning material. So, in this case, when the researcher starts doing the research, the researcher will give the teacher a table containing the students' names and the types of disruptive behaviors, according to Charles (1999).

Based on the background above, the researcher decided to conduct a research entitled "The Analysis of English Teacher's Technique in Controlling Disruptive Classroom Behaviors at Tenth Grade Students of SMA Negeri 7 Medan.

B. The Problems of the Study

Depending on the background of the study, the problem of the study was formulated as follows:

- 1.5 What types of disruptive classroom behaviors were at Tenth Grade Studentsof SMA Negeri 7 Medan?
- 2.5 What techniques did the teachers use to control disruptive classroom behaviors at Tenth Grade Students of SMA Negeri 7 Medan?

The Objectives of the Study

The objectives of the study were:

1. To determine the types of disruptive classroom behaviors in the tenth grade of SMA Negeri 7 Medan.
2. To investigate the techniques by the teacher to control disruptive behaviors in the teaching and learning process in the tenth grade of SMA Negeri 7 Medan.

C. The Scope of the Study

To researcher expect goals, the researcher limited the problem to the following term:

This study focused on the techniques used to control disruptive classroom behaviors and determine what disruptive classroom behaviors were during speaking class. The genre of the learning material is an announcement.

However, the researcher limited the research to the English teacher in the tenth grade of SMA Negeri 7 Medan.

D. The Significances of the Study

This research is expected to give benefits both theoretical and practical. There were states as follows:

1. Theoretically
 - a. This research enriched classroom management or setting up a class on students' disruptive behaviors in the classroom.
 - b. This research gave a beneficial description and information for further study.

2. Practically

- a. For the teacher, the result of this research helped the teacher know the techniques for controlling the students' disruptive behaviors.
- b. For students, the result of this research made the students reduce their disruptive behaviors.
- c. The result of this research was a reference for other researchers.

