

CHAPTER I

INTRODUCTION

This chapter presents the overview and the direction of the study. These include the background of the study, formulation of the problem, operational definitions, aim of the study, and significances of the study.

A. Background

Teaching practice is an indispensable component for the students teacher. As noted by Kiggundu and Nayimuli (2009, p. 345) “Teaching practice is an important component of becoming a teacher. It grants student teacher’s experiences in the actual teaching and learning environment.” Teaching practice provides students teacher opportunity to equip their knowledge and skills about teaching and learning also to prepare them to become professional teacher in the future. Teaching practice offers the practicing students an opportunity to engage in profitable experiences in observing, sharing, participating and in teaching with the supervision of more experienced teachers (Cohen & Manion, 2011).

Related to the issue, in one of universities in Tasikmalaya, Indonesia, the 7th semester students taking teaching practices about three months. All of the students teacher, especially those who begin teaching, hoping that their teaching practice could be great. Nevertheless, every students teacher has different experiences and challenges in their

teaching practice. Some challenges faced by student teacher during their teaching practice were disruptive behaviours students in teaching learning process. Disruptive behaviour is one of the biggest challenges in schools and can take form of anything from talking out of turn to bullying, violence and crime (Duesund & Nilsen, 2013). Disruptive is not merely naughty behaviour of student but it goes beyond the normal the routine disturbance in the classroom. To manage behaviour, teachers should know why and when to do so as well as what kinds of disruptive behaviors to be manage. According to cooper (1990) there are 12 reasons why disruptive behaviour occur: emotional behavioural problem, young person, interferes with their personal, social and/or educational development, psycho-social problems, deviancy and delinquency, low self-esteem, anxiety, withdrawn, acting out behaviour, bio-psychosocial nature, and ADHD (attention deficit hyperactivity disorder).

In supporting this issue, Saraiva, et al. (2011) studied, seven out of 10 student participants reported experiencing disruptive classroom behaviors that kept them off task, resulting in poor academic achievement. Latif, et al. (2016) stated that university teachers and students in Pakistan think in a same way about the causes of disruptive classroom behavior. Both of them think that larger class size, attention seeking from teachers, injustice of teachers, desire for gaining power, poor teaching skills, students emotional problems, teacher's style of classroom management are the main causes of students disruptive

classroom behavior. Furthermore, Khasinah (2017) studied “Managing Disruptive Behaviour of Students in Language Classroom.” The findings revealed that teachers of English should be able to properly handle before, while, and after the occurrence.

Looking back from the previous study, in the present study the researcher looks for a deep investigation of the students’ teacher experiences in their teaching practice in one of junior high schools in Tasikmalaya. Thus, this study seeks to the answer of how the students teacher face student with disruptive behaviours while teaching learning process.

B. Formulation of the Problem

The research question of this study is formulated as “How do students teacher face the students with disruptive behaviours?”

C. Operational Definitions

To avoid misunderstanding about the terms in this study, there are some operational definitions of each keyword:

1. EFL Students’ : A university student who studies on Faculty of Teacher Educational Sciences and Teacher Training particularly English Department.
2. Disruptive : Inappropriate behaviour of the students that

Behaviour bother the process of teaching learning and give negative impact to the teacher also the other students such as, talking loudly, eating and drinking, not following directions and wandering around the room.

D. Aim of the Study

The aim of the study is to investigate the strategies used by students teacher while facing students with disruptive behaviours in their teaching practice.

E. Significances of the Study

1. Theoretical use : This study expanded the pedagogic of the student teacher about disruptive behaviours.
2. Practical use : This study provided the information to the students teacher about the strategies that used to face students with disruptive behaviours.
3. Empirical use : This study gave the researcher informations how to face students with disruptive behaviours and gave the researcher experiences to write academic paper.