**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, problem statement, objectives, significance and scope of the research.

1. **Background**

The perennial truths of teaching and learning process derive from teacher, students, material, and context of time and place which interrelatedly construct the smoothness and effectiveness of teaching and learning in the classroom. In secondary school, students as the objects of teaching and learning nurtured with their different personality traits are required an EFL teacher to run and control the teaching and learning process regarding to students’ attitudes, motivation, interest, learning styles, language ecology, and indeed students who behave differently (Rasyid, 2013: 10). Deriving from individual differences in learning English, some students can help the learning process running well. Contrast, the undeniable case commonly appears in the teaching and learning process that some students frequently retard and impede the effectiveness of teaching, it is called disruptive behavior.

Disruptive behavior is defined by Mabeba and Prinsloo (2000: 24) as attribute to disciplinary problems in schools that affect the fundamental rights of the learner to feel safe and be treated with respect in the learning environment. Hence, Rasyid (2013: 10) categorized the typical problems encountering in teaching process namely big class, different levels of students, sleepy students, students who are always late, students who carry baggage of social, family and personal problems, uncooperative students, students who are reluctant to talk, students who do not do their homework, smarter students who finish their classroom task before other else, students who lack motivation, and students who lack respect.

Preliminary observation in September 22th, 2015 and interviewed in November 24th, 2015 in SMPN 18 Makassar showed linear findings about student disruptive behaviors, they discovered the disruptive behaviors of student in the process of teaching and learning English which is divided into typical phase of classroom activities namely beginning, running, and closing the class. The types of students disruptive behaviors in the beginning of the class covers coming late, ignoring the teachers and chatting with another. In the running the class, the student showed some activities like using mobile phone, being silent when the teacher asking, sleeping, distracting his friend’s attention from the teacher explanation, ignoring the teacher explanation, cheating and copying his friend’s assignment, playing with hat or pen. While closing the class, the student is not accomplishing his assignment, leaving his seat and room while his teacher is still in the classroom. In addition rough language is uttered by him in interacting based on his classmate’s evidence. Meanwhile, his homeroom teacher as social sciences teacher in interview claimed that he does not disturb in social subject, he pays attention and submits his assignment as ontime as math subject. His math teacher added that he can work in a group.

To conclude the statements above, the student mainly possesses disruptive behavior in English teaching and learning process. In addition the types of disruptive behaviors found in the preliminary observation account depressive situation for English teacher because the student retard the smoothness and effectiveness of teaching, and impede the learning of his classmates. Frankly, teacher as a manager in the classroom is demanded to deal with the student’s disruptive behaviors. Rasyid (2013: 8) suggests that the teacher should keep agreed classroom regulations with the students and teach the students how to discipline themselves. Then, students will share responsibilities with teacher, so that the EFL teacher and the students have positive expectations to succeed in learning because they know what to do.

*The importance of this research*

Students’ disruptive behaviors in learning process become the important issue that is discussed in every education level which directly place teachers, students and parents in embarrassing situation. Teachers are required to analyze and solve the effective treatment that how a teacher may cope with the behavior and how the student can be protected. Furthermore, to control disruptive behaviors cost considerable teachers’ time at the expense of academic instructions in the class. Hence, this research gives descriptive account of strategy used to decrease the students disruptive behaviors especially in learning English.

*The urgency of this research*

Disruptive is not merely a naughty behavior of students but it goes beyond the normal the routine disturbance in the classroom. Sometimes, a student disturbs the whole classroom so that neither the student creating disruption nor the other students sitting beside him can learn. Based on preliminary observation, the student frequently spend lot of academic engaged time and the student stands in low achievement. Moreover the disruptive student is immediately conquered by changing his behaviors and perception toward English. Thus, this research is urgently conducted by the interpersonal communication strategy to decrease student’s disruptive behaviors.

*The feasibility of this research*

This research is feasibly to be conducted because teachers and students at SMPN 18 Makassar highly welcome the idea of doing this research. In addition, this research will contribute to the EFL teachers and the students at the school. The EFL teachers will find some points of view to apply interpersonal communication on managing and decreasing their students’ disruptive behaviors. For the students, they will participate cooperately in teaching and learning process.

*The novelty of this research*

Some researchers have conducted research related to disruptive behavior. The previous researchers only focused on identifying the types and causes of students’ disruptive behaviors without giving descriptive account of strategy used to overcome and decrease the students’ disruptive behaviors. Meanwhile, the present researcher will attempt to overcome and decrease the student’s disruptive behaviors in learning English, through interpersonal communication that it refers more specifically to dynamic communication that occurs among teachers/lecturers – students, and students-students which allows them to communicate both verbally and non-verbally in an effort to generate shared meanings and accomplish academic and social goals which create a personal bond among them in terms of socially and psychologically perceived appropriate distance (Rasyid, 2015). In order to find out the student’s disruptive behaviors, the present researcher investigated the types of student’s disruptive behaviors based on the classroom recording, teachers interviewed, and particular others as preliminary observation.

Apart from the importance, urgency, feasibility, and novelty, the researcher will conduct a research under the title “Decreasing Student’s Disruptive Behaviors in Learning English through Interpersonal Communication”

1. **Problem Statement**

Regarding to the preliminary observation, the main concern of problem in this research covers the disruptive behavior of a student at SMP Negeri 18 Makassar retarding the smoothness and effectiveness of teaching, and impeding in learning English. Staring to the problem statement, the present researcher attempted to decrease the student’s disruptive behaviors by interpersonal communication by formulating the research questions, as follows:

1. What factors cause the student’s disruptive behaviors in learning English?
2. How does interpersonal communication strategy decrease the student’s disruptive behaviors in learning English?
3. **Objective of the Research**

In line with the problem statement and research questions, the objectives of the research are:

1. to get descriptive account of the factors causing the student’s disruptive behaviors in learning English.
2. to overcome the student’s disruptive behaviors in Learning English through Interpersonal communication strategy.
3. **Significance of the Research**

Since this research will by nature be conducted in case study (descriptive qualitative) the result of the study will not contribute to theoretical development. However, this study contributes to practical use for the following parties:

1. EFL teachers will find some new points of view in applying interpersonal communication in teaching English, particularly on managing and decreasing their student’s disruptive behaviors in learning English.
2. The student will not retard the smoothness and effectiveness of teaching, and impede the learning English.
3. **Scope of the Research**

The scope of this research is limited into three different aspects, as follows:

1. By discipline, this research is interdisciplinary between sociolinguistics and psycholinguistic. Sociolinguistics refers to the interpersonal communication used by the researcher to the participant. While the psycholinguistics refers to the mental interferences to change his belief, attitude, and behavior
2. By content, this research covers the causes of student’s disruptive behaviors in learning English which it covers ignoring the teachers, chatting with another, shouting loudly to create thrill in classroom, using mobile phone, sleeping during learning, distracting his friend’s attention from the teacher explanation, cheating and copying his friend’s assignment, playing with hat or pen, not accomplishing his assignment, leaving his seat and using rough language.
3. By activity, the present researcher gained information through classroom observation, interview and employ informal in person interaction with the student who is categorized as the most disruptive one which are scheduled based on the agreed time and out of the classroom.