

THE WAYS TO REDUCE STUDENTS' DISRUPTIVE BEHAVIOR IN THE ENGLISH CLASSROOM

Anida Fadhilah Jati¹, Endang Fauziati², and Agus Wijayanto³

Universitas Sebelas Maret¹; Universitas Muhammadiyah Surakarta^{2,3}

anidafadhilah1@gmail.com; endang.fauziati@ums.ac.id; aw213@ums.ac.id

Abstract: Recently, disruptive behavior has become a major problem in education, especially in senior high schools. It happens because senior high school students are in their puberty phase in which their behavior is unstable. Therefore, good classroom management is needed in reducing the students' disruptive behavior. The purpose of this case study was to investigate the types of students' disruptive behavior and the teachers' way to reduce the students' disruptive behavior in the English classroom. The subjects of this study were 6 English teachers and nine selected classes of science class and social class from the tenth grade to the twelfth-grade students. The techniques of data collection used were interviews and observations. The result of this study showed that there were some kinds of disruptive behavior such as, non-participating in the learning activity, making noises, leaving the seat without permission, back row distraction, and over-excitement. In facing that problem, the teachers did some actions to reduce the students' disruptive behavior such as, giving reward, reinforcing the school's regulation, giving motivation, incorporating fun learning activities, and monitoring students.

Keywords: *disruptive behavior, English classroom, management of disruptive behavior*

INTRODUCTION

Providing effective learning strategies can create a conducive learning atmosphere so the positive and productive classrooms are created. Effective learning strategies include the use of learning time management, the creation of a conducive learning environment, the provision of fun learning activities, and the prevention of students' disruptive behavior in the teaching-learning process (Slavin, 2009).

One of the problems in the school that often occurs is the presence of students' disruptive behavior carried out by students in the classroom that can interfere with teachers or other students so that learning and teaching activities becomes unproductive. There are some examples of students' disruptive behavior such as, non-participating in learning activities, ignoring the rights of others, attention-seeking, not paying attention to the lessons, leaving a seat without permission, making noises, etc (Bidell & Deacon 2010). In addition, Tariq et al (2013) found that saying impolite words, sleeping, tapping something was also categorized as students' disruptive behavior. Moreover, Richard and Renandya (2002) classify three types of students' disruptive behavior, namely: 1) back row distraction; the students who always sit at the back row with the aim of disturbing other friends; 2) the nonparticipants; some students who are not enthusiastic and do not take part in learning process; 3) over-excitement; students who always want to stand out and always monopolize all class activities, which make other students lose the opportunity to convey their ideas.

The phenomenon of disruptive behavior greatly increases, both in the school and family environment. Campbell, Rodrigues, Anderson & Barnes (2013) mentioned that 35.8% of students did the disruptive behavior in the classroom. In dealing with this problem, the way the teacher manages the classroom is very important. Teacher as a manager has a big power in controlling all activities and students' behavior during the lesson to create a conducive learning atmosphere. A comfortable and conducive learning atmosphere allows students to focus or maximize their

thoughts and attention on what is being learned. Conversely, a noisy learning atmosphere disrupts the concentration of the students.

Disruptive behavior interferes with teaching-learning activities in the classroom. In this matter, teachers need to focus on creating an enjoyable and comfortable learning atmosphere. According to Colvin (1993), monitoring students' activities enables the teacher to control the students' behavior. On the other hand, Skinner cited in Santrock (2015) proposed two ways carried out by the teacher to manage the students' disruptive behavior during the lesson, namely, giving reward and punishment. The reward is anything that is given by the teacher to the students in the form of pleasant feelings of appreciation based on good results that students have achieved in the learning process which is intended to motivate students to always try and improve their good deeds. Whereas, punishment is an educational effort given by the teacher to improve and direct students in the right way so the students' behavior becomes better.

Other opinions have been put forward by Charles (2004) and Marsh (2008). One of the principles in disciplining the classroom is the presence of good human relations skills. They divided human relations skills into three parts, namely: general relations skills, students' relations skills, and parents' relationships. First, general relations skill is an ability to respect and to be positive towards other people's behavior which includes keeping a smile, keeping positive attitudes, hospitality, listening ability, appreciating other opinions, trying to solve the problems, and the ability to praise sincerely. Second, students' relation skill is the teacher's ability to maintain good relationships with the students including giving motivation, giving more attention, often talking to the students briefly, encouraging, giving a reinforcement, etc. Third, relationship with the parent is the teachers' efforts to keep communication with the students' parents including communication using written forms, communication using phone calls, explaining a clear expectation, focusing on the students' academic success, etc.

Disruptive behavior is one of the complicated issues to solve. Some teachers still struggle to find the best way to deal with this situation. Therefore, the purpose of this study is to identify some types of students' disruptive behavior which is often present in English classrooms and to investigate the teachers' ways in reducing the students' disruptive behavior in the English classrooms.

METHOD

This is a case study as an in-depth undertaking related to a phenomenon in the real-life context (Gall, Gall, & Borg, 2007: 436). Regarding the aims of this study and the research problem, a case study is appropriate to be used to focus on the exploration of human behavior namely students' disruptive behavior in the English classroom.

The setting of the study was MAN 1 Surakarta in Surakarta, Central Java, Indonesia. The subjects were 6 English teachers and students of nine selected classes from the tenth grade until the twelfth grade. In collecting the data, the researchers used observations and interviews. The focus of observations was the types of students' disruptive behavior, and the focus of the interviews was the teachers' ways in reducing the students' disruptive behavior. In the observations, the researchers observed the students' behavior during the English teaching-learning processes. The researchers chose nine selected classes from grade ten until grade twelve consisting of science class and social class. Meanwhile, the researchers also interviewed 6 English teachers to investigate the teachers' ways in reducing the students' disruptive behavior during the English teaching and learning processes.

In analyzing the data, the researchers used three steps, namely, data reduction, data display, and drawing a conclusion (Sugiyono, 2015). In data reduction, the researchers observed the results of the observations and interviews and removed unnecessary data. In the data display, the researchers arranged the data in the form of narrative to answer the research problem. In the verification, the researchers concluded the data in the form of dense sentence statements.

FINDINGS AND DISCUSSION

The Types of Students' Disruptive Behavior

Based on the final results of this study, the researcher found six categories of students' disruptive behavior according to Richard and Renandya (2002), and Bidell and Deacon (2010).

1. Refusing to participate in the classroom activities

Refusing to participate in the learning activity is any kind of behavior that refrains from joining in the classroom activity delivered by the teacher. Based on the researchers' observations, the various types of disruptive behavior that is classified to refusing to participate in the classroom activities were playing online games, selfie, chatting, video calling, listening to the music, and sleeping.

2. Making noises during the lesson

Making noises makes learning activity ineffective. Based on the observations, the students' activities categorized into making noise during the lesson include pinching a friend who was writing, singing, shouting, saying impolite words, etc. Ghazi, Shahzada, Tariq, & Khan (2013) also identified that saying an impolite word, sleeping during the lesson, taping something during the teaching and learning processes are categorized into students' disruptive behavior that disturbs ongoing teaching-learning activities.

3. Leaving the seat without permission

Based on the classroom observations, during the English lesson, sometimes students leave their seats without a certain purpose and without the teacher's permission except for teasing other friends, going to the canteen without permission, going to the toilet for unreasonably a long time, etc.

4. Not paying attention to the teacher

Paying attention to the teachers' explanation in delivering material is very important in gaining knowledge. However, if the students do not pay attention to the teacher, they will automatically not understand the subject matter. From the results of the observations, the kind of misbehavior that was classified to not paying attention to the teacher's explanation were day-dreaming in the class, chatting with friends, joking, eating and drinking during the lesson, etc.

5. The back row distraction

Not all students sit in the back seat, so only a few students sit in the back seats. The observations show that, usually, the students who sit in the back seats are less focused on listening to the teachers' explanation. Some of them even make noises in the classroom. This kind of problematic behavior is what we called "the back row distraction". Based on the observations, the kinds of back row distraction that are often found were bothering other friends.

6. Over-excitement

Monopolizing classroom activities is often done by over-excited students. This kind of behavior tends not to respect other friends' opinions. Based on the observations, the researchers only found two students who were over-excited in one of the classes. They were too active in

answering and asking some questions to the teachers. However, these habits tend not to appreciate other friends' opinions. As a result, other friends became less enthusiastic in participating in the English lesson.

The Teachers' Way in Reducing the Students' Disruptive Behavior in the English Classroom

Based on the observations and interviews, the efforts made by teachers in disciplining the students' disruptive behavior in the classroom were presented below.

1. Giving rewards

One of the useful and tested strategies to reduce the disruptive behavioral pattern in the English classroom is giving reward to the students (Skinner in Santrock, 2015). The different rewarding systems increase the students' willingness to take part in the learning activities and promote a positive habit to the students. As evidenced in the following excerpts data, a reward was given by the teacher in the form of additional value and praise.

I announce to the students that anyone who can answer my question in front of the class will get a reward in the form of an additional point. From there, some students are immediately ambitious to come forward and answer the question correctly.

Based on the excerpt above, giving rewards during the lesson plays an important role in solving problematic situation related to the students' disruptive behavior. In facing that problematic behavior, before the lesson began the teacher gave rewards in the form of added value to the students who could answer the teachers' question related to the English materials. It was used to reduce any kinds of disruptive behavior which was done by the students during the English teaching-learning processes. From that, the students were automatically enthusiastic and they also felt that they have been noticed by the teacher. So, it improved the students' willingness in joining English lesson and reducing any kinds of behavioral problems.

2. Reinforcing the school's rules

According to the data collected, establishing schools' rules was used to share the teacher's expectations to organize the students' behavior in creating a good school atmosphere. Based on the interviews, the schools' regulation implemented by the teacher includes the prohibition to eat and drink during the lesson, the prohibition to be noisy, the prohibition to disturb other friends while learning, the prohibition to come late to school, the prohibition not to pay attention to the teachers, etc.

The way I do to reduce the students' disruptive behavior is by reminding the schools' rules and advising.

As can be seen in the previous pieces of data, reminding the students of the schools' rules was the teacher's way to hinder the students from disruptive behavior in the classroom, so the students start to create positive habits in the classroom.

3. Giving motivation

Students' learning activities will take place well if the students are given attention and encouragement to the learning stimulus. As cited in Charles (2004) and Marsh (2008), giving motivation, giving attention, encouraging, and reinforcing the students are the teacher's way to solve the students' learning problems such as students' disruptive behavior. Based on the observations, the researchers often find some teachers motivate students in learning English. It was appropriate with the results of the interviews with some English teachers.

I always give motivation to the students when he is not serious in taking the lessons. It can be in the form of telling them about the importance of English in real life, the story of someone who has worked successfully, a story about someone active in learning, etc. By telling something wonderful in real life, they will be enthusiastic in taking English lessons.

The excerpt above shows the implementation of motivation to arouse the students' interest in learning. In various cases, there were many problems faced by students during the English lesson that made the learning activity ineffective: the time of the study was too long and there were too many assignments for the students. Those routines made the students feel tired, bored, sleepy, and did other activities at the same time of the study. Therefore, the teachers used motivation as a way to reduce the students' disruptive behavior in the English classroom.

4. Incorporating students' interest and activities

An interesting learning strategy is the main task that the teachers must plan well to make the students enthusiastic in joining the English teaching-learning process. According to the data collected the teachers' strategy to use fun learning activities were used to obtain the students' attention, and eventually, reduce any behavioral problem in the English classroom.

For those who consider English is difficult, they tend to do disruptive behavior such as being noisy, sleep in the class, talking to their friends during the lesson, etc. Even they are not enthusiast to take the lessons. Dealing with this problem, as a teacher I try to apply fun learning specifically for those who think that English is difficult such as by using games in the opening of the lesson and discussion.

From the excerpt above, it can be seen that games and discussions used by the teacher as the strategy to change the students' mindset that considered learning English was a difficult undertaking. Based on the observations, teachers used fun activities to make the students enjoy and feel fun in taking an English lesson. When the students thought that English was fun, they were able to absorb the English teaching materials more easily with minimal disruption.

5. Monitoring students to prevent students' disruptive behavior

Monitoring is one of the activities of reviewing and observing students' behavior carried out by teachers when the students take classes in the classroom. This opinion is supported by Colvin, Kame'enui, & Sugai (1993) who state that monitoring enables teachers to recognize every student so that the students' activity in the classroom can be controlled properly. In monitoring students, walking around the class is more necessary rather than becoming talkative in front of the class. It can be seen in the following excerpt taken from the interviews with the teachers.

Personal approach is one of the efforts that I use to reduce the students' misbehavior. I always take the time to get around in the classroom to just ask questions about the students' condition, activity, and assignments, etc. For me, this is very important to build a close relationship with students.

In the particular case above, it was evident that the students immediately focused their attention on the teacher when the teachers walked around the classroom to control the students' condition, assignment, and behavior. From that way, teachers act as a facilitator to build a good relationship with the students. Therefore, by using a personal approach, the teachers understood every student's characteristic, so that they were able to deal with the students' disruptive behavior during the English teaching-learning processes in the classroom.

CONCLUSIONS

In this study, the researchers take the conclusion that during the English teaching-learning processes in the classroom, there were some types of disruptive behavior which was expressed by the students, such as, refusing to participate in the classroom activities, making noises during the lesson, leaving the seat without permission, not paying attention to the teacher, and producing distractions in the back row. In dealing with this problem, there were some strategies used by teachers to reduce that behavior, such as, giving rewards, reinforcing the schools' rules, giving students' motivation, giving exciting learning strategies, and monitoring the students' behavior.

REFERENCES

- Bidell, M.P., & Deacon, R.E. (2010). School counselors connecting the dots between disruptive classroom behavior and youth self-concept. *Journal of School Counseling* 8(9), 1-30.
- Campbell, A., & Rodrigues, B. J. (2013). Effects of tier 2 on classroom disruptive behavior and academic engagement. *Journal of curriculum and instruction (JOICI)*, 7, 35-54.
- Charles, C. M. (2004). *Building classroom discipline* (7th ed.). New York: Longman.
- Colvin, G., Kame'enui, E. J., & Sugai, G. (1993). School-wide and classroom management: Reconceptualizing the integration and management of students with behavior problems in general education. *Education and Treatment of Children*, 16, 361-381.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction*. Boston: Pearson Education.
- Ghazi, S. R., Shahzada, G., Tariq, M., Khan, A. Q. (2013). Types and causes of students' disruptive behavior. *American Journal of Educational Research*, 1(9), 350-354. doi: 10.12691/education-1-9-1.
- Marsh, C. (2008). *Becoming a teacher: Knowledge, skills, and issues*. Australia: Pearson.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Santrock, J.W. (2015). *Educational Psychology*. Jakarta: Prenamedia Group.
- Slavin, R. E (2009). *Educational psychology: Theory and practice* (9th ed.). Upper Saddle River: Pearson Education.
- Sugiyono. (2015). *Metode penelitian kuantitatif kualitatif, dan R & D*. Bandung: Alfabeta.