

**TEACHER'S STRATEGIES IN HANDLING STUDENTS'
MISBEHAVIOR IN ENGLISH CLASS OF JUNIOR HIGH
SCHOOL 22 SURABAYA**

THESIS

Submitted in partial fulfilment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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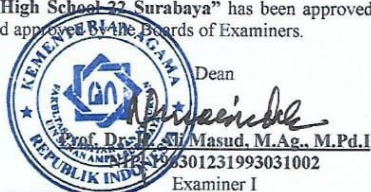
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ABSTRACT

Mardliyah, Istianatul. (2019). *Teacher's Strategies in Handling Students' Misbehavior in English Class of Junior High School 22 Surabaya*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya, Advisor: Dra. Irma Soraya, M.Pd & Rakhmawati, M. Pd.

Keyword : *Student's Misbehavior, English Class, Teacher's Strategy*

Student's misbehavior is any kind of behaviors that violate in the classroom, interfere with the classroom order and interrupt the process of teaching and learning. Moreover, students' misbehavior also causes distress for teachers. If the teacher manages the English class inappropriately, there is the risk of chaos and cause misbehavior. Therefore, English teacher should effectively manage their classes through adopting appropriate discipline strategies to reduce misbehaviors found. This leads the researcher to conduct the research to know the studentss' misbehavior found and the teacher strategies for handling it. This research aims are to know what students' misbehavior are found in English class and what the teacher strategies are used to handling students' misbehavior in English class. This study is qualitative descriptive design with naturalistic approach. In particular, there are 38 students who were observed to know the misbehavior they did in English class and an English teacher were interviewed to know the strategies used for handling students' misbbehavior. The finding showed that almost all the categories of students misbehavior were found. They were dealing with personal stuff, using electronic device, drawing, calling out friends, having disruptive conversation or talking out of turn, teasing classmates, daydreaming, changing seats, clowning, playing, drinking, and act passively. The finding also showed that the English teacher strategies to handling student misbehavior were used direct language, solve the problem quickly, reward and punishment, and pre-empting.

ABSTRACT

Mardliyah, Istianatul. (2019). *Teacher Strategies Used in Handling Students' Misbehavior in English Class Of Junior High School 22 Surabaya*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya, Dosen Pembimbing : Dra. Irma Soraya, M.Pd & Rakhmawati, M. Pd.

Kata kunci : *Student's Misbehavior, English Class, Teacher's Strategy*

Perilaku menyimpang siswa adalah segala jenis perilaku yang melanggar di ruang kelas, mengganggu ketertiban kelas dan mengganggu proses belajar mengajar. Selain itu, perilaku menyimpang siswa juga menyebabkan kesulitan bagi guru. Jika guru mengelola kelas bahasa Inggris secara tidak tepat, ada risiko kekacauan dan menyebabkan perilaku buruk muncul. Oleh karena itu, guru bahasa Inggris harus mengelola kelas secara efektif melalui penerapan strategi yang tepat untuk mengurangi perilaku menyimpang yang ditemukan. Ini mengarahkan peneliti untuk melakukan penelitian untuk mengetahui perilaku menyimpang siswa yang ditemukan dan strategi guru dalam menanganinya. Oleh karena itu, penelitian ini bertujuan untuk mengetahui perilaku menyimpang siswa yang ditemukan di kelas bahasa Inggris dan strategi guru yang digunakan untuk menangani kesalahan siswa di kelas bahasa Inggris. Penelitian ini adalah menerapkan deskriptif kualitatif dengan pendekatan naturalistik. Terdapat ada 38 siswa yang diamati untuk mengetahui perilaku menyimpang yang mereka lakukan di kelas bahasa Inggris dan seorang guru bahasa Inggris yang diwawancarai mengetahui strategi yang digunakan untuk menangani perilaku salah siswa. Temuan ini menunjukkan bahwa hampir semua kategori kenakalan siswa ditemukan. Mereka berhubungan dengan barang-barang pribadi, menggunakan perangkat elektronik, menggambar, memanggil teman, melakukan percakapan yang mengganggu atau berbincang-bincang, menggoda teman sekelas, melamun, berganti tempat duduk, melucu, bermain, minum, dan bertindak secara pasif. Temuan ini juga menunjukkan bahwa strategi guru bahasa Inggris untuk menangani perilaku menyimpang siswa.

Guru menggunakan peringatan bahasa secara langsung, menyelesaikan masalah dengan cepat, hadiah dan hukuman, dan pencegahan.

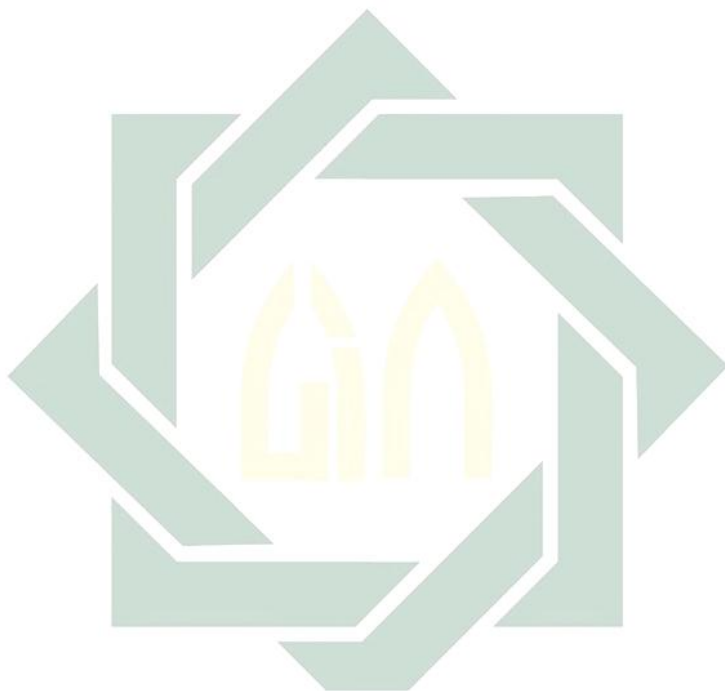


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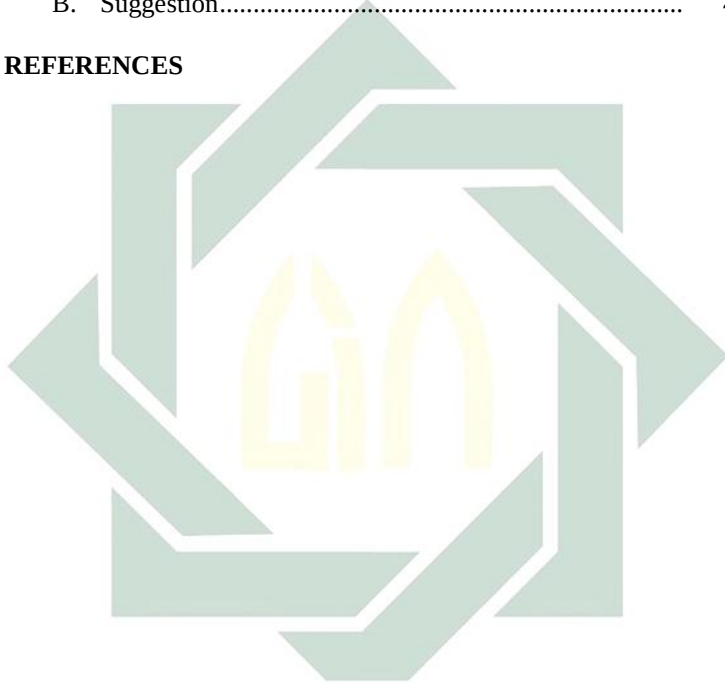
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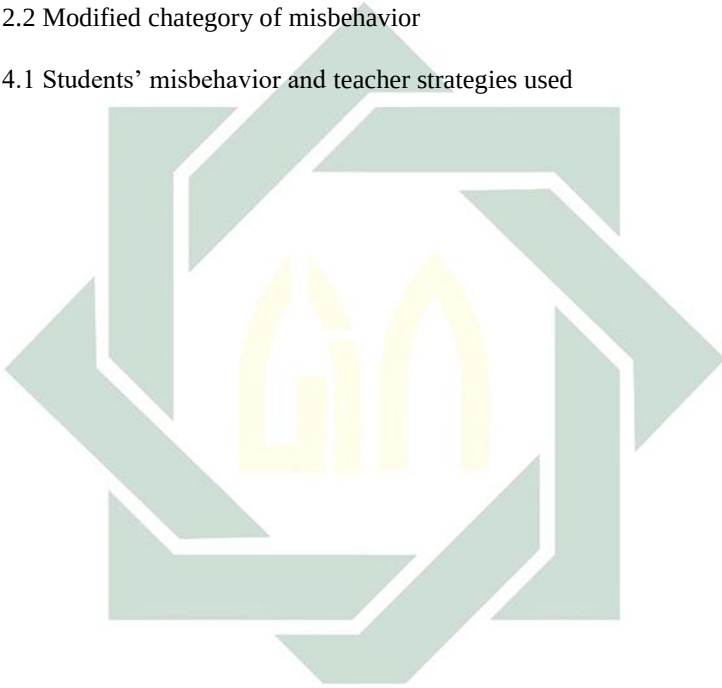
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CHAPTER 1

INTRODUCTION

This introductory chapter provides some information that consists of six sections, namely background of the study, research question, the objective of the research, significant of the study, scope and limitation, and definition of the key term will be defined at the end of the chapter.

A. Research Background

Effective learning needs a control classroom environment, good teacher-pupil relationships, and peer collaboration. Results of several national Gallup polls clearly document that the general public and teachers agree that a major problem for public schools is lack of student discipline in classrooms.¹ Discipline is so crucial, it is basic to everything else in the classroom, that most educators agree that it is the one thing that makes or breaks teachers when teaching in class.² We may wish it is not true, but it becomes daily life of teachers in class. That is why students' discipline become a great concern for the teacher.

What becomes the greatest concern of teacher related to students discipline is misbehavior which is done by students. It can be proven from Charles, Jenkins, and Leung who stated that the level of students misbehavior has dramatic ally increased globally over the two decades.³ It can be said that misbehavior becomes serious case right now. It gives negative impact on the learning environment, interrupts the learning process and causes distress for teachers.

¹ Jim Walters and Shelly Frei, *Managing Classroom Behavior and Dicipline* (USA: Shell Education, 2007), p. 7

² Robert T. Tauber. *Classroom Management : sound theory and effective practice* (USA, 2007), p. 4

³ Gulay Dalgic and Guzide Bayhan, *A Meta-Analysis: Student Misbehaviors That Affect Classroom Management..* Cypriot Journal of Educational Sciences. Volume 9. p. 102

Charles defined that misbehavior is behavior that is considered inappropriate for the setting or situation in which it occurs.⁴ Misbehavior refers to any behavior that interrupts language teaching and learning process. This is tough and unavoidable. While students misbehavior is defined as any behavior that undermines the teacher ability to establish and maintain effective learning experience in the classroom.⁵ While misbehavior in this study is can defined as any kind of behaviors that violate in the classroom, interfere with the classroom's order and interrupt the process of teaching and learning.

The number of researches divides some types of classroom misbehavior. The study of Corri identified disruptive classroom behaviors as a need for constant supervision, not listening to directions, often playing with pens, pencils, and other items, slow getting started to begin work, talking out of turn, being unmotivated, getting distracted from work easily, often seeking attention and preventing others from learning by talking to them, touching them, or interfering with their books, materials, and equipment.⁶ Reed and Kirkpatrick stated that classroom misbehaviors as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility.⁷

From those types of student misbehavior above, it commonly appear in teaching foreign language, especially teaching English. It is strengthened by Yi who stated that English classes are composed of various communicative activities that require students' active participation, students usually have more opportunities in an EFL class than classes of other subjects to speak, to talk, to read aloud or even to argue with each other.⁸ That is why these activities

⁴ Ibid, 102

⁵ Yuan, Xinrui, *How to Deal with Misbehavior in the Classroom?*. Volume 2 No 1, May 2012, p.144

⁶ Gulay Dalgic, Guzide Bayhan, "A Meta-Analysis: Student Misbehaviors That Affect Classroom Management" Volume 9, Cypriot Journal of Educational Sciences. P 102

⁷ ibid

⁸ Mehrak Rahimi and Fatemeh Hosseini Karkami, "The role of teachers' classroom discipline in their teaching effectiveness and students' language learning motivation and achievement: A path method" Urmia University, p 5

encourage noise, initiative, and disorder.⁹ Therefore, if the teacher manages the English class inappropriately, there is the risk of chaos and cause misbehavior. In summary, English teacher should effectively manage their classes through adopting appropriate discipline strategies to reduce misbehaviors which is found.

The fact is some researchers found that teacher managed classroom poorly, teachers struggled to teach and students usually learned less, and there is an abundance of discipline issues.¹⁰ This issue complicates teacher role in the classroom and becomes one source of teacher job stress and burnout.¹¹ In this case, on the one hand, a language teacher tries to be a kind and loving caregiver to let genuine communication happen in the classroom. While on the other hand, in order for the instruction to take place, the teacher should maintain to manage language activities most effectively. Therefore, it is not easy for an English teacher to create a balance between these two, that is, a caring environment and a controlled one.

From some problems that teacher face related to misbehavior, it can be said that if the teacher does not have appropriate teaching strategies to handle those kinds of misbehaviors in class, the teacher can not deliver the lesson successfully. To ensure the best educational experience possible, teachers must master the art of classroom discipline. Although this is a challenge for certain teachers, with enough practice, English teachers are able to give solutions to deal with students' misbehavior in even the most difficult students.

To support their teaching, teachers need to be equipped with strategies to prevent and deal with students misbehavior.¹² By having good strategies in handling students' misbehavior, it keeps students focus on the task at hand and keeps them from falling

⁹ Ibid, p 5

¹⁰ Mehrak Rahimia, Fatameh Hosseini K, "EFL teachers' classroom discipline strategies: the students' Perspective" *Procedia - Social and Behavioral Sciences*, p 310

¹¹ Mehrak Rahimi and Fatemeh Hosseini Karkami, "The role of teachers' classroom discipline in their teaching effectiveness and students' language learning motivation and achievement: A path method" *Urmia University*, p 58

¹² Gulay Dalgic, Guzide Bayhan, "A Meta-Analysis: Student Misbehaviors That Affect Classroom Management" *Volume 9, Cypriot Journal of Educational Sciences*. P 103

victim to distractions that cause misbehavior. From those kinds of the importance of teaching strategies in handling students' misbehavior, the researcher finds interesting topic to be research, that is knowing English teacher's strategies used in handling students' misbehavior in English class, especially finding kind of misbehaviors found in each skill of English learning; reading, writing, listening, and speaking while knowing the strategies used for handling misbehavior in each skill.

Misbehavior usually appears in all grades. But it mostly happened in adolescent students, that is who sit in junior high school student. It is because adolescent students are very active.¹³ The adolescent is having a different characteristic with child, they interest in interacting with peers during learning activities.¹⁴ It was found when researcher doing class observation and teaching practice in primary school, they still easy to be controlled. The researcher finds different experience when did observation class and teaching practice in Junior High School as an assignment of Teaching practice (PPL). Some secondary students are doing misbehavior during English class. That is way, the researcher choose Junior High School as the place for taking a sample. The researcher chooses Junior High School 22 Surabaya for doing the research.

There are several reasons why researcher chooses that school. The first reason Junior High School 22 Surabaya is a regional school which has professional teachers. The second reason is because the English teacher is experienced, she has more ten years teaching in English and also become as the peer consultant advisor in the school. As peer consultant advisor the teacher has a responsibility in handling student representative for each class to solve the whole problems associated with student learning difficulties or any disturbing things in the class. From that, researcher believes that she has appropriate and good teaching strategies in handling students' misbehavior because of her expertise become a peer consultant advisor. In summary, the

¹³ Alberyk Ryan, Undergraduated Thesis, "English Classroom Management Strategy in SMP Immaculata Yogyakarta. (Yogyakarta : Universitas Sanata Dharma Yogyakarta, 2017)p.1

¹⁴ Adolescent Learner - Characteristics MS Phase 1/Core Team Training Page 2 of 2 Summer 2007

researcher is absolutely sure that the school is appropriate for doing this research.

Several types of researches regarding this issue have been widely conducted. Sella S writes her thesis entitled *Classroom Management in English Class of Pangudi Luhur Elementary School, Yogyakarta*. She identified the students' misbehaviors which happened in English class of Pangudi Luhur Elementary School Yogyakarta and analyzed the classroom situation of classroom around which the misbehavior happened. Last, she identified the teacher's strategies to handle that misbehavior. The result showed that there were two categories of misbehavior which happened in English class of Pangudi Luhur Elementary School, Yogyakarta. The first category was verbal misbehavior (VMB) which consist of chatting, shouting, laughing, singing, asking again, taking back teacher, and crying. The second category was physical misbehavior (PMB) which consisted of walking around, teasing classmates, running away, destroying things, playing, changing the seat, dancing, sleeping, clapping and rolling. There were three situations of classroom management that cause misbehavior; grouping and sitting, giving instruction and monitoring, and timing.¹⁵

Another similar research is done by Alberik Ryan Tendy Wijaya writes his thesis entitled *English Teachers' Classroom Management Strategies in SMP Maria Immaculata Yogyakarta*, he observed the misbehavior found in SMP Maria Immaculata grade eight of English Class. He identified the English teacher opinion about the parent interference in the school especially, about physical aggression case and teacher's strategies to manage the classroom while avoiding unnecessary conflicts. The finding showed that the most common misbehavior gathered from the observation and the questionnaire was clowning, playing, and

¹⁵Ch. Sella S, "*Classroom Management in English Class of Pangudi Luhur Elementari School Yogyakarta*," Undergraduate thesis of Sanata Dharma University, 2015. p 51

having a disruptive conversation. While teacher used proactive classroom management strategies in managing class.¹⁶

In general, all researches commonly focused on the students' misbehavior found. Therefore, in this research, the researcher will take different research that analyzes misbehavior found in each skill; reading, writing, listening and speaking and knowing the teacher's strategies for handling those kinds of misbehaviors found for each skill.

B. Research Question

The study will be guided by the following research question :

1. What are the types of students' misbehavior found in English class of Junior High School 22 Surabaya?
2. What are the teacher's strategies to handling students' misbehavior in English class of Junior High School 22 Surabaya?

C. Objectives of the Research

Based on the research question, the objectives of the research are :

1. To know students' misbehavior found in English class of Junior High School 22 Surabaya
2. To describe teacher's strategies to handle students' misbehaviors in English class of Junior High School 22 Surabaya

D. Significant of the Research

The result of the research will be useful for lecturer, English teacher, Teacher candidate, and further research.

1. For students

For the student, this study can give them information about kind of misbehavior the students did. Therefore this research is expected to be able to open students' thought that

¹⁶Alberik Ryan, "*English Teachers' Classroom Management Strategies in SMP Maria Immacolata Yogyakarta*", Undergraduate thesis of Sanata Dharma University, 2017. p 31

misbehaviors interrupted the process of teaching and learning. So they do not do misbehaviors in order to achieve their learning successfully.

2. For English Teachers

This research is expected information for English teachers related to kinds of misbehaviors that was done by students in English class. The result of this study can be a reference for other English teachers in solving problem behavior and help them know some strategies for handling students' misbehaviors in English class.

2. Teacher Candidates

Help teacher candidate to prepare their self in managing the students' misbehavior during teaching English in English class.

3. For Further Research

This research provides some information that can be a reference to conduct the other research as preliminary. Further research can conduct the same topic but different subject. It might be conducted in Islamic boarding school which separates male and female class or further researcher can do research in disability students. So, it is known the different misbehavior found. While the different misbehavior found, further researcher will know the new variety of teacher's strategies used.

E. Scope and Limitation

This scope of this study is misbehavior mostly found in English class and focus on each skill; reading, writing, listening and speaking. From the misbehaviors found on each skill, then the researcher also describes the strategies which are used by the teacher for handling it. The researcher did class observation while taking a video for keeping the data. The data is analyzed using the theory of Sun and Shek for knowing the misbehavior found. Last, the researcher uses the theory from Xinrui Yuan and Jim Walters to analyze the teacher's strategies which are used.

Furthermore, the study is limited to the seventh grade of junior high school 22 Surabaya, there are nine classes of seventh grade, but the researcher only focuses in one class.

F. Definition of Key Term

1. Students' Misbehavior

Charles describes misbehavior as any action that, through intent or thoughtlessness, interferes with teaching or learning, threatens or intimidates others, or oversteps society's standards of moral, ethical, or legal behavior.¹⁷ While misbehavior in this study is can be defined as any kind of behaviors that violate in the classroom, interfere with the classroom order and interrupt the process of teaching and learning that did by student in English class.

2. English Class

V. Sandya stated that English class is teaching process which focuses on learning second or foreign language which is English.¹⁸ While English class in this research is a group of students who are taught English language, literature, and writing. While English class in this study is group of students who are taught English language which consists of four skill; reading, writing, listening and speaking.

3. Teacher's strategy

In teaching, teacher's strategy has a very important role to aid the students to learn. Jordan defines that strategy is the approaches that can be used across curricular areas to support the learning of students.¹⁹ In this study, the teacher's strategy is strategy which used by the teacher for handling students' misbehavior.

¹⁷Tilahun Yohannes, "Classroom Misbehavior Management In Physical Education Classes Of East Badewacho Woreda And Shone Administrative City In Selected Secondary And Preparatory Schools" Undergraduated thesis of Addis Ababa University, Ethiopia, 2016. p. 9

¹⁸ V. Sandya - Dr T Shrimathy Venkatalakshmi, "English Language Education - from a Past Method to the Post Method era in India". Vol. 18 No. 2, 2016. 8

¹⁹ Fatah Huda, "An Investigation Of English Teaching strategies in Enhancing Students' Vocabulary implemented By A Pre-Service English Teacher". Journal of English and Education 2016, p.36

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Misbehavior

a. Definition of Misbehavior

Kyriacou stated that student misbehavior is any behavior that undermines the teacher's ability to establish and maintain effective learning experience in the classroom. The ranges of student misbehavior are from simple non-compliance (e.g. not paying attention) to overt disruptive behavior (e.g. throwing a missile across the room). He also points out that serious misbehavior, including direct disobedience, physical aggression or damage, is much less frequent.²⁰ According to Charles misbehavior is defined as behavior that is considered inappropriate for the setting or situation in which it occurs.²¹ While misbehavior in this study is can be defined as any kind of behaviors that violate in the classroom, interfere with the classroom order and interrupt the process of teaching and learning that did by the students in English class.

b. The Categories of Students' Misbehavior

Types of classroom misbehavior has become a focus for number of researchers. Sun Rachel C. F. And Shek Daniel T. L is divided in to 17 categories in which six of them have their own subcategories. Those chategories are doing something in private, talking out of turn, verbal aggression, disrespecting teachers, non-attentiveness, out of seat, habitual failure in submitting assignments, physical aggression, copying homework, non-verbal communication, clowning , playing, coming late to class, eating or drinking, haven't prepared textbook well , and passive engagement inclass.

²⁰ Yuan, Xinrui, "How to Deal with Misbehavior in the Classroom?" Volume 2 No 1, May 2012, p. 143.

²¹ Gulay Dalgic, Guzide Bayhan, "A Meta-Analysis: Student Misbehaviors That Affect Classroom Management" Volume 9, Cypriot Journal of Educational Sciences. p. 102

In a study of Alhassan that conducted in Nigeria, there were nine types of misbehavior were identified. They were aggression, fighting, self-failure, interfering with the work of other children, damaging own property, bullying, vandalism, running around the class and damaging class furniture.²² Meyers also classifies student misbehavior as being overt and covert. Overt is open and observable behaviors like students talking during class, using cell phones, eating or drinking. Covert is passive behaviors like sleeping during class, coming late, leaving class early, acting bored and disengaged.²³

In this study, the reseacher uses the theory from Sun and Sheck. The theory is chosen because it has many varieties than another theory. It can be seen from the table below, from each categories it is divided into some sub-categories. In summary, it is clearer and make the reseacher easy to use in collecting the data.

Table 2.1 Students Misbehavior Categories by Sun Rachel C. F. And Shek Daniel T. L²⁴

No	Category of students misbehavior	Sub Category
1.	Doing something in private	a. Dealing with personal stuff. b. Doing homework. c. Using electronic device (for texting, playing games, surfing webpage, listening to music). d. Irrelevant reading. e. Irrelevant drawing.
2.	Talking out of turn	a. Calling out b. Making remarks c. Having disruptive conversationlking out of turn
3.	Verbal	a. Te sing classmates

²² Gulay Dalgic, Guzide Bayhan, "A Meta-Analysis: Student Misbehaviors That Affect Classroom Management" Volume 9, Cypriot Journal of Educational Sciences. P 102

²³ Ibid

²⁴ Yuan, Xinrui, "How to Deal with Misbehavior in the Classroom?" Volume 2 No 1, May 2012, p. 143.

	aggression	b. Attacking classmates c. Quarrelling with classmates d. Speaking foul language
4.	Disrespecting teachers	a. Disobedience/Refusing to carry out instructions b. Rudeness/Talking back, arguing with teacher
5.	Non-attentiveness/Da ydreaming/Idlen ess Sleeping	
6.	Out of seat	a. Changing seats b. Wandering around the classroom c. Catching d. Running away from the classroom
7.	Habitual failure in submitting Assignments	
8.	Physical aggression	a. Striking classmates b. Pushing classmates c. Destroying things
9.	Copying homework Non-verbal communication Clowning Playing Lateness to class Eating/Drinking Have not yet prepared textbook well Passive engagement in class	a. Via body language, facial expressions, papers

Table 2.2 Modified Students Misbehavior Categories by Sun Rachel C. F. And Shek Daniel T. L²⁵

No	Aspect	Category	Sub Category
1	Doing something in private	a.Dealing with personal stuff. b.Doing homework. c.Using electronic device d.Reading text. e.Drawing.	a.Playing eraser, book, pencil, pen or other stuff. b.Doing English homework or other lesson. c.Texting, playing games, surfing webpage, or listening to music. d.Reading novel, newspaper, or other lessons. e.Drawing everything that students imagine in English textbooks or other books.
2.	Talking out of turn Conversati on	a. Calling out b. Making remarks c. Having disruptive conversati on or talking out of turn	a. Calling out friends b. Making remarks in teacher explanation and friends talking.
3.	Being verbally aggressive	a. Teasing classmates b. Attacking classmates c. Quarrellin g with classmates d. Speaking	a. Holding uniform, hair, or other part of body.

²⁵ ibid

		foul language	
4.	Disrespecting teachers	a. Disobedience b. Rudeness	a. Refusing teacher's instructions b. Arguing to the teacher
5.	Not paying attention	a. Sleeping b. Daydreaming c. Idleness	
6.	Moving lots	a. Changing seats b. Wandering around the classroom c. Running away from the classroom	
7.	Assignment submission	Not submitting the assignment punctual	
8.	Physical aggression	a. Striking classmates b. Pushing classmates c. Destroying things	c. Destroying desk, clock, or other things in class
10.	Copying homework		
11.	Non-verbal communication	Via body language, facial expressions, papers	
12.	Clowning		
13.	Playing		

14.	Coming late to enter the class		
15.	Eating and Drinking		
16.	Haven't prepared the textbook		
17.	Act Passively		

From the table above, the researcher modified the categories in order to make clearer the researcher to get the data. In this study, the categories above is used for identify the students' misbehavior in English class in each skill; reading, listening, writing, and speaking.

c. Teacher Strategy in Handling Students' Misbehavior

Students' misbehavior is always found in class. That is way English teacher should effectively manage their classes through adopting appropriate discipline strategies to reduce misbehaviors found. Here is some strategies to handle student misbehavior in English class by some expert:

According to Xinrui Yuan there some ways that can do, they are :²⁶

1. Pre-empting Misbehaviour

Pre-empting means that the teacher monitors the students' behavior and appropriateness during the learning activities and sustains students' academic engagement when she faced problem during the lesson, so that misbehavior can be avoided.²⁷ Teacher usually used classroom rules to

²⁶ Yuan, Xinrui, "How to Deal with Misbehavior in the Classroom?" Volume 2 No 1, May 2012, p. 147

²⁷ *ibid*

prevent students' misbehavior. Classroom rules should be very clear, it usually given when first meet in new class.

In summary, pre-empting misbehaviour can make the teaching and learning progress smoothly and effectively and also help to establish an appropriate relationship between teacher and students.

2. Teacher Behaviour Continuum

Regarding the misbehaviour at the individual level, teachers should find out the reasons of the improper behaviour first and then the response should move along a continuum according to the perceived seriousness of the interruption.²⁸ If the student misbehaviour becomes a little bit more serious than non-verbal misbehaviour, for example, fiddling or doodling and not paying attention, then the verbal intervention through non-directive statements, questions and directive statements will reflect progression along the continuum.

3. Rewards and Punishments

Kyriacou defines punishment as in essence a formal action which the student is intended to experience as unpleasant as a means of helping them to behaviour appropriate in the future.²⁹ If reminding the students' misbehavior is not enough, the one which the teacher could do is giving punishment. Punishment was given when the misbehavior was chronic and disruptive the classroom a lot.

According to Jim Walters and Shelly Frei, there are six guideline for handling common misbehavior. They are :³⁰

²⁸ *ibid*

²⁹ *ibid*

³⁰ Jim Walters and Shelly Frei, *Managing Classroom Behavior and Discipline* (USA: Shell Education, 2007) p. 130

1. Structure

For handling serious students interruptions in class, structure is needed. Structure doesn't mean rigidity. A structured approach is one in which students know exactly what is expected of them, which behaviors are acceptable or unacceptable, what the consequences are for each misbehavior, and what the time frame is for each expected behavior.

Many teachers find that their most difficult students crave routine because it might be lacking otherwise in their lives. Once students are familiar with teacher routine, the problems will only arise when changes are made to that routine. This gives a wellplanned teacher much more control in his/her overall classroom management.

2. Negotiate

Consider negotiating with a struggling student. This is often an unwelcome word to teachers, but it can really work with certain students. When there is a problem, everyone wants to feel a measure of validation and control, including the students. Give them guidelines and then let them choose what to do. Sometimes teacher may need to adjust some expectations and negotiate with students to reach common understandings, such as when and how assignments need to be done. When students have the opportunity to express their voices in classroom processes, they share in decision making and the construction of knowledge being learned. Always calmly discuss which areas, such as content required by standards, are nonnegotiable.

4. Deal With Problems Quickly

In order to remind the students that they misbehaved, the teacher often gave a code and reminded the students easy. Saying "focus" is a quick way to tell a child to stop daydreaming and get to work.³¹ By those reminder, it means

³¹ Jim Walters and Shelly Frei, *Managing Classroom Behavior and Dicipline* (USA: Shell Education, 2007) p. 131

that the teacher responded the students' misbehavior quickly in order the students behave nicely again.

5. Use Direct Language

Direct language is used because the teacher could directly tell the students that what they did could disturb the teaching and learning process. It can be used specific mention of the behavior teacher want to see or the behavior do not want to see. Don't rely on "knock that off" or "cut that out." It's better to say, "Put your sharpener away and read the chapter."³² Therefore, directly reminding the students to behave nicely in the classroom is one of the best strategies to solve the problem quickly.

6. Know Your Bottom Line

All teachers need to know where they draw the line between working with a student and deciding that the student has misbehaved enough. The teacher should be aware of school policy and have a plan for when to send a student to another teacher's classroom, when to call the parents, when to send a student to the principal, or even when to call the police. Remember, a bottom line is just that. It is for serious offenses. Teachers should never threaten these actions unless they are ready and willing to follow through.³³

7. Follow Up

Finally, follow up on the problem. Once a crisis has passed, make a point of talking to the offending student during the day. If possible, express something positive but make a connection, even if it is neutral. With every problem, it is important to keep a log. This will a teacher if problems involve more parties in the future. If the problem is very serious, make sure the administration knows what happened and what teacher did.

³² Jim Walters and Shelly Frei, *Managing Classroom Behavior and Discipline* (USA: Shell Education, 2007) p. 130

³³ *ibid*

B. Previous Study

Several researches regarding to this issue have been widely conducted. In Ethiopia, Tilahun Yohannes have conducted the research entitled Classroom Misbehavior Management In Physical Education Classes of East Badewacho Wodera and Shone Administrative City in Selected Secondary and Preparatory School. He identified the main causes of students' classroom misbehavior and tried to suggest some possible solution to minimize the students' classroom misbehavior in physical education (P.E) class. The study finding concluded that regarding to the causes of classroom misbehavior were related to students' include; no positive relationships between teachers and students, lack of interest, dislike to a teacher, ignorance of the classroom rules, and less attention of family. While the causes from the teachers' were lack of planning & preparation, poor teaching, failure to enforce rules, failure to use appropriate teaching aids, and lack of interest.

Another similar research was done by Ch. Sella S wrote her thesis entitled Classroom Management in English Class of Pangudi Luhur Elementari School, Yogyakarta. She identified the students' misbehaviors which happen in English class of Pangudi Luhur Elementary School Yogyakarta and analyze the classroom situation of classroom around which the misbehavior happen. Last, she identified the teacher's strategies to handle those misbehavior. The finding showed that there were two categories of misbehavior which happen in English class. The first, category was verbal misbehavior which consisted of chatting, shouting, laughing, singing, asking again, talking back to the teacher and crying. While the second categories was physical misbehavior, that consist of walking around, teasing classmate, running away, destroying things, playing, changing seat, dancing, drinking, sleeping, clipping, and rolling. The other finding was related with the class situation that becoming causes of misbehavior, they are grouping and sitting, giving instruction and monitoring, and timing. The finding also showed that English teacher's strategies to control misbehavior were rules, giving motivation, and using voice and body language.

The third study comes from Bonaventura Estu Parasdyia entitled Classroom Management Problem During The School Practice Program, This study focused on identified the English

Language Education Study Program Sanata Dharma University practice teaching students' classroom management problem during the School Practice Program, she also identified the solutions to the the English Language Education Study Program Sanata Dharma University practice teaching students' classroom management problem during the School Practice Program. The result showed that a total eight problem are found based on qestionnnare analysis, and were categorized into teacher factor, student factor, and school factor. Futhermore, the major solution to the problem were seating rules, designing interesting learning activities, approaching directly, and giving caution or reward.

The last study is from Alberik Ryan Tendy Wijaya writes his thesis entitled English Teachers' Classroom Management Strategies in SMP Maria Immaclata Yogyakarta, he observe the misbehavior found in SMP Maria Immaculata grade eight of English Class. He also identify the English teacher opinion about the parent interference in the school especially about phyycal aggression case. Last, teacher strategies to manage the calssroom while avoiding unnecessary conflicts. The researcher used mix methode that combined obervation, questionnnare, and interview to find the necessary data from the students and and the teacher to answer the reserach question. The most common misbehavior gathered from the observation and the questionnaire were clowning, playing, and having disructive conversation. The student did the misbehavior because the were bored, they follow their friend, and the hated the teacher.

In general, all the researchers commonly focused on the students' misbehavior found. Therefore, in this research, the researcher will take different research that analyzes misbehavior found in each skill; reading, writing, listening and speaking and knowing the teacher's strategies for handling those kinds of misbehaviors found for each skill.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design and approach, research presence, research setting, data and sources of the data, research instruments, data collection technique, data analysis technique, checking the validity of findings and research stages.

A. Research Design and Approach

In this study, the researcher tended to use qualitative descriptive to find out the result find out the result of first and second research questions Qualitative method is used when the research aims are to describe phenomena.³⁴ Cresswell stated that a qualitative research is an inquiry process of understanding a social or human problem, it based on building a complex, holistic picture, formed with words, reporting detailed views of information and conducted in a natural setting.³⁵ This study attempted to describe the phenomena of natural setting related to the real situation in English class, whether classroom misbehaviors are found in English four skill; reading, listening, writing and speaking and the appropriate teacher's strategies that is used to handle misbehaviors.

The study used the naturalistic approach in determining the data. Newman and Benz defined naturalistic approach as an approach for observing and interpreting the reality with the purpose of developing a theory that explains what was experienced.³⁶ In this study researcher was observing the English learning process to get the data. It was related to know the misbehavior found and teacher's strategies in handling the

³⁴RulanAhmadi, "*Metodologi Penelitian Kualitatif*" (Yogyakarta: Ar-Ruz Media, 2014), 4.

³⁵Ch. Sella S, "Classroom Management in English Class of Pangudi Luhur Elementari School Yogyakarta" Undergraduate thesis of Sanata Dharma University, 2015. p 24

³⁶Isadore Newman and Carolyn R. Benz, *Qualitative-quantitative Research Methodology: Exploring the Interactive Continuum* (Illinois: Southern Illinois University Press, 1998), 3.

students' misbehavior appear in each of four skill; reading, writing, listening and speaking.

B. Research Presence

In this research, the role of the researcher was as an observer and interviewer. The researcher collected the data by doing observation class and interview, so the researcher came to the class and did observation. The researcher also came to the participants and asked some questions based on the interview guideline.

C. Research Setting

This study takes place in Junior High School 22 Surabaya. It is located at Jl. Gayungsari Barat. X No.38, Gayungan, Surabaya. The school was chosen because the English teacher is experienced, she has more ten years teaching in English and also become as the peer consultant advisor in the school. As peer consultant advisor the teacher has responsibility in handling student representative for each class to solve the whole problems associated with student learning difficulties or any disturbing things in the class. From that, researcher believed that she has been appropriate and has good teaching strategies in handling students' misbehavior because of her expertise becomes a peer consultant advisor. Second reason, according to the preliminary research through observation class. From some classes, 7D was chosen because almost all the categories of students' misbehaviors were found there. In summary, the researcher believed that the school is appropriate for doing this research.

D. Data and Source of Data

1. Data

The data of this research is misbehaviors which were done by the students and the strategies which were applied by the teacher in handling kinds of misbehaviors in four English skill; reading, writing, listening and speaking in English class. The students' misbehavior and teacher strategies were analyzed through direct observation and the video recording of teaching by using Sun and Sheck theory. Based on the observation and interview which the researcher done, the researcher was able to know the misbehavior did by students and also teacher strategies to handle it.

Besides that, interviewing the teacher also became the main information to answer the second research questions related to the strategies used. From the result, researcher was able to know what were the strategies used by the teacher to manage students' misbehavior in English class, in order misbehavior could be minimalized.

2. Source of Data

Related to the data that were needed in this research, the sources were from the students who misbehaves in class and interviewed the English teacher. To know the variety of students' misbehavior in class, the researcher did class observation. During the observation, the researcher took a video recording. Such as videos of teaching activities include; reading, writing, listening and speaking. The researcher interviewed the teacher after class. This interview was done for knowing the strategies used in managing students' misbehavior in each activities in English class.

E. Research Instrument

The research instrument aimed to get the data to answer first and second research question. Therefore, the instrument used in this research were observation and interview.

1. Main instrument

In this study, the main instrument was the researcher. The researcher did class observation and took video in teaching English related to four skills; reading, writing, listening and speaking in English class for knowing the misbehavior did by students. The researcher also did interview for knowing the teacher's strategies in handling students' misbehavior. The teacher strategies during handling misbehavior is used as the data.

2. Instrument Tools

These particular tools are needed for collecting the data in this study:

a. Observation Guideline

The students' misbehavior analyzed by observation guideline. The observation guideline was depend on the categories of misbehavior by Sun and Shek that state in Scientific World Journal. (*See Appendix 1*)

b. Interview Guideline

The researcher interviewed the teacher, it became the instruments in making sure about the strategies that teacher used in class. It is also used as the additional information related to the teachers' strategies used in order to answer second research question. The strategies might be different from both the observation class and the days before, it was depends on the misbehaviors did by the students at the time. So, teacher might be used the most appropriate strategies for each misbehaviors. In interviewing the teacher, the researcher used the interview guideline. (See Appendix 2)

F. Data Collection Technique

For collecting the data, researcher used Cresswell theory. He stated that there were variations on qualitative data collection such as observations, interviews, documents, and audiovisual materials.³⁷ In this study, for answering the research question, the researcher used observation for knowing the real situation and interaction both students and teacher. Interview was also needed for knowing the teacher's opinion related the appropriate strategies used by the teacher in handling students' misbehavior.

The direct observations were done by the researcher while taking video during teacher was teaching. After class, the researcher did interview in order to check the validity strategies that teacher used during observation class.

a. Observation

Observations represent a frequently used form of data collection, with the researcher able to assume different roles in the process.³⁸ In this study, researcher observed the students and teacher during teaching to know the real situation in English class while students were misbehaving and how teacher handled it. When the teacher was teaching in each skill, the

³⁷ John W. Cresswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition. (Boston: Pearson Education, Inc., 2010), 214

³⁸ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition. (Boston: Pearson Education, Inc., 2010), 212.

researcher noted several things did by students and teacher interaction in English class. The researcher also lists misbehavior strategies did by the teacher in English class using observation guideline. (See Appendix 1)

b. Interview

The interview was done orally between the researcher and the English teacher. In interviewing the teacher, researcher use a mobile phone to record the teacher answer, it was very important to make sure that the data wasn't lost. The interview result was used as the main data in answering second research question related to strategies managing classroom misbehaviors using interview guideline. (See Appendix 2)

G. Data Analysis Technique

According to Cresswell, there were 6 steps that can be done for data analysis techniques.³⁹ It was important to help the researcher to conduct the research in order to get a valuable meaning to answer both the research questions.

1. Collecting Data

Researcher collected. It involved the observation result and field note and teacher' interview results.

2. Reading all the data.

In this step, the researcher collected the data. The researcher read all the data to get the information needed. The researcher gave sign the important data needed.

3. Preparing and Organizing Data for Analysis.

Researcher organized the data depend on the information. Here, the data were arranged into different type realate to students' misbehavior and teacher's strategies.

4. Coding the data.

Here, the researcher analyzed all the data got. The researcher identified which data that needed to be used or needed to be reduced.

5. Coding to Build Descriptions/Theme.

³⁹ John. W. Cresswell. *Research Design: Qualitative, Quantitative and Mixmethod Approach*. (London: Sage Publications, 2014) 247

The researcher analyzed the misbehavior found by using theory of Sun and Sheck and the teacher's strategies by using the theory of Xinrui Yuan and Jim Walters .

6. Interpreting the Findings.

The analyzed data explained in the chapter 4 of this study; finding and discussion. The findings related to the theory mentioned above. Finally, the last step of analyzing data was to conclude the whole research

H. Checking Validity of Findings

After analyzing the data, the researcher needed to validate the findings of this study. According to Creswell, there were three techniques to validate the findings, these were triangulation, member checking, and auditing.⁴⁰ In checking validity of the findings, the researcher used triangulation technique. Triangulation is the process of corroborating evidence from different individuals, types of data; observational field notes and interviews, or methods of data collection; documents and interviews in descriptions.⁴¹ The researcher also asked the validation from the English teacher whether the students' misbehavior that the researcher found was the same as what the teacher found in class.

⁴⁰ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition. (Boston: Pearson Education, Inc., 2010), 259

⁴¹ Ibid

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and discussion about students' misbehavior in English class and teacher strategies to handle it. This chapter presents the collected data from observation class and English teacher's interview to answer the second research question. Furthermore, the analyzed data is categorized based on the aspect of misbehavior in discussion part.

A. Research Findings

Research findings present the information that was discovered by the researcher through research instruments which had been validated by the expert lecture from English Education Department. The research was conducted two times of direct observations class on 5th and 12st December 2018. The data was gained from the students and English teacher of 7D class. The researcher did the observation and video recording to analyze the misbehavior which was done by the students. Researcher also interviewed the teacher to know the appropriate strategies in handling students' misbehavior. The researcher explored the findings in detail by explaining kinds of misbehavior which was done by students based on categories of misbehavior stated by Sun and Shek. Theories related to strategies to handle misbehavior were used as the guidance in analyzing the strategies applied by teacher when the teacher was teaching in English class.

1. The Students' Misbehavior in English Class

The students' misbehavior were found from direct observation and video recording during the teaching process. The students' misbehavior were analyzed using observation guideline (*see appendix 2*). The observation was done for two meetings. The first class observation was in reading and writing activity and the second class observation was in speaking and listening activity.

a. Students' Misbehavior in Reading and Writing Activity

In the first day observation, researcher observed the students' misbehavior in reading and writing activity. After explaining the material teacher asked students to do some questions related with reading comprehension (reading activity) and made paragraph about their best classmate (writing activity). Here researcher observed the students' misbehavior during reading and writing activity activities. It was described below:

1. Doing something in private

The students did their personal stuff, did homework, using electronic device and drawing in reading and writing activities. It was happened during the activity. It can be seen in the pictures below:



Picture 4.1 Student hold pencil



Picture 4.2 Student hold eraser



Picture 4.3 Using electronic device



Picture 4.4 Drawing

There were students who hold eraser and pen in their hands. There was also a student who used cell-phone to find some sources related to the material. Last, the researcher found student drew something in her English text book.

2. Talking out of turn

In this reading and writing activities, the researcher found some students were calling out and having disruptive conversation. It was happened when some of them had already done their work, sometimes they were calling out their friends and sometimes talked to each other. It might disturb the other students who hadn't

already finished their tasks. The findings are shown as follow:



Picture 4.5 Calling out friend



Picture 4.6 Distruptive Conversation

3. **Being verbally aggressive**

It is divided become four categories, they are teasing classmate, attacking classmate, quarrelling with classmate and speaking foul language. Teasing classmate was found in this activity. The student was touching her friend's cheek.



Picture 4.7 Teasing classmate by touching friend's cheek.

4. **Playing**

The researcher found the student played. She played a piece of paper and it was folded in to two. The paper was thrown which could make a sound.



Picture 4.8 Playing paper thrown

5. **Not paying attention**

Not paying attention was related with daydreaming, idleness and sleeping. In reading and writing activity, researcher found student daydreaming in class.



Picture 4.9 Daydreaming

6. Eating and Drinking

The researcher saw the student was drinking in this class. Some of them prepared their water on the table. It made the researcher interested to interview the teacher. The teacher stated that she allowed the students to drink and forbid them to eat.



Picture 4.10 Drinking

b. Misbehavior in Speaking and Listening Activity

In the second day observation, researcher observed the students' misbehavior in speaking and listening activity. In this meeting, researcher used group activity. The group is divided into four based on the desk line. Teacher asked the students to demonstrate their friend that they had described (speaking activity), the other friend should listen carefully and guessed who was described (listening activity). Here researcher observed the students'

misbehavior did during both two activities. It was described below:

1. **Dealing with personal stuff**

In this activity researcher found the student put a book on their head when he listened his friend who demonstrated their work in front of the class.



Picture 4.11 Put a book on head

2. **Talking out of turn**

Group activity made the students was so active for joining the activity. In the order hand, it also made the students were so noise and uncontrolled. One of the effect of this was students calling out friend's name to come forward and demonstrated their work.



Picture 4.12 Calling out

3. Moving lots

Changing seat is one of the researcher found in this speaking and listening and speaking activity. It was happen when the students were interesting to guess the answer. In order could guess the answer, teacher should point the students first. That is way students were changing seat and came forward in order teacher clearly saw and point them.



Picture 4.13 Changing seat

4. Clowning

Clowning was mostly used by the students in speaking activity when described their friends in front of the class. It made the whole class laugh and noisy.



Picture 4.14 Clowning

5. Passive engagement in class

The problem was found when some of the students didn't participate to guess and answered the student who spoke in front of the class. Sometimes who answered the guess was the same person.



Picture 4.15 Passive engagement in class

From the explanation above the misbehavior that found in reading and writing activity are; dealing with personal stuff ; that is hold pencil and eraser, talking out of turn; that is calling out friend, being verbally aggressive; that is teasing classmate by touching friend's cheek, playing; that is play paper thrown which cause sound, not paying attention to teacher, and drinking. While the misbehavior that is found in speaking and listening activities are; dealing with personal stuff; that is put a book on head, talking out of turn; that is calling out friends, move lots; that is changing seat, clowning and act passively in class.

2. Teacher's strategies in Handling Students' Misbehavior

One reality that continues to challenge even the most experienced teachers is how best one can deal with persistent misbehavior in the classroom.⁴² Here is the following table presents the students' misbehavior and teacher's strategies based on the class observation and teacher's interviewed in four activities; reading, writing, speaking and listening:

⁴² Mehrak Rahimi and Fatameh Hosseini K, EFL teachers' classroom discipline strategies: the students' Perspective", *Procedia - Social and Behavioral Sciences* 2014 . p 309

Table 4.1 Students' misbehavior and teacher strategies used.

No.	Students' Misbehavior	Teacher's strategy
1.	Dealing with personal stuff : a. Student hold pen and eraser b. Student put a book on head c. Student use electronic device d. Drawing	Used direct language.
2.	Taking out of turn : a. Calling out friend's name b. Disruptive conversation	Direct language, reward punishment and/or conduct face to face meeting.
3.	Being verbally aggressive: a. Teasing classmate	Direct language and solve the problem quickly.
4.	Playing	Solve the problem quickly.
5.	Not paying attention : a. Daydreaming	Solve the problem quickly.
6.	Drinking	Pre-empting
7.	Clowning	Used direct language
8.	Act Passively	Reward and punishment

From the table above, the teacher applied some strategies that they are dicribing below :

a. Pre-empting Misbehavior

Pre-empting is taking action in order to prevent the misbehavior. For preventing the misbehavior, the teacher made classroom's rule. According to the interviewed, teacher said that classroom rule should be clear when they first meet in their new class. The teacher's example of classroom rules were students shouldn't come late and

prepare their textbook before the teacher came. Students were allowed to drink but forbade to eat, etc. In summary, if the teacher maintained appropriate rules teacher could teach and students could learn comfortably.

...every first meet in new class, I always make class agreement. The rules are important to make students know what they should and shouldn't do in my class...
(...setiap awal pertemuan di kelas baru, saya selalu membuat perjanjian kelas. Peraturan peraturan itu sangat penting supaya mereka tau apa yang seharusnya dan tidak seharusnya siswa kerjakan di kelas...)

b. Used direct language

Teacher stated that tell exactly when students did misbehavior become best way when students did something in private. When the students were concerning with their personal stuff, using electronic device, and doing irrelevant drawing, teacher used direct language to solve this misbehavior.

...Don't put your book on head, please put it on table and do your assignment

(Jangan meletakkan buku diatas kepala, silahkan taruh diatas meja dan kerjakan tugasmu)

The direct language above was used by the teacher when she saw a student put a book on head. It was found when the researcher did direct observation class. That was also proven by the teacher's interview result below:

...I usually speak directly if the student did something that make them can't focus joining my lesson, for example; when the students are making noisy in class, I give sign directly, "do not be noisy, please submit your work if you already done...

(saya biasanya menegur secara langsung jika ada siswa yang mengerjakan sesuatu yang membuat mereka tidak bisa fokus mengikuti pelajaran saya. misalkan banyak siswa yang berbicara sangat keras di kelas, saya segera memberi peringatan secara lisan, "jangan ramai, silahkan dikumpulkan tugasnya jika sudah selesai")

c. Deal with the problem Quickly

Deal with the problem quickly is alike code which the teacher gave to the students when the students did the misbehavior. The misbehavior become resolved soon if the teacher deals with the problem quickly. It becomes appropriate strategy to all misbehaviors. If the misbehaviors were solved quickly, it might be true the others misbehavior will not appear. The interviewed result also showed that teacher used this strategy in handling students' misbehavior in English class. Here is the example of the teacher solved the misbehavior quickly:

... I directly say to the student, and say "focus" which mean the student is forbidden to play cellular phone ...
(*saya segere menghampiri jika ada anak yang melamun di kelas, saya berkata "ayo nak fokus"*)

d. Reward and Punishment

Teacher applied reward and punishment in class. The reward was given when the students were active in class. Teacher gave the additional score to students who active to participate in the lesson. A reward can help students have high self-confident and avoid their misbehavior. In the other hand, teacher also applied punishment to the student who did not participate actively in class. In this case, while giving a punishment teacher chose an activity that made them active in class. The punishment was given when the students calling out or disturb their friends. Teacher pointed out and asked the disruptive students to answer the question or participate actively in class.

... do not be noisy, please come forward and demonstrate your task...
(*jangan ramai, ayo silahkan maju dan sampaikan ke depan kelas hasil tugasmu*)

B. Discussion

In this section researcher analyzes the students' misbehavior in English class and teacher's strategies in handling those kinds of misbehaviors. It analyzes by using the theory that has presented in chapter II. The are two sections in this part. First the researcher discusses the types of the students'

misbehavior. The second, researcher discusses the common strategies in handling students' misbehavior in English class.

1. The students' misbehavior in English class

In this section, researcher discusses the first research question, "What are students' misbehavior found in English class of Junior High School 22 Surabaya?" Classroom misbehavior is a major source of classroom wasted time and a situation that negatively interferes with students' opportunity to learn.⁴³ While student misbehavior is described as a set of inappropriate behaviors that can disturb learning in the classroom and seems to be a challenging issue for teacher.⁴⁴ The result of direct observation in English class, almost all aspects of misbehavior were found in this class. Those misbehavior were doing something in private (e.g playing with personal stuff , using cellphone, drawing), talking out of turn (e.g calling out friend, having disruptive conversation), not paying attention, moving lots (e.g changing seat), clowning, playing, eating and drinking, and act passively in class.

a. Doing something in private

Teacher reported that the students did something in private which was unrelated to the lesson, such as dealing with personal stuff (e.g., dealing with personal stuff like paying pen, eraser, or book), using electronic device (e.g., using cell-phone), and drawing. This finding is affirmed by Sun and Sheck theory that doing something in private is an off-task behavior in which students are doing something irrelevant to classroom learning.⁴⁵ It can be said that

⁴³ Susan and James, "Teacher Beliefs and Responses Toward Student Misbehavior: Influence of Cognitive Skill Deficits" *Journal of Applied School Psychology*, Volume 33, 2017

⁴⁴ Yusuf Öztürk, "Student Misbehavior in the EFL Classroom: Perceptions of Pre- and In-Service Teachers". *Journal of Education and Practice*. Vol.8, No.29, 2017. P 115

⁴⁵ Rachel C. F. Sun and Daniel T. L. "Shek, Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions" *The ScientificWorld Journal* Volume 2012. P 4

doing something in private makes the learning process disturbed.

b. Talking out of turn

The second category of misbehavior found were talking out of turn. In this category, the researcher found some students who were calling out friends and did disruptive conversation. This finding is affirmed by Sun and Sheck theory that talking out of turn was another problem behavior which was mainly referred to students chatting among themselves on irrelevant topics that disrupts the lessons, calling out, and making remarks on somebody or something without teachers' permission.⁴⁶ This result of the study is in line with the result of Alberik's research which was about English teacher classroom management strategies. Alberik stated on his research that talking out of turn is one of the common misbehavior in class.⁴⁷

c. Being verbally aggressive

This misbehavior mainly referred to more hostile verbal expression, such as teasing, attacking, quarrelling, and speaking foul language.⁴⁸ This finding is affirmed by Sun and Sheck theory that the researcher found a student who teasing her classmate by touching friend's cheek. This result of the study is in line with the result of Sella's research which was about classroom management in English class. The finding showed that there were some students who teased his friends by seeing their friends' work.⁴⁹ In summary, teasing friend is mostly appeared in being verbally aggressive misbehavior.

⁴⁶ Rachel C. F. Sun and Daniel T. L. "Shek, Student Classroom Misbehavior.....3

⁴⁷ Alberik Ryan, "English classroom management strategies in SMP Maria Immaculata Yogyakarta" 2017 p 26

⁴⁸ Rachel C. F. Sun and Daniel T. L. "Shek, Student Classroom Misbehavior.....3

⁴⁹ Sella, "Classroom management in English class of Pangudi Luhur Elementary School Yogyakarta" Undergraduated thesis of Sanata Dharma University Yogyakarta. 2015. P 38

d. Not paying attention

Not paying attention includes a student's disregard of directions; the lack of attention to directions is indicative of lack of attention because it does not require another individual to enact. This finding is affirmed by Sun and Sheck theory that the researcher found a student who daydreaming.

e. Playing

The result of the study shown that the student was playing during learning process. This finding is affirmed by Sun and Sheck theory that playing is one subcategory of the misbehavior. This result of the study is in line with the result of Sella's research which was about classroom management in English class. The finding of the research stated that playing is one of the physic misbehavior that she had found.

f. Eating and Drinking

Drinking was found in this research. This misbehavior occurred when students individually violated the normative behavior of a classroom. This result of the study is in line with the result of of Sella's research which was about classroom management in English class. The finding of the research stated that drinking is one of the physical misbehavior that she had found. This finding is affirmed by Sun and Sheck theory that drinking is subcategory of the misbehavior.

g. Moving lots

Out of seat was found in this study. It would affect students learning and classroom atmosphere.⁵⁰ The reason is because when the students move a lot, they disturb their friends and make the class becomes noisy. This finding is affirmed by Sun and Sheck theory that moving lots is subcategory of the misbehavior.

h. Clowning

⁵⁰ Sun and Sheck "Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions" The ScientificWorld Journal Volume 2012.

Clowning was also would affect students learning. It makes classroom atmosphere so crowded. This finding is affirmed by Sun and Sheck theory that moving lots is subcategory of the misbehavior.

i. Passive engagement in class

Passive engagement in class is classified as an action because it does not require another actor to be performed; a student may fail to engage but never directly interact with another. To be clear, only the student who is failing to engage is required for this misbehavior to occur. In this research, this finding is shown that some of the students is not active in participating in lesson. This is affirmed by Sun and Sheck theory that passive engagement in class is subcategory of the misbehavior.

From those aspect of students' misbehavior that was found, having disruptive conversation was mostly found and it was very disturb class environment in English class. It can be proven from the class observation, having disruptive conversation was not found in only one activity but it was found in all activities; reading, writing, speaking, and listening.

From those skill, it can be concude that the misbehavior in speaking and listening is less then misbehavior in writing and reading. It is because the teacher applied group activity in speaking and listening skill. It is in line with the the research finding of Aberik's research. He stated that using group work is becoming one of the strategy to prevent the misbehavior.

2. Teacher's Strategies in Handling Students' Misbehavior

In this section, researcher discusses the second research question that is knowing appropriate teacher's strategies that is used to handle students' misbehavior in English class. Based on the findings above, there are four strategies which teacher applied in solving the students' misbehavior, they are used direct language, reward and punishment, solve the problem, and pre-empting.

a. Used direct language

Teacher used direct language in some misbehavior which were done by the students, such as dealt with the personal stuff (*holding pen and eraser, putting book on head, using electronic device, and drawing*), talking out of turn (*calling out friend's name, and disruptive*), being verbally aggressive (*teasing classmate*), and clowning. Holding pen and eraser is misbehavior which students often did, while calling friend's name and having disruptive conversation includes to verbal interruptions as noted by Levin and Nolan.⁵¹

Direct language is used because the teacher could directly tell the students that what they did could disturb the teaching and learning process. In addition, Jim Walters and Frei's theory is in line with this strategies. They said that tell the student exactly what the teacher want to see or the behavior do not want to see is the best way when resolving the problem. Therefore, directly reminding the students to behave nicely in the classroom is one of the most strategies which was used by teacher.

b. Reward and punishment

If reminding the students' misbehavior is not enough, the one which the teacher could do is giving punishment. Punishment was given when the misbehavior was chronic and disruptive the classroom a lot. Based on the finding, the teacher gave punishment when the students talking out of turn (*calling out friend's name, and disruptive*) and act passively. The teacher wanted the students to pay attention on the lesson instead of being busy with themselves and disturbing their friends. That is why the teacher gave punishment to make the students aware, stay focus on the lesson, and do not repeat the same mistakes.

⁵¹ Petro Marais and Corinne Meier "Disruptive behaviour in the Foundation Phase of schooling". South African Journal of Education, vol.30, 2010

Moreover, the students did not participate actively in the class might be caused by having less self-confident. That is way, reward and punishment became the best strategies to handle it. By seeing the passive students, teacher should make the punishment that could make the student became active in class. In the direct observation, researcher found that teacher asked the passive student to come forward and demonstrate their work in front of the class. By doing that activities, teacher hoped that students was able to have high self-confident and do not act passively anymore during the lesson.

Furthermore, the teacher also conducted face-to-face meeting to the students who misbehaved in the classroom. Xinrui Yuan stated that punishment is formal action which the students is intended to experience as unpleasant as a means of helping them to behavior appropriate in the future. In summary, the teacher might choose the strategy depend on the level of the student misbehavior.

c. Deal with the problem quickly

In order to remind the students that they misbehaved, the teacher often gave a code and reminded the students easy by saying “stay focus or do not play”. By those reminder, it means that the teacher responded the students’ misbehavior quickly in order the students behave nicely again. It was done when the students teasing classmate, playing, and daydreaming during the class. For instance, when teasing classmate, the student hold her friend’s cheeks while laughing, the teacher said “do not do that”. It means that the teacher dealt with the student’s problem directly. If the teacher do not act quickly, the others students would join the student to play. That is way the teacher played an important role in class to reduce that misbehavior.

d. Pre-empting

Pre-empting means that the teacher monitors the students’ behavior and appropriateness during the learning activities and sustains students’ academic

engagement when she faced problem during the lesson, so that misbehavior can be avoided.⁵² In the real action, pre-empting can be classroom contract between the teacher and the students before the first class begins. In line with that definition it is what the researcher found in the interview section with the teacher. The teacher said that she made a clear rule when she attended the class for the first time, like allowed the students to drink instead of eating in the class. She applied the rule to make the learning process run well and effectively. Thus, pre-empting is important in preventing students' misbehavior.

From the explanation above, it is very significant to know the variety of students' misbehavior in English class. It is also important for teacher to know the appropriate strategies related handling all types of misbehaviors. It is very significant because the different misbehaviors come, the different strategies should do. In summary, teacher should be able to choose which strategies are suitable for dealing with each misbehavior.

⁵² Xinrui Yuan, "How to Deal with Misbehavior in the Classroom?". Vol. 2 No.1, 2012.
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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded this study as follow:

1. From nine aspects of students' misbehavior according to Sun and Sheck, almost all misbehavior were found in English class of Junior High School 22 Surabaya. The misbehavior that found in reading and writing activity are; dealing with personal stuff ; that is hold pencil and eraser, talking out of turn; that is caling out friend, being verbally aggressive; that is teasing classmate by touching friend's cheek, playing; that is play paper trawn which cause sound, not paying attention to teacher, and drinking. While the misbehavior that is found in speaking and listening activities are; dealing with personal stuff; that is put a book on head, talking out of turn; that is calling out friends, move lots; that is changing seat, clowning and act passively in class.

From four skills; reading, writing, speaking and listening, it can be conclude that the misbehavior in speaking and listening is less then misbehavior in writing and reading. It is because the teacher applied group activity in speaking and listening skill. It is because using group work is becoming one of the strategy to prevent the misbehavior.

2. There are four appropriate strategies that the teacher do in handing students' misbehavior. They are using pre-empting misbehavior; it is taking action in order to prevent the misbehavior, direct language; the teacher tell exacly when the student do misbehavior, solve the problem quickly; the teacher used code to solve the misbehavior, and punishment; here, the teacher uses punishment that could make the students active in class.

B. Suggestion

According to the conclusion above, there are some suggestions are intended to the English teacher and the futher researcher who has similar topic. The suggestions are as follow:

1. The English teacher

Secondary students are very active, it makes them do variety of misbehaviors. Those variety of misbehaviors also should be handled by variety strategies. It is because every misbehavior have different strategies used. In this research, it is better for teacher to pay more attention to whole class conditions, sometimes the teacher needs to walk arround, so that misbehavior can be minimalized.

2. Futher researcher

Futher research can conduct the some toptic but different subject. It might be conduct in islamic boarding school which separate male and female class or futher researcher can do research in disability students. So, it will be known the different misbehavior found. While the different misbehavior found, futher researcher will know the new variety of teacher's strategies used.

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