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TEACHER'S STRATEGIES IN MANAGING STUDENTS' MISBEHAVIOR (A CASE STUDY AT SMKN 3 BEKASI)

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ABSTRACT

ERSHA NOVITA WIDYASARI. 2015. Teacher's Strategies in Managing Students' misbehavior in English Classroom (A Case Study at SMKN 3 Bekasi). Jakarta: English Language and Literature Department. Faculty of Language and Arts. State University of Jakarta.

This study aims to find out the kinds of student misbehavior in English classroom and teachers' strategies in managing students' misbehavior in English classroom. The research method that used in this thesis was case study and the data were gathered from observation in the class. The participant of the study is a teacher who teaches English in grade 10 and 144 students' grade tenth from 4 classes. The instruments of this study were video recording and observation field note. The video recording, then, made as transcribe and the data from recording were analyzed to detect students' misbehavior and teacher's strategies. Next, the writer rated the kinds of students' misbehavior and teacher strategies from the occurences of the misbehavior that happened in the class. The result of the study showed that talking with friend or making unnecessary noise are the kinds of misbehavior that mostly did by the students. Meanwhile, the strategies that the teacher always uses are ignoring the misbehavior and warn the student to be quiet. It shows that the honor for the teacher from the student is still low and the teacher still used the simple strategies to handle the students' misbehavior.

 Key Word: Teacher's Strategies, Students' misbehavior. English Class. Classroom Management.

ABSTRAK

ERSHA NOVITA WIDYASARI. 2015. Strategi Guru Dalam Mengatasi Kelakuan Buruk Siswa Di Dalam Kelas Bahasa Inggris (studi kasus di SMKN 3 Bekasi). Jakarta: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk menganalisa strategi-strategi yang di gunakan oleh guru untuk mengatasi kelakuan buruk siswa di dalam kelas bahasa inggris. Metode penelitian yang digunakan dalam penelitian ini adalah studi kasus dan data di dapatkan melalui observasi di dalam kelas. Partisipan dalam penelitian ini adalah seorang guru yang mengajar mata pelajaran bahasa inggris di kelas 10 dan 144 siswa kelas 10 yang berasal dari 4 kelas. Instrument yang digunakan dalam penelitian ini adalah berupa rekaman dan catatan observasi di dalam kelas. Rekaman kemudian dibuat trasnkrip percakapan dan data dari rekaman kemudian di analisis untuk mengetahui kelakuan-kelakukan buruk siswa yang sering terjadi di dalam kelas dan strategi yang digunakan oleh guru untuk mengatasi kelakukan-kelakuan buruk siswa. Setelah itu penulis memberikan peringkat kepada setiap kelakukan buruk dan strategi yang diberikan guru dari yang paling sering terjadi sampai yang jarang terjadi dalam kelas. Hasil dari penelitian menunjukan bahwa berbicara dengan teman sebelah atau membuat kebisingan-kebisingan adalah tipe yang sering di lakukan oleh siswa. Sementara strategi yang paling sering dilakukan guru di dalam kelas.adalah mengabaikan atau menegur siswa tersebut. Hal ini menunjukan bahwa masih rendahnya rasa hormat siswa terhadap guru dan guru tetap menggunakan cara-cara sederhana untuk mengatasi siswa yang berkelakuan buruk.

Kata Kunci: Strategi Guru, Kelakuan Buruk Siswa, Kelas Bahasa Inggris, Manajemen Kelas.

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Jakarta,   23 Juli 2015

Ersha Novita Widyasari

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, purpose of the study, scope of the study, significance of the study, and the previous related research.

1.1. Background of the Study

Nowadays, in order to build next generations, who have a good attitude, a good character and have strong mental, teacher is being push to fix students' behavior if there are any mischiefs in the teaching and learning process. Because of that, teachers need a good classroom management skill to manage their students. The ability of teachers to manage the classroom behavior will give a good impact to the character of the students. Thus, the inability of teachers to effectively manage classroom behavior often contributes to the low achievement of at-risk students and to their excessive referrals for special education (Donovan & Cross, 2002; Harrell, Leavell, van Tassel, & McKee, 2004, cited in Rechly, 2003: p.1). Brophy (1986 cited in Yasar, 2008: p. 10) defines classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. Meanwhile, Martin and Yin (1997 cited in Yasar, 2008: p.11) stated

that classroom management is a powerful dimension of teacher effectiveness. Based on Donald, et al (2006: p.374) traditionally, classroom management has been focused on how teachers react after students misbehave. Classroom management, then, defined as the provisions and procedures necessary to create and maintain a classroom community in which teaching and learning can occur. According to Harris and Evertson (1999 as cited in Yasar, p. 9), the conceptions of classroom management itself are influenced by changes in research perspectives at various points since the late 1960s. Since that time the meaning of the term classroom management has changed from describing discipline practices and behavioral interventions to serving as a more holistic view of teachers' actions in orchestrating supportive learning environments and building community.

In this study, the researcher will focus on what action that has been taken by the teacher in order to manage the classroom. The researcher chosen this problem because the researcher thought that a good classroom management by the teacher will creates good generations who also have a good behavior.

1.2. Research Question

Based on the background of the study above, the question of this research are:

1. What are the kinds of students' misbehavior that happen in English classroom?

2. What strategies have been taken by teacher in managing students' misbehavior in English classroom?

1.3. Purpose of the Study

The purposes of this study are to find out;

1. The kinds of students' misbehavior in English classroom.

2. Teachers' strategies in managing students' misbehavior in English classroom.

1.4. Scope of the Study

This study focused on what kinds of students' misbehavior that faced by teacher in Public School in Bekasi, and teachers' strategies in managing students' misbehavior. The study was carried out in SMK Negeri 3 Kota Bekasi as sample.

1.5. Significance of the Study

This study was expected to give information to teacher about kinds of students' misbehavior that happened in class, especially in SMKN 3 Bekasi and how to manage it. This research also is expected to be the references for other teacher or teacher students especially in English Department who need to know more about the way managing students in classroom. By knowing these, teacher or teacher students expected can easily manage a learning environment in classroom, so their students can study effectively.

1.6. Previous Related Studies

A related study of students' misbehavior has been done by Xinrui Yuan and Ling Che with title How to Deal with Student Misbehavior in Classroom. The writer defined and classified classroom misbehavior, and then attempts it to generally analyze the main reasons that cause students misbehavior in the classroom from three aspects: the students, the teacher and the society, then according to the seriousness of misbehavior. Their research gave some suggestions of appropriate steps to control the problem effectively, from preventing to punishment, to build good student-teacher relationship and assure the teaching and learning progress. Pamela Hodges Kulinna also did research about students' misbehavior with title: Teacher's Attribution and Strategies for Student Misbehavior in 2008. The writer discussed the factors that physical education teachers attribute students' misbehavior, what physical educations' management strategies use when dealing with student misbehavior, and to find out whether attributions or strategies vary based on the seriousness of the misbehavior or teacher characteristics like grade level, sex, and self-rated management ability. In this thesis, the researcher wants to find out the teachers' strategies in managing students' misbehavior not only focus on the use of teacher talk. This study also differs from Pamela's research because was carried out in Bekasi and the participants were English Teacher.

CHAPTER II

LITERATURE REVIEW

This chapter presents Classroom Management that consists of Definition of Classroom Management, Definition and kinds of misbehavior students, managing misbehavior students.

2.1. Classroom Management

Classroom management became an important thing due to create a good teaching and learning situation, and help the students for more concern to the lesson in the class without get any interruption from the other students. A meta-analysis of 50 years of research found that classroom management has the greatest effect on student learning, as compared with others factors including cognitive processes, home environment and parental support, school culture, curriculum design, and school demographics (Wang, Haertel, & Walberg, 1994 as cited in Cummings, 2000: p.1). Another meta-analysis of classroom research identified classroom management as the most important factor, even above student aptitude, affecting student learning (Unal & Unal, 2012).

Meanwhile, in their meta-analysis research, Wang et al (cited in Yasar, 2008: p.1) found out that direct influences like classroom management affect student learning more than indirect influences such as policies. They made an

analysis of 50 years of research combining 11.000 statistical research findings from the content analysis, the research synthesis, and the survey of experts; they obtained an average score for each of the 28 categories. Classroom management included teachers' "with-it-ness," learners' responsibilities, group alerting, and smooth transitions. Then they listed the categories from most to least influential; and classroom management, metacognitive processes and home environment variables were at the top the list and had the greatest influence on students' learning. Classroom management covers many important aspects that are essentials to the creation of an effective learning environment; however there are the negatives impacts of poor classroom management, research has continuously shown that one of the keys to success in teaching is the teacher's ability to manage the classroom and to organize instruction. The first high-profile, large-scale, systematic study of classroom management was done by Jacob Kounin (1970, cited in Dunbar, 2004: p.4). He analyzed videotapes of 49 first and second grade classrooms and coded the behavior of students and teachers. He identified several critical dimensions of effective classroom management. Those dimensions (among others) are (1) "withitness," (2) smoothness and momentum during lesson presentations, (3) letting students know what behavior is expected of them at any given point in time, and (4) variety and challenge in the seatwork assigned to students. "withitness" involves a keen awareness of disruptive behavior and immediate attention to that behavior; of the four dimensions, it is the one that most consistently separates the

excellent classroom manages from the average or below-average classroom managers. The classroom strategy study was conducted by Jere Brophy (1996, cited in Marzano, Marzano, & Pickering, 2003: p. 6). It involves in-depth interviews with and observations of 98 teachers, some of whom were identified as effective managers and some of whom were not. The study presented teachers with vignettes regarding specific types of student (e.g., hostile-aggressive students, passive-aggressive students, hyperactive students) in specific situations. Among the many findings from the study was that effective classroom managers tended to employ different types of strategies with different types of students, whereas ineffective managers tended to use the same strategies regardless of the type of students or the situation. One of the study's strong recommendations was that teachers should develop a set of "helping skills" to employ with different types of students (Marzano, Marzano, & Pickering, 2003: p.5-6)

2.1.1. Definition of Classroom Management

State and Laslett (2002: p.8) stated that learning and teaching are complementary activities. It means that a good classroom management depends more upon teachers and children working equitably together because they are confident together, than upon peremptory instruction and resigned obedience.

Another statement said that a well-managed classroom is not what many people think: students working silently at their desks, speaking only

when spoken to, and providing verbatim recitations of what the teacher and textbook said. But if some of our goals are for students to acquire a meaningful knowledge base, become proficient problem solvers, and learn to work productively with other, then we have to accept the idea that these goals are best met in classrooms that are characterized by a fair amount of autonomy, physical movement, and social interaction. (Snowman and McCown, 2012: p.260 as cited in Saphiu, 2013: p.92)

Based on Martin et al (1998, cited in Yasar, 2008: p. 11) stated that classroom management is a broader, umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behavior. Akbaba and Altun (1998, cited in Yasar, 2008: p.11) defined classroom management relates to preparing specific rules, establishing a warm climate, and maintaining an orderly environment with the problem solving strategies.

Meanwhile based on Brown (2000: p. 192) classroom management encompasses an abundance of factors ranging from how the teacher physically arrange the classroom. Teachers need supporting factors to manage the condition of the class in order to make teaching and learning process successful.

Actually, there is no specific ages of children who do a misbehave acts. Nevertheless, based on Anderman, et al (1999) classroom management is critically important in the middle grades years when students are more likely to experience declines in academic motivation and self-esteem. A good

classroom management can be built from good relationship between the teachers and their students. As cited in Mary et al (2010), Hall and Hall (2003) stated that current literature on building relationships as a means to manage classroom includes recommendations such as using gentle interventions, finding time for bonding, avoiding punishments, and building activities that ensure success for all students.

2.2. Students' Misbehavior

2.2.1. Definition and Kinds of students' misbehavior

Based on Kulinna, Cothran, & Regualos (2006: p. 21) students misbehavior is a threat to class order and is therefore of great importance to understand. Although not a complete picture, much is known about the kinds and frequency of student misbehaviors. A wide range of misbehaviors occur in class and many occur on a daily basis. Teachers report spending too much time on handling student misbehavior (Houghton, Wheldall, & Merret, 1988, cited in Kulinna, 2007: p. 21). According to Seeman (2010: p.3) disruptive behavior impacts the students just as much—if not more—than the professors. Disruptive, disrespectful, and disorderly students have begun to stymie many faculty members and administrators in community college, colleges, and universities. Meanwhile, McManus (1995, cited in

Che, 2012: p. 143) points cut that troublesome behavior cannot be understood without considering it in several spheres: individual, family, classroom, school, community and the whole society. Misbehavior students cannot be seen as an isolated factor although it mainly happens in the classroom. Kyriacou (1997, cited in Che, 2012: p. 144) ranges student misbehavior form 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. There are about 14 types of misbehavior students according to Kyriacou: the first one is talking out of turn; idleness or work avoidance; hindering other students; unpunctuality; unnecessary noise; breaking school rules; out-of-seat behavior; verbal abuse of other students; general rowdiness; impertinence; physical aggression to other students; verbal abuse of teacher; physical destructiveness; and the last one is physical aggression towards teacher.

Meanwhile, in 2013, Aliakbari, Mirzaee, Aliabadi from Ilam University at Iran conducted a survey in order to find the perception by teacher due to misbehavior students; they found out that there are 19 misbehavior types that occur in each teacher's class: the first one is talking out of run (e.g., calling out, interrupting); general rowdiness; interrupting other pupils (e.g. by

distracting them from work); making unnecessary noise (e.g.by scrapping the chair); verbal abuse towards other pupils (e.g. insulting remarks); persistent breaking of class or school rules; physical aggression towards other pupils (e.g. by striking); bullying other pupils; calculated work avoidance (e.g. delaying starting work); getting out of seat without permission; arriving late for the lesson; resting head on desk during the lesson; horseplay or mucking about; cheeky or rude remarks or replies to the teacher; vandalism (e.g. damaging things belonging to other pupils); racist remarks; using a mobile phone during the lesson; physical aggression towards the teacher; and the last one is bringing a striking or stabbing weapon into the classroom (Aliakbari, Mirzaee, Aliabadi, 2013: p.243)

2.2.2. Managing Students

In this chapter, the writer explains some theories which related with how the teachers should act in the classroom when the misbehavior happens. According to Kulinna (2007: p.21) a relatively large body of literature exists with regard to attribution and student academic achievement, and a relatively small number of investigations have examined teachers' causal attributions for student behavior problems. The attribution patterns are important, because attributions affect actions. Georgiou (1999, cited in

Kulinna, 2007: p.21) found that parents' attributions for their child's school success were related to different parent actions. Students' attributions for success and failure may vary by subject matter and can influence their class involvement (Boekarts, Otten, & Voeten, 2003 cited in Kulinna, 2007: p.21). With regards to teachers, their attribution for student academic failure influenced their emotional reactions and strategies with the child (Georgiou, Christou, Stavrinides, & Panaoura, 2002 cited in Kullina, 2007: p.21) as well as their decisions about referrals for special educational services (Hughes et al., 1993 cited in Kulinna, 2007: p.21).

Thus, Kulinna (2007: p.24) shows a table which consists of the strategies that teacher uses in the classroom in order to maintain misbehavior students. The table contains of 8 main acts with any branches which explains the further acts. The first one is **Remove/Refer** which includes remove the student from the class, put the student in time-out, send to the principal's office, detention, contact the parents, and ignore the behavior. The second acts is give the misbehavior students a **Positive Action** which includes distract students with the positive behavior, draw attention to positive models, catch students being good and give praise, remove access to favorite activity, and give more attention/care to student. The third is give the students **Behavior**

Modification, which includes give bonus points for good behavior, reward student with free time or activities, and develop a student contract. The forth is **Punishment.** In this act, the teacher will give corporal punishment (e.g., paddling), or have a direct discussion with student, and ask for a teacher aide. The fifth is **Experts** which includes consult with school nurse or counselor, consult with an expert outside of school, and talk with the classroom teacher(s). The sixth act is with **Peers.** The teacher can assign a peer helper and can ask other students to help with the misbehavior student. The seventh act is **Keep** the students **Busy.** In this act, the teacher should have student write or copy papers and make them run a lap or do push-ups. The last, but not least, is **Threaten** them. The teacher can use peer pressure, e.g., group reward, use lower student grade and yell at the student.

2.3. Theoretical Framework

Based on the explanation above, the writer then built the theoretical framework for this study which aimed to find out the kinds of student misbehavior in English classroom and to find out the act that have been taken by teacher in managing misbehavior students in English classroom.

There are nineteen kinds of misbehavior students that listed by Aliakbari, Mirzaee, Aliabadi from Ilam University at Iran: the first one is talking out of run (e.g., calling out, interrupting); general rowdiness; interrupting other pupils (e.g. by distracting them from work); making unnecessary noise (e.g.by scrapping the chair); verbal abuse towards other pupils (e.g. insulting remarks); persistent breaking of class or school rules; physical aggression towards other pupils (e.g. by striking); bullying other pupils; calculated work avoidance (e.g. delaying starting work); getting out of seat without permission; arriving late for the lesson; resting head on desk during the lesson; horseplay or mucking about; cheeky or rude remarks or replies to the teacher; vandalism (e.g. damaging things belonging to other pupils); racist remarks; using a mobile phone during the lesson; physical aggression towards the teacher; and the last one is bringing a striking or stabbing weapon into the classroom (Aliakbari, Mirzaee, Aliabadi, 2013: p.243)

Meanwhile there are eight acts that teacher does in order to managing students' misbehavior: The first one is **Remove/Refer** which includes remove the student from the class, put the student in time-out, send to the principal's office, detention, contact the parents, and ignore the behavior. The second acts is give the misbehavior students a **Positive Action** which includes distract students with the positive behavior, draw attention to positive models, catch students being good and give praise, remove access to favorite activity, and give more attention/care to student. The third is give the students **Behavior Modification,** which includes give bonus points for good behavior, reward student with free time or activities, and develop a student contract. The forth is **Punishment.** In this act, the teacher will give corporal punishment (e.g., paddling), or have a direct discussion with student, and ask for a teacher aide. The fifth is **Experts** which includes consult with school nurse or counselor, consult with an expert outside of school, and talk with the classroom teacher(s). The sixth act is with **Peers.** The teacher can assign a peer helper and can ask other students to help with the misbehavior student. The seventh act is **Keep** the students **Busy.** In this act, the teacher should have student write or copy papers and make them run a lap or do push-ups. The last, but not least, is **Threaten** them. The teacher can use peer pressure, e.g., group reward, use lower student grade and yell at the student (Kulinna, 2007: p.24)

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology that use in conducting this study; details on the methodology of the study are research method, data and data source, time and place of the study, instrument of the study, data collection procedures, and data analysis procedures.

3.1. Research Method

This study is intended to investigate kinds of students' misbehavior and teachers' strategies in handling students' misbehavior. To achieve the objectives, the researcher conducts *case study* as the method that is explained as "a study of one case". A case study researcher focuses attention on a single entity, usually as it exists in its naturally occurring environment. The purpose of a case study is to describe the case in the context. Guided by a research question, a researcher studies the case and those aspects of the environment that pertain to that case and that shed light on the research question (Johnson, 1992: p.75-76).

In Johnson (1992), Stake defines case study as a study of two "bounded system," emphasizing the unity and wholeness of that system, but confining the attention to those aspects that are relevant to the research problem at the time" (p. 258). A case study may stand alone as a single

substantive study or it may constitute one portion of a larger study employing additional approaches.

3.2. Data and Data Source

3.2.1. Data and Data Source

The data used by the researcher in this study were students' behavior and the teacher's strategy. Meanwhile the data source was from teacher and students.

3.2.2. Population and sample

The population of this study was students at tenth grade in SMKN 3 Bekasi and the samples were four classes; X AP 1, X AP 2, X TKJ 1 and X TKJ 2 which consists of thirty six students and Ms. Marta Astuti, S.Pd as the English teacher. So, the sources of the data in this study are 144 students, and one English teacher.

3.3. Time and place of the study

This study was conducted at SMK Negeri 3 Tambun, Bekasi and the data have been collected between April until May, 2015.

3.4. Data collection procedures

The researcher collected the data by following steps that are; firstly, find out the types of students' misbehavior that mostly happen in

classroom and the actions that teacher take in managing students' misbehavior. For the kinds of students' misbehavior, the researcher was used Aliakbari, Mirzaee, and Aliabadi journal with titled On the Secondary School Teachers' Perception of Students' misbehavior; The case of Iranian Male and Female Teachers. There are nineteen kinds of students' misbehavior based on that journal. The last for the action that teachers take in managing students' misbehavior, the researcher was used strategies from Kullina Journal with titled Teachers' Attribution and Strategies for Student Misbehavior. There are twenty seven strategies based on that journal.

Second, the researcher made the observation note and interview sheet. After that, the researcher has observed four classes that was taught by Ms. Marta and write the data in observation sheet. To dig the information about teacher's strategies in managing students, the researcher also interview the teacher.

3.4.1. Instrument

This study used video observation and observation field as the instrument; the table of kinds of students' misbehavior.

3.5. Data analysis procedures

In analyzing the data, the researcher does the following steps:

- Watch the video recording of classroom activities.

- Make transcript of the recording.

- Check the list of students' misbehavior by Aliakbari, Mirzaee, Aliabadi from Ilam University at Iran and the list of teachers act in managing students' misbehavior by Kulinna.

- Noted the students' misbehavior and the action that have been taken by teacher in managing students' misbehavior from the recording.

- Rate the kinds of students' misbehavior and the action that have been taken by teacher from note.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the research findings found in this study after the observation done. The findings are gathered from observation sheet and the transcript of video recording of classroom activities. This chapter is focused on discussing the kinds of misbehavior students that happen in English classroom, and the strategies that have been taken by teacher in managing misbehavior students in English classroom.

4.1. Types of Misbehavior students

In this study, the first research question is "What are the kinds of misbehavior students that happen in English classroom?". To answer this question, the writer makes an obervational sheet. During the teaching and learning process, the writer observed and classified the kinds of misbehavior students. There are nineteen kinds of misbehavior students that listed by Aliakbari, Mirzaee, Aliabadi from Ilam University at Iran. The data showed that from nineteen kinds of misbehavior students, there are only 8 kinds that happened in the class. The result is presented in chart 1.

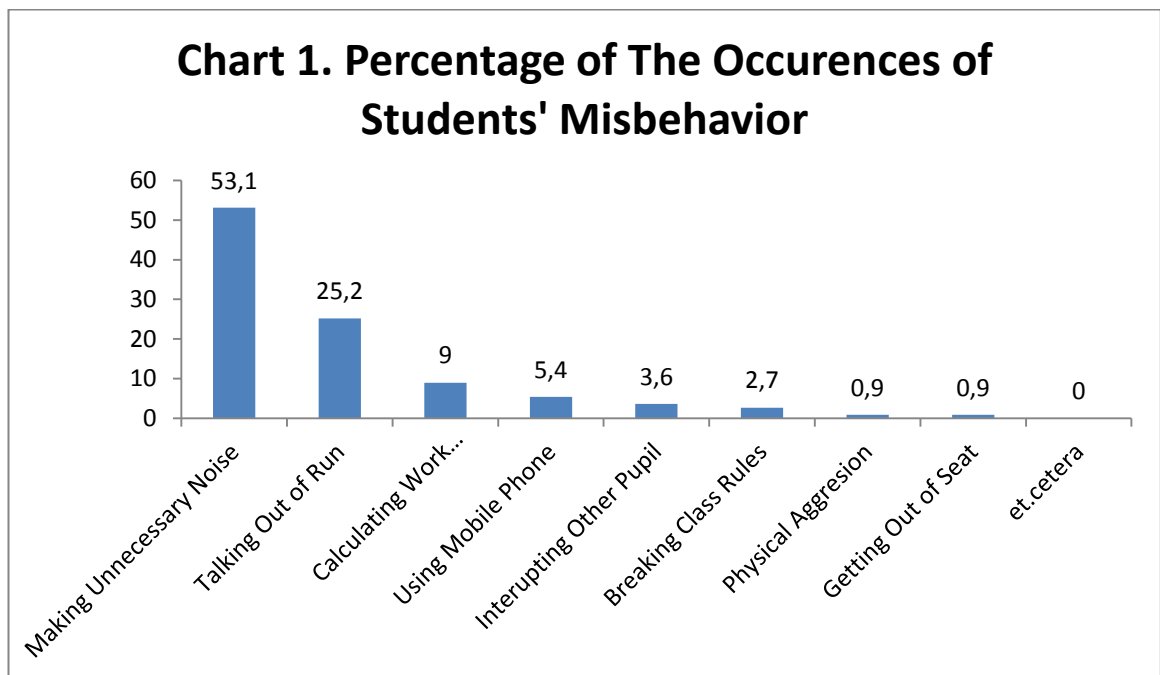**Chart 1. Percentage of The Occurences of Students' Misbehavior**

Chart 1 shows the percentage of the occurrences of misbehavior students. There are 111 occurrences of students misbehavior; the highest is 59 occurrences of making unnecessary noise which cover 53,1%, 28 occurrences of talking which cover 25,2% of the whole occurrences, 10 occurrences of calculating work avoidance which cover 9,00%, 6 occurrences of using mobile phone which cover 5,40% of the whole occurrences, 4 occurrences of interrupting other pupil which cover 3,60% of the whole occurrences, 3 occurrences of breaking class rules which cover 2,70%. The rest of the kinds, like getting out of seat, and physical avoidance got 1 occurrences for each of them which cover 0,90% of the whole occurrences.

There are nineteen kinds of misbehavior students by Aliakbari, Mirzaee, and Aliabadi in 2013, but based on the result, there are eight kinds of misbehavior students that happened in the SMKN 3 Bekasi, they are: making unnecessary

noise; talking; calculating work avoidance; using mobile phone; interrupting other pupil; breaking class rules; get out of the class without permission; physical avoidance. The most misbehavior that commonly appears in the class is making unnecessary noise. It is proven by 53,1% percentage of occurrences. Mostly, the students make some unnecessary noise when there is one friend that come into the front of the class or when teacher asks them. The example of the case is shown in extract 1

Extract 1

T: for you to prepare. For you performance, you must perform 2 songs. A first song is from me, and one song is up to you. But the song is should be in English.

S: yaahhh, miss kalau lagu ini boleh ngga miss

(class is noise)

Extract one shows when the teacher divides them into group to do the next task, they make some noisy sound which caused the whole class make some noise. In this situation, the teacher should reorder the class condition so that the class' condition becomes normal again. The next kinds of misbehavior that have the highest score are talking out of run. The extract 2 will show the example of talking out of run.

Extract 2

T: for the final test, the question will be 40 questions. Only 40, not 50 and multiple choices.

S1: ini bukan ulangan kan ya miss?

S2: apaan sih lu?

S1: dih orang gua nanya.

T: bukaan. Jadi nanti kalau kalian ngga mau remed, kalian harus betul 30 questions.

Extract two shows when teacher tells the students the lattice of exam, one student is asking the teacher and the other student talking out of run. This situation makes the teacher should reorder the class again before continuing the lesson. The next kind of misbehavior that commonly appears at the class is calculating work avoidance. Calculating work avoidance gets 9% percentage of misbehavior students in the class which followed by using mobile phone in 5,40%. The above explanation is based on the data taken from four classes. To simplify, here is the separated data of the four classes in chart 2, 3, 4 and 5.

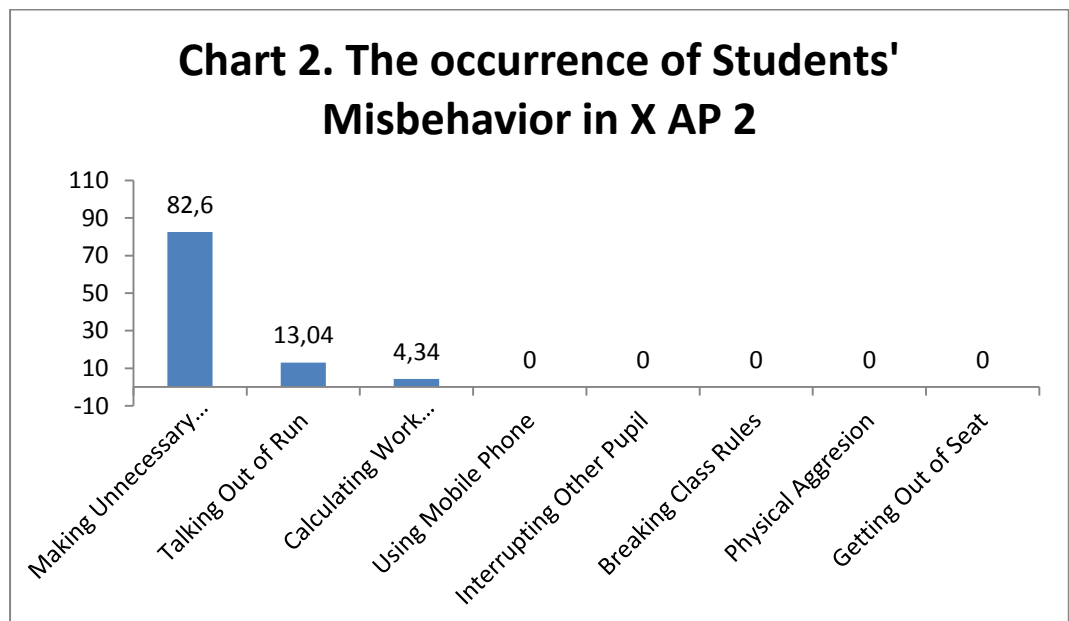**Chart 2. The occurrence of Students' Misbehavior in X AP 2**

Chart 2 shows the occurrences that happen in class X AP 2. The highest percentage is making unnecessary noise with 19 occurrences which cover 82,6% percentage of students' misbehavior. The second percentage is talking out of run with 3 occurences which cover 13,04% and the lowest one is calculated work avoidance which cover 4,34% of the percentage. Meanwhile the other kinds of misbehavior students did not appear in this class. Extract 3 is the example of making unnecessary noise that happen in the class.

Extract 3

T: resolution?

S: penyelesainnya.

T: solve the problems. When you solved the problems, it can be..

S: happy ending, whuuuu (class is noise)

Extract 3 shows during the teacher explaining the lesson, the students found that there is a funny thing, so the class makes unnecessary noise. The teacher should re-order the class, so the teaching and learning process can continue. The next misbehavior that is appears in the X AP 2 class is calculated work avoiding. Extract 4 is shown the example of calculated work avoidance.

Extract 4

T: listen, before you write it. There will be a task. This task will be your homework. You must be happy right?

S: (one student is talking with her friend)

Extract 4 shows that when the teacher gives the task, the student is not pay attention to the instruction and talking to her friend. In this situation, the teacher should warn the student to do the task and stop chatting with friends, so the

teaching and learning process can continue. Chart 3 shows other kinds of misbehavior student in the next class.

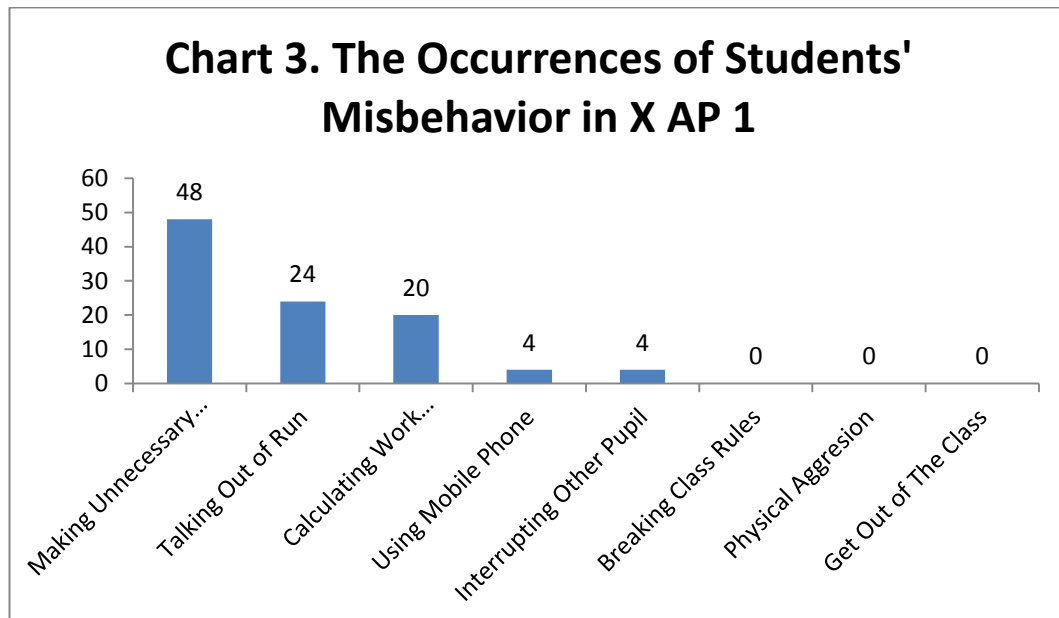**Chart 3. The Occurrences of Students' Misbehavior in X AP 1**

Chart 3 shows the occurrences that happen in class X AP 1. The highest percentage is making unnecessary noise with 12 occurrences which cover 48% percentage of misbehavior students, talking out of run with 6 occurrences which cover 24%, calculated work avoidance with 5 occurrences which cover 20% form the whole of percentage. Meanwhile using mobile phone and interrupting other pupil get 1 occurrence which covers 4%. Physical aggression and getting out of seat/class did not appear in this class Extract 5 is the example of making unnecessary noise that happened in the class.

Extract 5

T: Ya, bahwasanya di narrative. Narrative dan recount, they use past tense. Kedua (write on the whiteboard), masih ingat ini ?who remember about it? (noisy class)

Extract 5 is shows when the teacher explaining the lesson, some students making unnecessary noise and the teacher should re-order the class, so the teaching and learning process can continue. Chart 4 shows other kinds of misbehavior that happen in the other class.

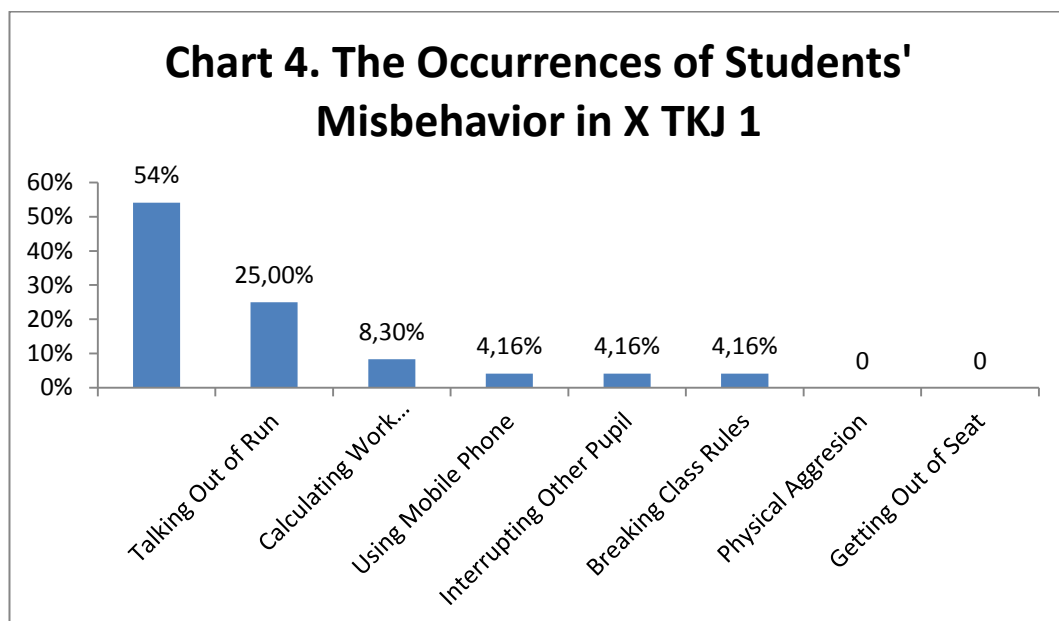Chart 4. The Occurrences of Students' Misbehavior in X TKJ 1

Chart 4 shows the occurrences that happen in class X TKJ 1. The highest percentage is making unnecessary noise with 13 occurrences which cover 54,1% percentage of misbehavior students, talking out of run with 6 occurrences which cover 25%, calculated work avoidance with 2 which cover 8,3%. Other misbehavior, like breaking class rules, interrupting other pupil, and using mobile

phone is 1 occurrence with percentage 4,16% from the whole of percentage. Extract 6 is the example of making unnecessary noise that happen in the class.

Extract 6

T: for example, lagu nya Jason mraz yang I won't give up, naah. Is it fast or slow?

S: slow (class is noise)

Extract 6 is shows the making unnecessary noise by the student when the teacher is giving explanation. The teacher should re-order the class, so the teaching and learning process can continue. Chart 5 shows other kinds of misbehavior student in the next class.

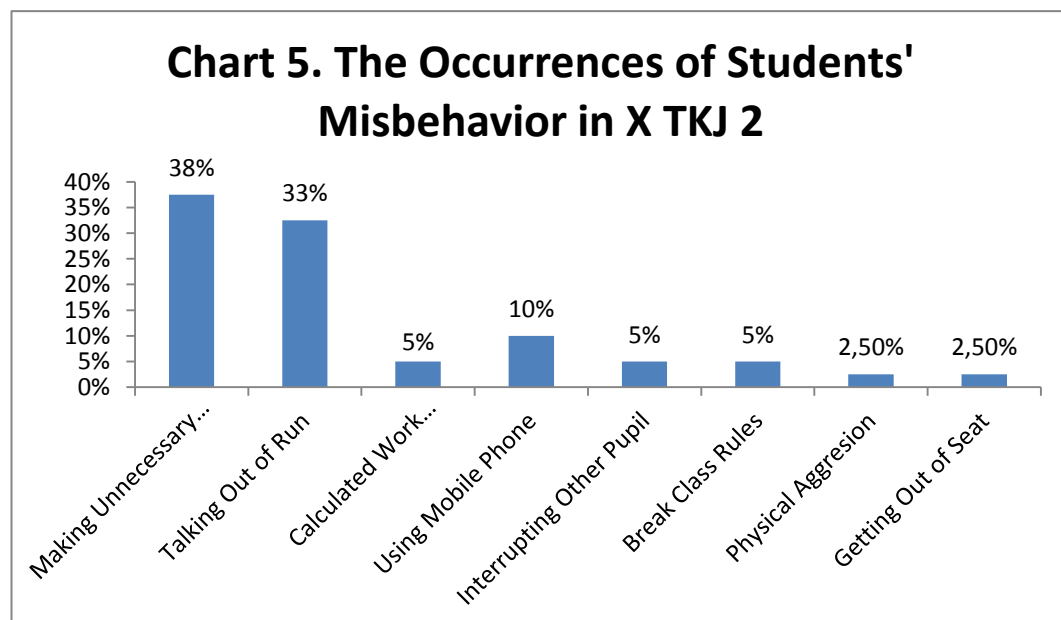Chart 5. The Occurrences of Students' Misbehavior in X TKJ 2

Chart 5 shows the occurrences that happen in class X TKJ 2. The highest percentage is making unnecessary noise with 15 occurrences which cover 38%

percentage of misbehavior students, talking out of run with 13 occurrences which cover 33%, using mobile phone with 4 occurrences or 10%, calculated work avoidance, breaking class rules and interrupting other pupil got the same occurrences as much as 2 which cover 5% percentage. The last is physical aggression and getting out of seat with 1 occurrence which cover 2,5% of the whole percentage. Extract 7 is the example of making unnecessary noise.

Extract 7

T: saya mau sekarang kalian diskusiin sama kelompok kalian lagu kedua nya apa, nanti kalian laporan ke saya.

S: ganti miss lagunya miss, susah nih lagunyaa (class is noise)

Extract 7 is shows the making unnecessary noise by the student when the teacher asks them to discuss with their group due to pick a song to be performed. The teacher should re-order the class, so the group can discuss calmly and the situation of the class change into normal.

4.2. Strategies That Have Been Taken By Teacher

The second question of the research is," What strategies have been taken by teacher in managing misbehavior students in English classroom?." To answer this question, the writer also uses the observational sheet. The indicator comes

from Kullina's journal where there are eight acts that teacher does in order to managing student misbehavior. In Ms. Marta's class, from the eight acts of teacher, there are four acts that commonly used by the teacher. The result is presented in chart 2.
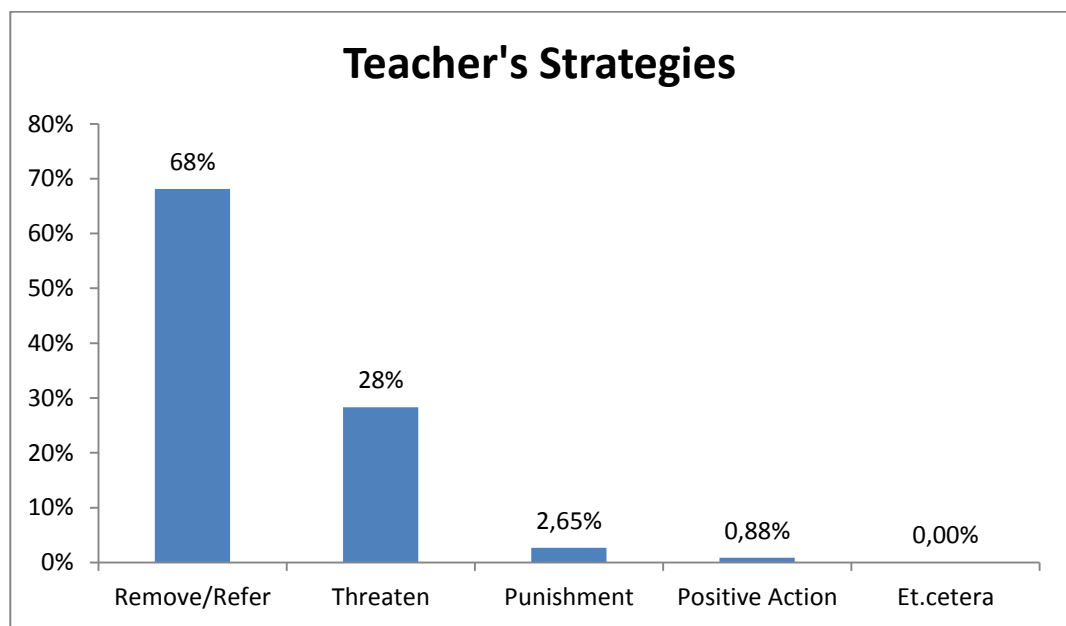

Chart 2. Teacher's Strategies

From the results showed that the most strategies that used by the teacher is Remove/Refer with 68% percentage. Based on Kullina's Journal, Remove/Refer strategies are included remove the student from the class, put the student in time-out, sends to the principal's office, detention, contact the parents, and ignore the behavior. In Ms. Marta's class the common strategy is ignoring the students. The next is Threaten to the students with 28% percentage. Threaten included warns the students when they misbehave in the class. In Ms. Marta's class, Threaten is one of the effective strategies to make misbehavior students be quiet. The next is

Punishment with 2,65% percentage. Punishment is giving to the students who have serious misbehavior act, for example; breaking the class rules by not did the homework, or wear the uniform in disorder way. The last but not least, the strategy that common used in Ms. Marta's class is Positive Action with 0,88% percentage.

The most common strategy that the teacher used is Remove/Refer. This strategy includes ignoring when the students make misbehavior. Extract 9 is the example of the remove/refer in the class.

Extract 8

T: kamu harus patuh sama orang tua? Ya you must obey your parents, especially your mom.

S: yeess (class is noise)

T: (the teacher is ignoring) (write on the whiteboard) coba saya mau tanyaaa, tina. Tinaa, look at the generic structure. There is a complication, right? Ada complicationnnya kan?

Extract 8 shows the example when the teacher ignoring misbehavior students. This strategy means to make the students calm. The above explanation is based on the data taken from four classes. To simplify, here is the separated data of the four classes in chart 6, 7, 8 and 9.

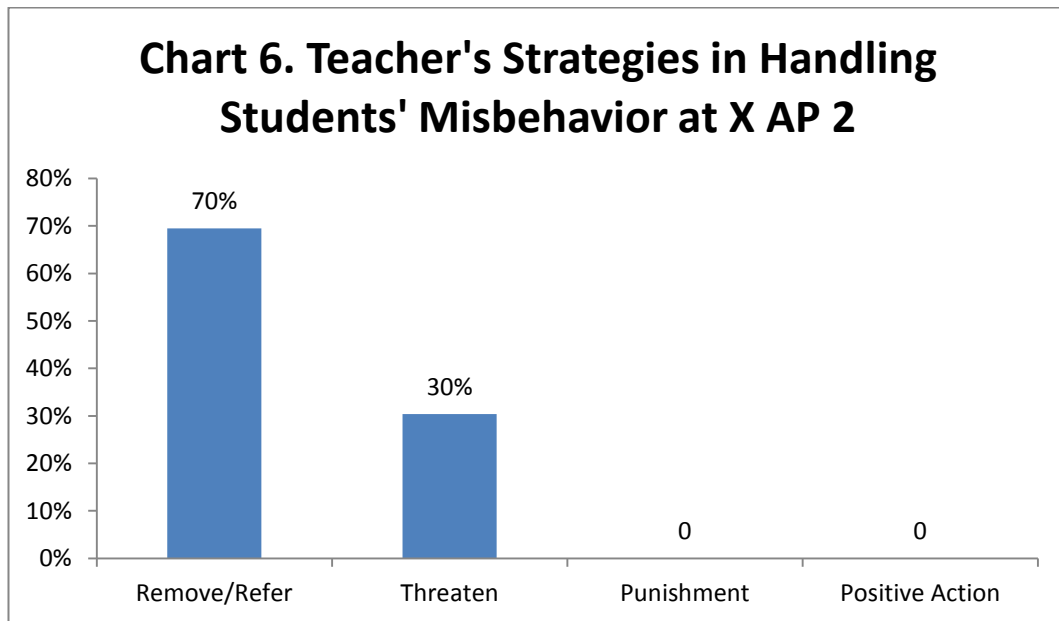**Chart 6. Teacher's Strategies in Handling Students' Misbehavior at X AP 2**

Chart 6 shows the strategies that used by the teacher at X AP 2 classes. The result shows that the teacher commonly used Remove/Refer as 16 times or 70% percentages and Threaten as 7 times or 30% percentage. Punishemnt and Positive action did not appear in this class. Extract 9 shows the example of remove/refer at X AP 2.

Extraxt 9

T: solve the problems. When you solved the problems, it can be..

S: happy ending, whuuuu (class is noise)

T: (ignoring the students) (write on the whiteboard) yak, when you solve the problem it can be happy ending or it can be sad ending. What is happy ending?

Extract 9 shows the most common strategy by teacher in X AP 2. In this extract, the students make some noise when the teacher giving explanation, but the teacher ignores it. This strategy means to make the students calm. Chart 7 shows other kinds of misbehavior student in the next class.

Chart 7. Teacher's Strategies in Handling Students' Misbehavior at X AP 1

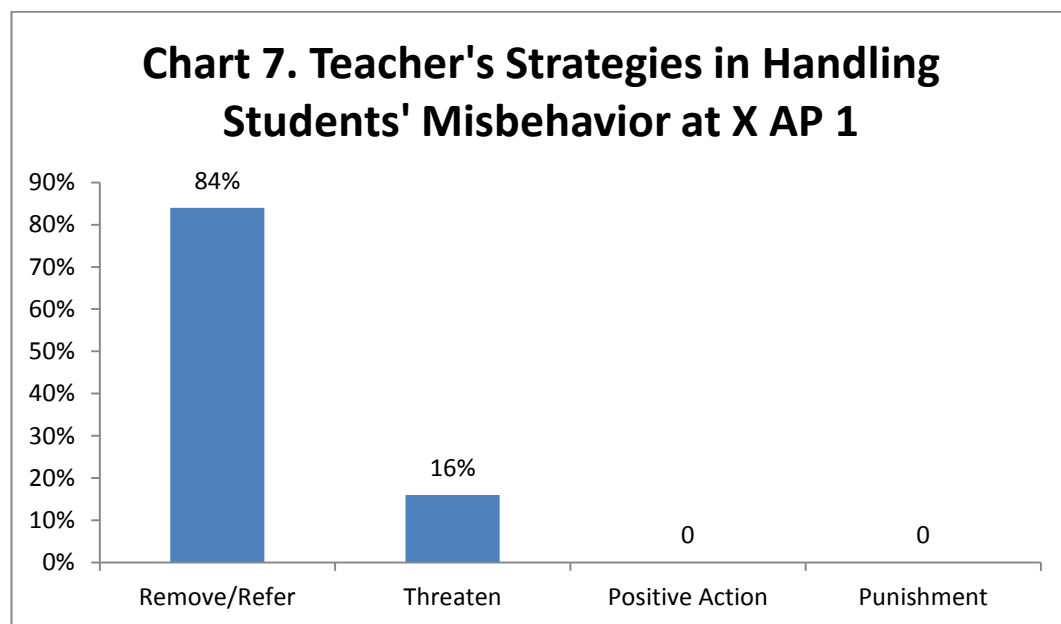| Strategy	Percentage
Remove/Refer	84%
Threaten	16%
Positive Action	0
Punishment	0

Chart 7 shows the strategies that teacher used at X AP 1 class. In this class, the teacher commonly used remove/refer as much as 21 times or 84% percentage and Threaten as much as 4 times or 16% percentages. The extract 10 shows the example of remove/refer at X AP 1

Extract 10

T: Ya, bahwasanya di narrative. Narrative dan recount, they use past tense. Kedua (write on the whiteboard), masih ingat ini ? who remember about it?

(noisy class)

T: (ignoring the students) ada gak yang berkembang dari yang gak remed

   jadi bagus?

Extract 10 shows the remove/refer strategy that used by the teacher at X AP 1 class. When the teacher explains the lesson, and the students make noise, the teacher ignores them. This strategy means to make the students calm. Chart 9 shows other kinds of misbehavior student in the next class.

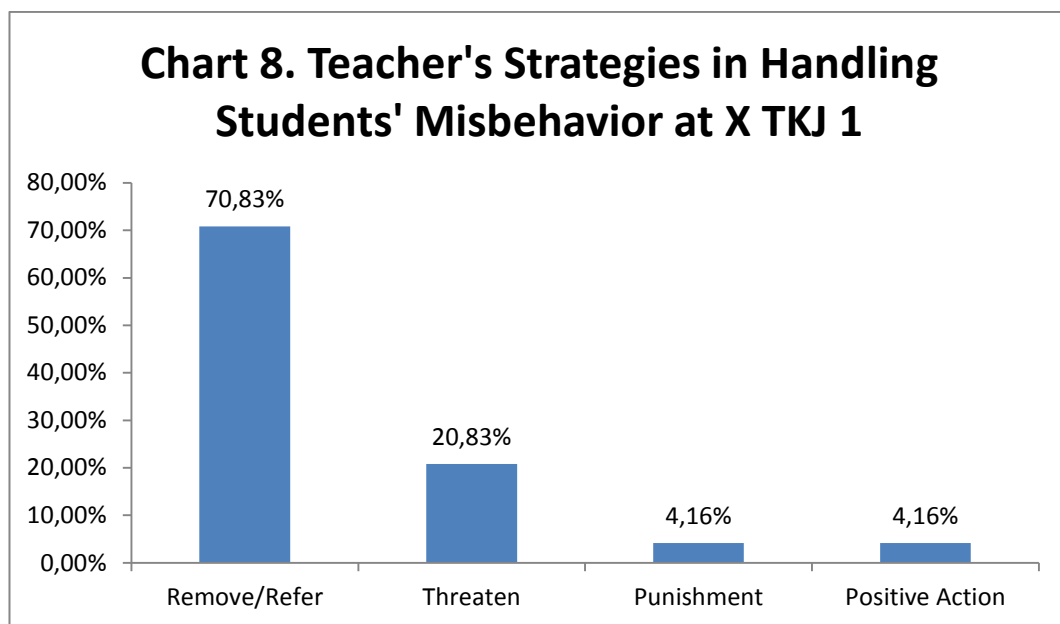**Chart 8. Teacher's Strategies in Handling Students' Misbehavior at X TKJ 1**

Chart 8 shows that the teachers commonly used remove/refer as much as 17 times or 70,83% of percentage. Threaten as much as 5 times or 20,83% of percentage. Punishment and positive action as much as 1 time or 4,16% percentage. The extract 11 shows the example of remove/refer at X TKJ 1 class.

Extract 11

T: saya kasih kemudahan, kan ada dua lagu kan? Kan ada dua lagu, yang

dari saya memorizing, yang kedua boleh bawa teks.

S: (make some noise)

T: mau dua-dua nya ngga bawa teks apa kaya tadi?

Extract 11 shows that when the teacher gave an offer due to the class's task, the students make some noise and the teacher just remove/refer. This strategy used to make the student calm and stop the misbehavior. Chart 9 used to shows the other kinds of misbehavior student in the next class.
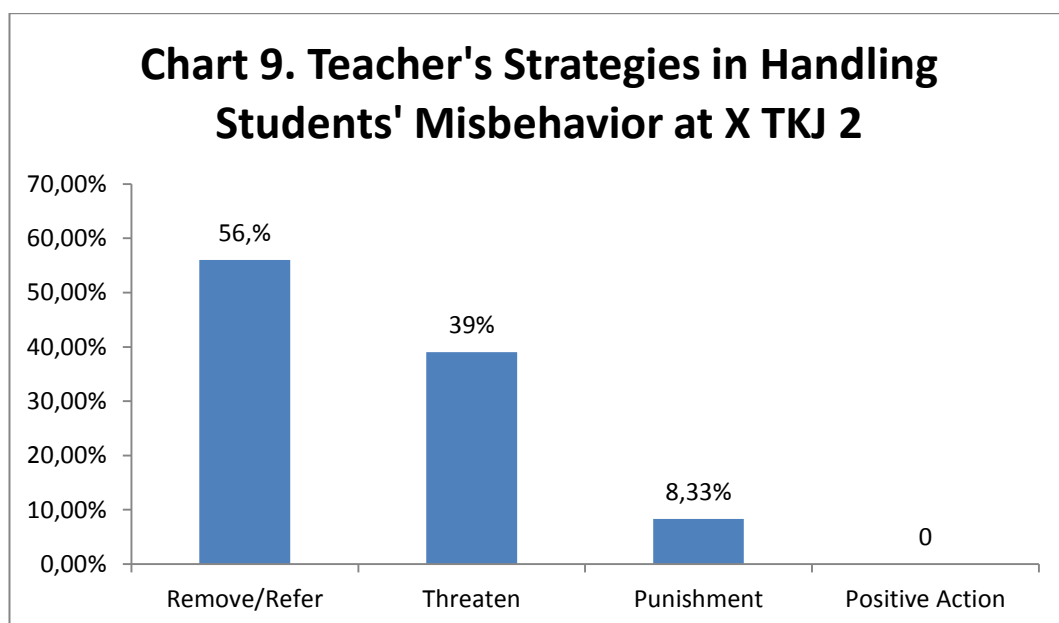

Chart 9 shows the strategies that used by the teacher at X TKJ 2 classes. The most common strategy that used by the teacher is remove/refer with 23 times or 56% percentage. Threaten as much as 16 times or 39% percentage. Punishment is the third strategy that mostly used by teacher with 2 times or 8,33% percentage

of the whole percentages. The extract 12 gives the example of remove/refer that happened in the class.

Extract 12

(*class is noise*)

T: (*ignoring the noise*) *lks nya kerjain lagi, pas bel kumpulin*

S: *kenapa miss?*

Extract 12 shows that when the teacher gives the task, the students make some noise and the teacher remove/refer it. This strategy used to make the student calm and stop the misbehavior.

From nineteen kinds of misbehavior students by Aliakbari, there are only eight kinds of students' misbehavior that happen in classroom. The highest and the common kind of students' misbehavior is making uneccesary noise. The second kind that mostly appeared in the class is talking with other pupil. The third kind of misbehavior is calculating work avoidance, followed with using mobile phone in the third position. Interrupting other pupil is the fourth kind that commonly appeared in the class. Breaking class rules, physical avoidance and get out of the seat/class without permission were also the misbehavior that happened in the class, but the occurrences of them is low.

Meanwhile there are also eight strategies in managing students' misbehavior that have been taken by teacher in the classroom, but the types that commonly appeared in the class are about four types. The highest and the

common strategy that teacher used is remove/refer the misbehavior, the second position is Threaten to the student, followed with punishment in fourth position and the lowest strategy that teacher used in the class is giving the positive action. Meanwhile from the charts, it can be concluded that the class that have serious problem of misbehavior is X TKJ 2, followed with X TKJ 1, X AP 1 and the last is X AP 2. X TKJ 2 has eight types of misbehavior with Making Unnecessary Noise as the highest and Physical Aggresion and Getting Out of Seat/Class as the lowest. X TKJ 1 has six types of misbehavior with Making Unnecessary Noise as the highest and Interrupting Other Pupil, Breaking Class Rules, and Using Mobile Phone as the lowest. X AP 1 has also five types of misbehavior with Making Unnecessary Noise as the highest and the lowest is Interrupting Other Pupil. The last, but not least is X AP 2 with three types of misbehavior. The highest is Making Unnecessary Noise and the lowest is Calculated Work Avoidance.

## 4.3. Teacher's Strategies and Students' Misbehavior

The writer has been mentioned the kinds of students' misbehavior and the teacher strategies that happened in the class. From nineteen kinds of students' misbehavior, the writer found out that there are eight kinds that happened in the English classroom at SMKN 3 Bekasi. The highest and the common kind of students' misbehavior is making uneccesary noise. The second kind that mostly appeared in the class is talking with other pupil. The third kind of misbehavior is calculating work avoidance, followed with using mobile phone in the third position. Interrupting other pupil is the fourth kind that commonly appeared in the class. Breaking class rules, physical avoidance and get out of the seat/class without permission were also the misbehavior that happened in the class, but the occurrences of them is low. The writer also found out that there are four kinds of teacher's strategies from eight strategies to managing the students' misbehavior by Pamela Kullina Hodges. The teacher used different strategy to managing misbehavior students. To simplify, the writer will show the findings on the chart.

**Teacher's Strategies in Managing Students Who Making Unnecessary Noise**
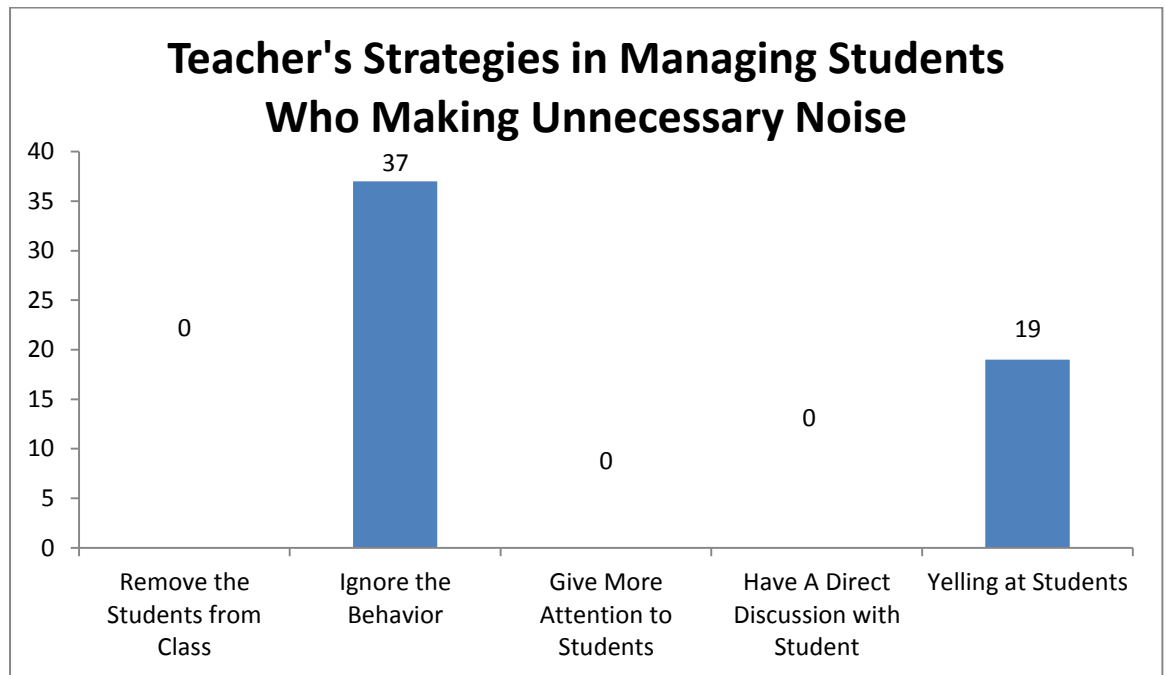
From the chart, it showed that the teacher mostly ignore the students when the students starts make unnecessary noise. Besides that, the teacher also used yelling to the students as the strategy to make students quiet. When the writer observed the class, between both strategies, ignore the students and yelling to the students, the strategy that more useful and works is yelling to the student. When the teacher call particular name that made a noise, the student become quiet and did not make noise again. The next chart will show teacher strategy to managing the students who talking to their friends.

**Teacher's Strategies in Managing Students who Talking Out of Run**
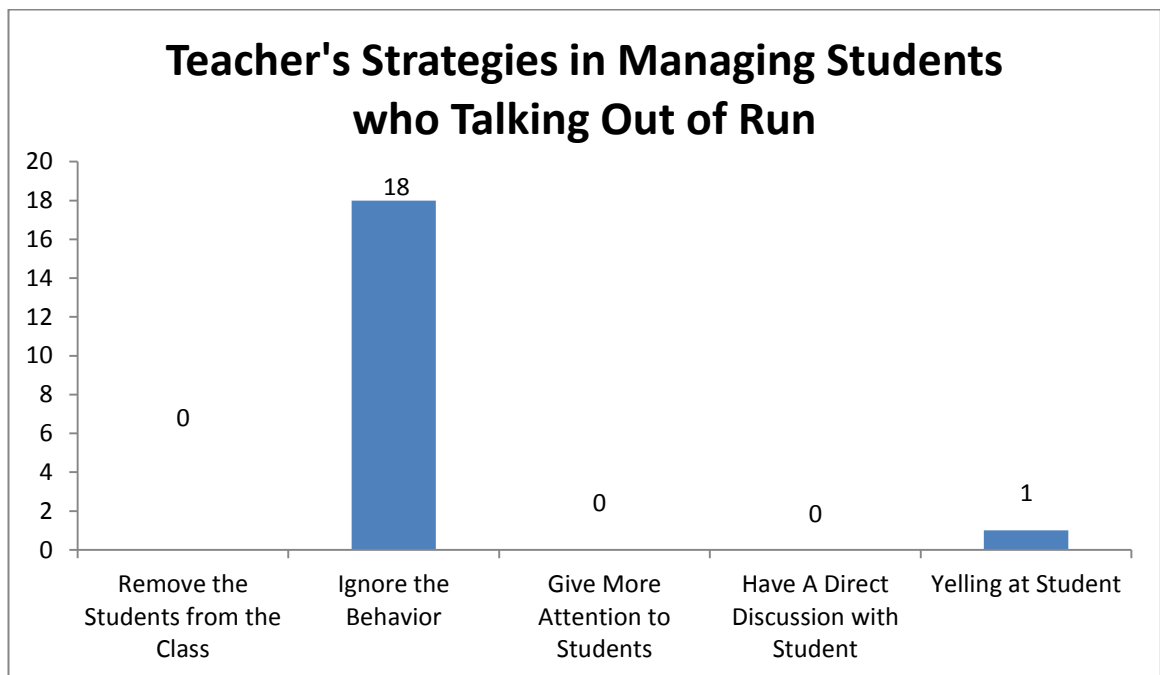
From the chart above, we can conclude that the teacher often ignore the students in managing the students who talking out of run during the teaching and learning process in English classroom. The teacher also often yelling at the students to make the students be quiet and be concern to the lesson. Between both strategies ignore the behavior and yelling at student, the most strategy that really useful was yelling at the student. Calling their name makes the students become quiet and did not make further chit chat with their friends. The next chart will show teacher strategy to managing the students who calculated work avoidance, this misbehavior means when the students delaying their task that has given by the teacher during the teaching and learning process.

Teacher's Strategies in Managing Students who Calculated Work Avoidance
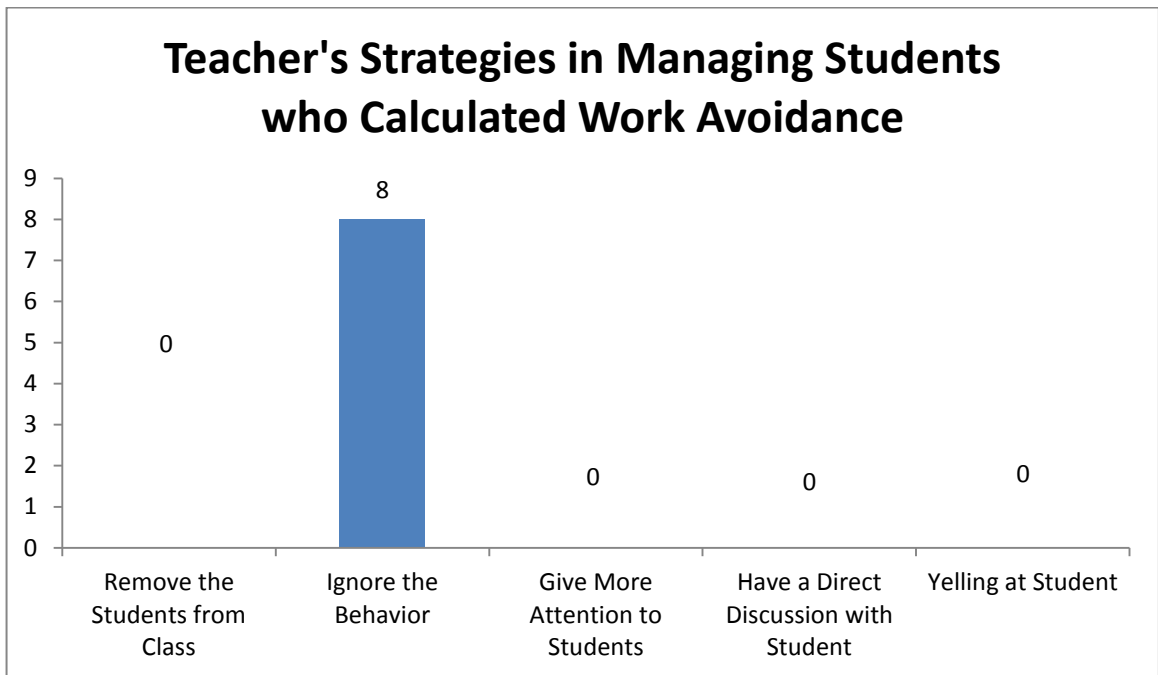
The most strategy that teacher used in order to managing the students who always delaying their task is ignoring them. The teacher will let them, but when the teacher asks to collect the task, she did not give extra time to the students who were late in collect their task. The teacher did not give more attention to the students when they delay doing the task, or having a direct discussion with the students or yelling at the students. The next chart will show teacher's strategy in managing students who using their mobile phone during the teaching and learning process in English classroom.

Teacher's Strategies in Managing Students who Using Mobile Phone
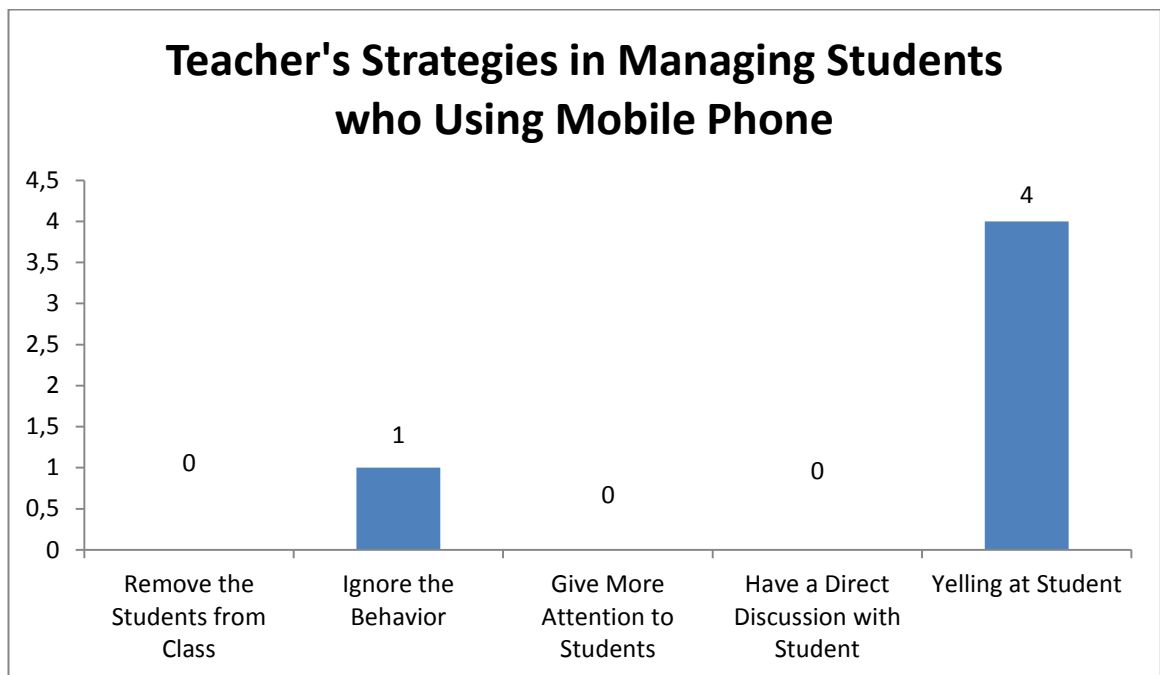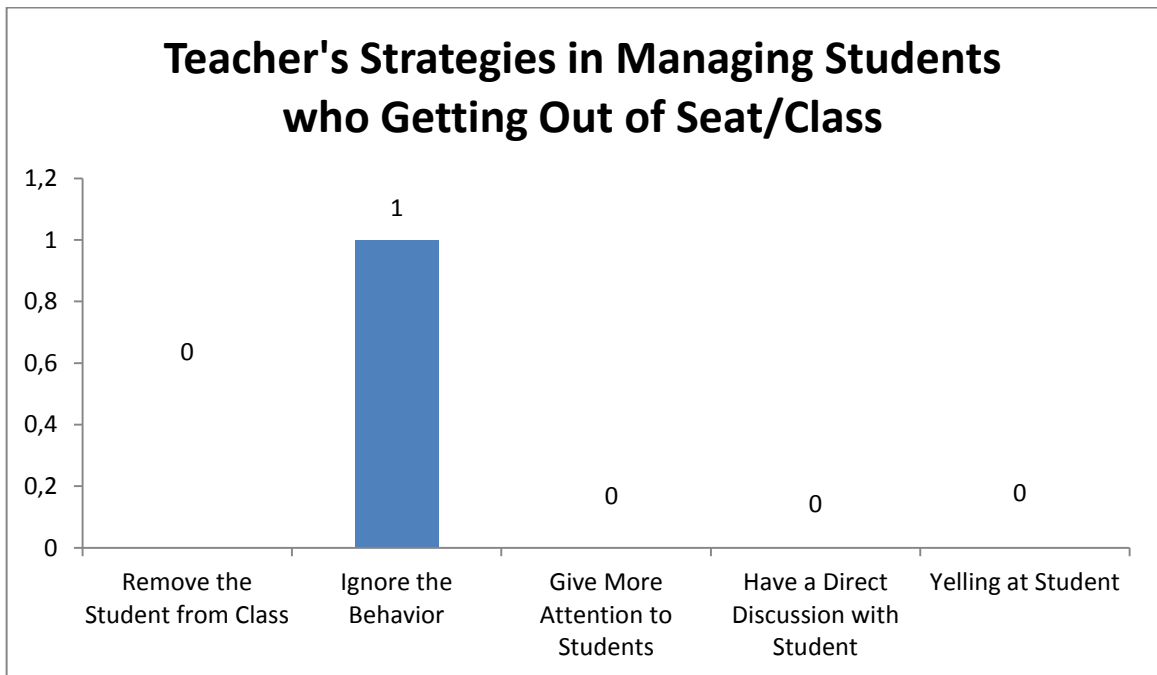

In the class, the teacher and students have the rules to not using the mobile phone during the teaching and learning process. Unfortunately, there were students who still using their phone during the lesson. Mostly, the teacher will yelling at the student, warns them to keep their mobile phone and do not use them during the lesson. But, sometimes the students use their mobile phone as concealed, so the teacher did not know. When it happened, the teacher just ignores the behavior. Based on further discussion between the writer and the teacher, the strategy that most useful to managing the students who using mobile phone is yelling to them. Calling their name and warning them to keep away their mobile phone is useful to make them save their mobile phone and concern to the lesson. The next chart will show the teacher strategy in managing students who interrupt their friends during the lesson.

Teacher's Strategies in Managing Students who Interrupting Other Pupil
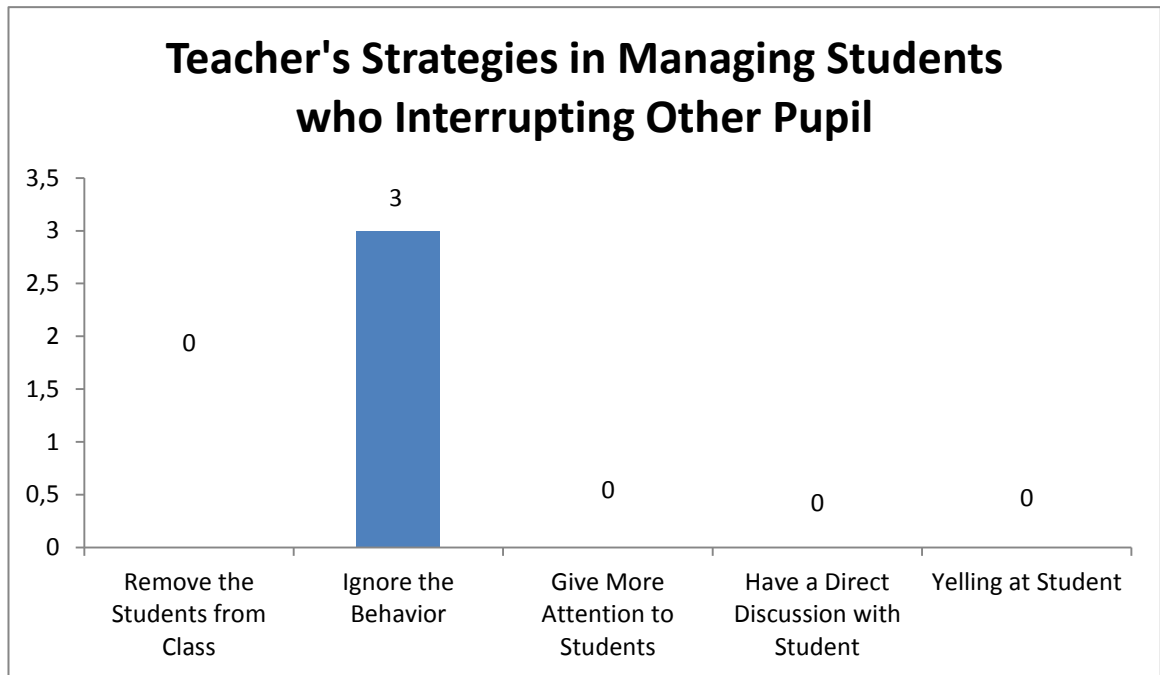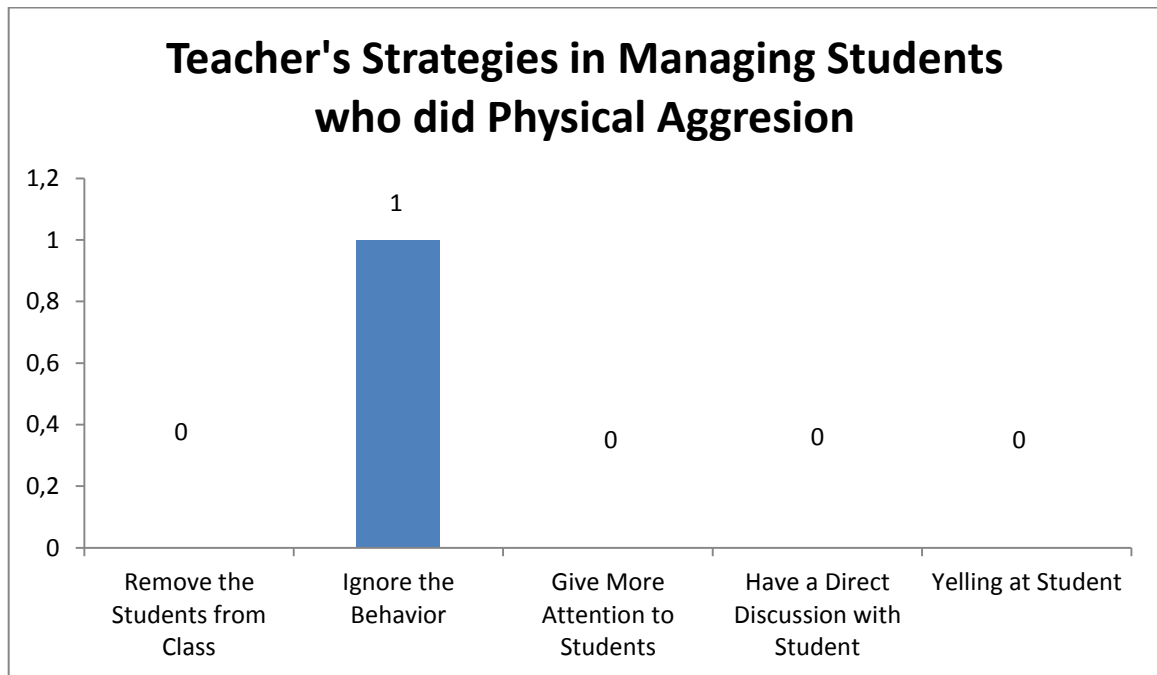

Interrupting other pupil means when the students distract their friends from work. In managing this misbehavior, the teacher mostly ignores the behavior. The teacher did not give more attention to the students, or have a direct discussion with student or yelling at the student. The next chart will show the strategy that teacher used in managing students who breaking class rules.

Teacher's Strategies in Managing Students who Breaking Class Rules
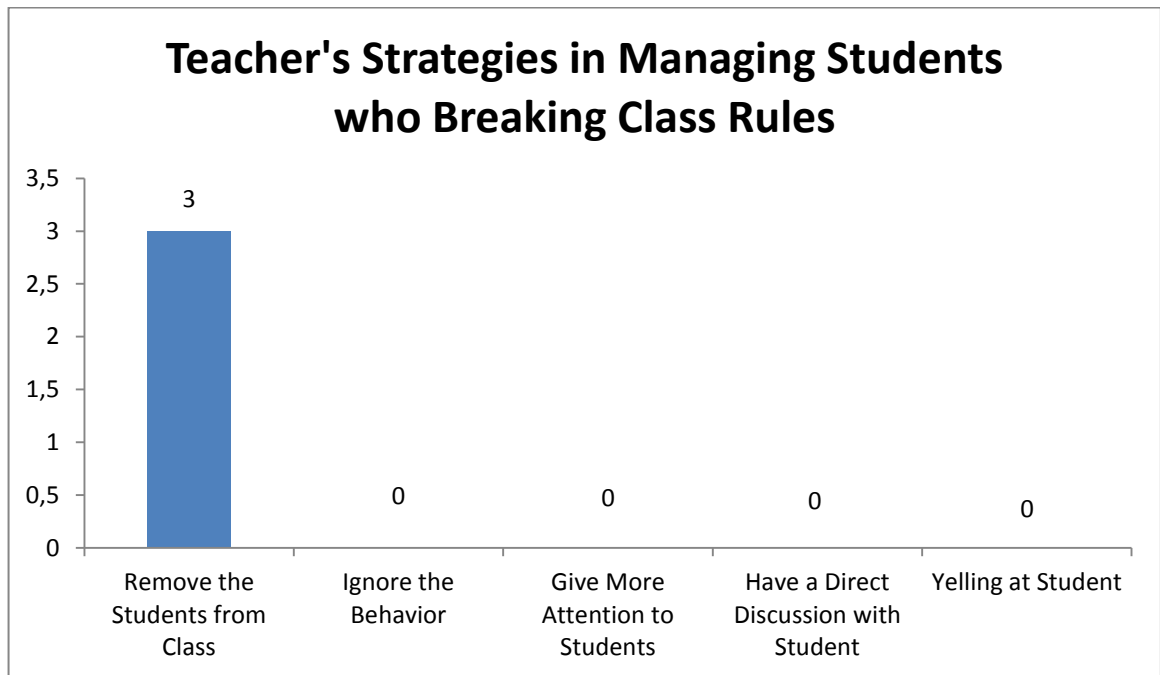
In the class, the teacher and the students made the rules which one of the contents is remove the students when they did not do the homework that were given to them. In managing students who did this misbehavior, as the rule, the teacher will remove them from the class and did not give them access to follow the lesson that day. The next chart will show the strategies that teacher use in managing students who get out of the seat/class without permission.

Teacher's Strategies in Managing Students who Getting Out of Seat/Class

A bar chart titled "Teacher's Strategies in Managing Students who Getting Out of Seat/Class" with a y-axis ranging from 0 to 1.2. The categories and values are: Remove the Student from Class = 0; Ignore the Behavior = 1; Give More Attention to Students = 0; Have a Direct Discussion with Student = 0; Yelling at Student = 0.

During the lesson, the students often to get out of their seat/ class, whether to go to the toilet, to refill the marker, et cetera. Mostly, they will ask teacher's permission, so they can go out of their seat/class, but sometimes, the students getting out of their seat/class without the teacher's permission. The teacher often ignores this behavior when it happened. The next chart will show teacher's strategies in managing students who did physical aggression to their friends.

Teacher's Strategies in Managing Students who did Physical Aggresion

	Remove the Students from Class	Ignore the Behavior	Give More Attention to Students	Have a Direct Discussion with Student	Yelling at Student
Value	0	1	0	0	0

Sometimes, in the class, the students make jokes with their friends and it will continue with make a physical aggression to their friends, such as touch the head or other action. When it happened in the class, the teacher will ignore the behavior as long as the situation of the class does not become restless.

In conclusion, the strategy that teacher mostly used in managing students is ignoring them. Sometimes, in some misbehavior, the teacher will yelling at them, warns them to stop the misbehavior or give more attention to the student and sometimes the teacher will have a direct discussion with the student to make the student stop the misbehavior. When the misbehavior related with breaking the class rules, the teacher will ask them to go out of the class and let them overlook the lesson that day.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter aimed at providing the conclusion and suggestion. In this chapter, the writer concluded her research and suggested some research which related to the topic of the study.

5.1. Conclusion

Based on the research findings, answers of the research questions are founded. First, *what are the kinds of misbehavior students that happen in English classroom?*; the kinds of misbehavior students that adapted in this paper is from Aliakbari's journal. There are nineteen kinds of misbehavior students by Aliakbari, but the kinds that mostly appeared at the class are about eight kinds. The purpose of the writer is to find out the kinds of student misbehavior in English classroom.

Second research question, *what strategies have been taken by teacher in managing misbehavior students in English classroom?*; there are eight types of strategies that teacher used in managing misbehavior students and the writer know that in the class, the types that commonly appeared is about four types. The purpose of the writer is to find out what strategies that have been used by the teachers in managing misbehavior students in English classroom.

From nineteen kinds of misbehavior students by Aliakbari, there are only eight kinds of students' misbehavior that happen in classroom. The highest and the common kind of students' misbehavior is making uneccesary noise. The second kind that mostly appeared in the class is talking with other pupil. The third kind of misbehavior is calculating work avoidance, followed with using mobile phone in the third position. Interrupting other pupil is the fourth kind that commonly appeared in the class. Breaking class rules, physical avoidance and get out of the seat/class without permission were also the misbehavior that happened in the class, but the occurrences of them is low.

Meanwhile there are also eight strategies in managing students' misbehavior that have been taken by teacher in the classroom, but the types that commonly appeared in the class are about four types. The highest and the common strategy that teacher used is remove/refer the misbehavior, the second position is Threaten to the student, followed with punishment in fourth position and the lowest strategy that teacher used in the class is giving the positive action.

From the charts, it can be concluded that the class that have serious problem of misbehavior is X TKJ 2, followed with X TKJ 1, X AP 1 and the last is X AP 2. X TKJ 2 has eight types of misbehavior with Making Unnecessary Noise as the highest and Physical Aggression and Getting Out of Seat/Class as the lowest. X TKJ 1 has six types of misbehavior with Making Unnecessary Noise as the highest and Interrupting Other Pupil, Breaking Class Rules, and Using Mobile Phone as the lowest. X AP 1 has also five types of misbehavior with Making Unnecessary Noise as the highest and the lowest is Interrupting Other Pupil. The

last, but not least is X AP 2 with three types of misbehavior. The highest is Making Unnecessary Noise and the lowest is Calculated Work Avoidance.

5.2. Recommendation

After finishing this study, there are some suggestions that need to be addressed to English Department students or others reader who are interested in misbehavior students. This study focuses on analyzing the kinds of misbehavior students and the strategies that have been used by the teacher in managing misbehavior students. This study does not explore the effect of the teacher's strategies to the misbehavior students. Therefore, this study recommends further researches analyzing the effect of the teacher's strategies to the misbehavior students.

This study also uses one teacher and not focused on one class. The observation also done for short time and also can't be generated to all students and teacher. Therefore, this study recommends further researcher about teacher's strategies and misbehavior students.