

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents the conclusion and recommendation. In this chapter, the researcher concluded her research and suggested some research which related to the topic of this research.

#### **5.1 Conclusion**

Based on the findings of this research, there were only thirteen kinds students' disruptive behavior that encountered in the classroom; talking out of turn, interrupting other pupils, making unnecessary noise, verbal abuse toward other pupils, persistent breaking of class or school rules, bullying other pupils, delaying starting work, arriving late for the lesson, rude remarks or replies to the teacher, using mobile phone, vandalism, resting head on desk, and getting out of seat without permission. It can be concluded that in this research, talking out of turn is the most students' disruptive behavior that encountered in English classroom.

Also, there were only four strategies that can be employed by the teacher in managing student's disruptive behavior; ignore the students, give positive action, keep student busy, and yell at the student.

Teacher can employ more than one strategy in managing students' disruptive behavior that is encountered in English classroom. Each strategies will give different effect to the students depends on the types of

that student. For example, when there is a student who talks out of his/her turn, teacher can employ by giving positive action to manage that students' disruptive but in other time and other student in other class teacher just ignore the students.

## **5.2 Recommendation**

There were only thirteen kinds students' disruptive behavior that encountered in the classroom; talking out of turn, interrupting other pupils, making unnecessary noise, verbal abuse toward other pupils, persistent breaking of class or school rules, bullying other pupils, delaying starting work, arriving late for the lesson, rude remarks or replies to the teacher, using mobile phone, vandalism, resting head on desk, and getting out of seat without permission. Talking out of turn is the most students' disruptive behavior that encountered in English classroom.

Based on the findings of this research, there are more than one strategy that teacher can employ in managing the same disruptive behavior. In managing students who talking out of turn, the teacher can employ the strategies ignoring the students, giving positive action, and yelling at the student.

In addition, in managing students who delaying starting work, the teacher can employ the strategies ignoring the students, giving positive action, keeping students busy, and yelling at the student. Then, in

managing students who bullying other pupils, the teacher can employ the strategies ignore the students and giving positive action.

After that in managing students who getting out of seat, the teacher can employ the strategies ignore the students and yelling at the students. In managing students who interrupt other pupils, the teacher can employ the strategies ignoring the students.

In managing students who make unnecessary noise, the teacher can employ the strategies ignoring the students. In managing students who use mobile phone during the lesson, the teacher can employ the strategies ignoring the students.

In managing students who break the class or school rules, the teacher can employ the strategies ignoring the students. In managing students who arrive late for the lesson, the teacher can employ the strategies ignoring the students.

In managing students who replies to the teacher, the teacher can employ the strategies giving positive action. In managing students who resting head on desk, the teacher can employ the strategies ignoring the students and yelling at the students.

So, for the teacher or student-teacher who encounter those kinds of disruptive behavior in English classroom can employ each strategies in managing student's disruptive behavior in English classroom to make the

teaching and learning process can run effectively and achieve the lesson objective.