

STUDENTS' DISRUPTIVE BEHAVIOUR IN THE ENGLISH CLASS

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Abstract : The purpose of this research was to find out the disruptive behaviour in the English class. This research was conducted to the eleventh grade students of SMA Adisucipto. Case study was used in conducting this research. The subject of this research was the eleventh grade students. The techniques of data collecting used in this research were observation, interview and documented observation. It was found in the research that talking without permission (D1) and (D2), and attention seeking (D3) were the highest observable disruptive behaviours in the class. The formers were because of boring or having less motivation in learning English, the later was because of having less attention from the teacher. Documented observation showed the test score of D1 and D2 were also low; good, but achieved through cheating of D3. It is suggested that the disruptive activities that occurred during the class should be managed well.

Keywords : Disruptive, Behaviour, English

Abstrak : Tujuan dari penelitian ini adalah untuk menemukan perilaku-perilaku nakal di mata pelajaran bahasa Inggris. Penelitian ini dilaksanakan terhadap siswa kelas 11 SMA Adisucipto. Studi kasus digunakan dalam melaksanakan penelitian ini. Teknik-teknik dalam pengolahan data antara lain observasi, interview, dan observasi dokumen. Ditemukan bahwa berbicara saat pelajaran (D1) dan (D2), dan mencari-cari perhatian (D3) merupakan perilaku nakal siswa yang paling sering ditemukan di dalam kelas. Perilaku yang pertama disebabkan oleh kebosanan dan kurangnya motivasi dalam belajar bahasa Inggris, perilaku terakhir disebabkan oleh kurangnya perhatian dari guru. Observasi dokumen menunjukkan hasil tes D1 dan D2 sangat kurang, sedangkan D3 mempunyai hasil yang bagus akan tetapi melakukan kecurangan. Sangat disarankan bahwa aktivitas perilaku nakal yang terjadi selama di kelas harus di tindak lanjuti dengan baik.

Kata kunci : Nakal, Tingkah Laku, Inggris

The classroom social environment is an important educational context that is related to a wide range of adaptive student learning-related beliefs and behaviors (Patrick, 2003: p2). Arranging the best environment to increase students' success are the most powerful offers. As simplest tools, using various environmental and instructional strategies to promote positive behavior and prevent challenging behavior.

In teaching learning process, the students will have some difficulties especially in English subject if they do not take it seriously. The difficulties of the

students will be vary, such as difficulty in speak fluently, difficulty in grammar or difficulty in listening. In order to increase students' English achievement, the situation of the class should be managed well and less of noisy activities. Most of the common difficult situation is managing students disruptive behaviour.

In Indonesia, Disruptive behaviour in Senior High School had become a great problem. School discipline issues such as disruptive behaviour and violence also had an increased effect on Teacher stress and burnout. After all, disruptive Students became a great challenge for the teacher to control the class. Emerson et al (2001: p49) had developed a definition of challenging behavior that has become widely used in the context of learning disabilities:

“behaviour of such intensity, frequency and duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit or delay access to, and use of ordinary facilities”

The behaviors rated as most serious by teachers were assault (on a fellow pupil or teacher), vandalism, extortion, theft and bullying. While it must be acknowledged that these behaviours were reported to occur least frequently in schools, they have the potential to cause enormous disruption in the school community.

Disruptive is not merely a naughty behaviour of student but it goes beyond the normal the routine disturbance in the classroom. Sometimes a single Student disturb the whole classroom so much that neither the student who create disruption nor the other student sitting beside him/her can learn. Therefore it has become a matter of great concern for the educators.

There are reasons why children are behaving in a challenging manner. In physiological point of view, as Power (2000: p9) stated that Pupils change because of growth and development. The students have their puberty and the students will have a emotional imbalance. Some of students will find difficulties to know who they really are, and mostly, some of them will seek an attention to attract the other students. The way the students attract attention in class will disturb the teaching learning process.

Some researchers believe that when teacher can control mischievous students, the teacher is capable of creating a good social environment. It is easier to increase the students achievement in the classroom, when the teacher can minimize the disruptive behavior of the students.

Disruptive behaviour defined as student is uncooperative and prevents themselves and other student in class from working. A disruptive students also manages to grab a teacher's attention and prevent the teacher from giving the other children attention.

Cooper (1990) stated that there are 12 reasons why disruptive behaviour occur : emotional behavioural problem, young person, interferes with their personal, social and/or educational development., psycho-social problems, deviancy and delinquency, low self-esteem, Anxiety, withdrawn, acting out behavior, bio-psychosocial nature, ADHD (Attention Deficit hyperactivity Disorder), autism

There are several types of disruptive activity that occur : talking or texting on mobile telephone, talking without permission, eating and drinking or smoking in

class, out of seat, brushing hair, makeup, passing notes, shouting, throwing objects (paper aeroplanes), chewing gum, playing with equipment, attention seeking, swearing, fire alarm, singing, crawling on floor, attacking pupil or teacher

And mostly, disruptive behaviour will construct a negative effect as Garner (1995) stated that : prevents children's participation in educational activities, isolates them from their peers, affects other pupils, reduces opportunities for involvement in ordinary community activities, excessive demands upon teachers, staff and resources, places the child or others in physical danger, makes future placement difficult

The researcher ever experienced the disruptive behaviour during the teaching learning process when the researcher had Teaching Practiced in Senior High School. The researcher found difficulties in teaching when the learning was disrupted by some of the students. Hence, the teaching learning process did not success completely. The researcher also found the students who always disturb the class received low score. Then, the researcher began to think that the success of teaching learning will also depend on how the class is managed from the researcher's experience, he chosen student's Behavior as a case in which the research is about.

METHOD

In this study, the researcher would use the second approach in case study reserach, that was, qualitative research to non-probability samples and the type of case study would be descriptive case study. It was a method in conducting the research in which depth investigation of a group is done to explore the causation to find underlying principle. It was an inductive research which did not start with hypothesis. It was attempting to discover and explore what is happening in the research context. This research included an inquiry phenomenon within the real-life context. It is about human's behaviour.

The researcher chose the science class of second year Senior High School Adisucipto because almost all the students who chose science class are the students who acquired a high level of achievement since the first year. So the researcher chose the students to investigate and observe and categorizing which one was disruptive students and not.

Tool of data collecting

Observation

It was used to observe the students in the classroom activity. The researcher used direct observations. The focus of the observation was : the most dominant form of disruptive activity. The researcher recorded the information by using a frequency record. Frequency was an exact count of specific behaviour occur. Frequency record was used by observers who were interested in finding the frequency of disruptive behaviour's occurrence. A tally was made each time the students engages in the target behaviour.

Table 1
Observation List

Disruptive activity	Number of disruptive occurs (every 10 minutes)										Total
	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	80-90	90	
1. Talking without permission							IIII				4/90minutes
2. Out of seat					IIII	IIII					18/90minutes
3. Attention seeking									IIII	IIII	10/90minutes

The Total Percentages of Distruptive Activity

The total percentages of D1

The total percentages of D1(talking without permission)

$$D1 = \frac{124 \times 100}{360} = 34\%$$

The total percentages of D1 (out of seat)

$$D3 = \frac{23 \times 100}{360} = 6\%$$

The total percentages of D1 (eating and drinking or smoking in the class)

$$D3 = \frac{12 \times 100}{360} = 13\%$$

The total percentages of D1(throwing object

$$D3 = \frac{3 \times 100}{360} = 0,8\%$$

The total percentages of D1 (shouting)

$$D3 = \frac{2 \times 100}{360} = 0,6\%$$

The total percentages of D2

The total percentages of D2 (talking without permission)

$$D2 = \frac{92 \times 100}{360} = 25\%$$

The total percentages of D2 (eating and drinking or smoking in the class)

$$D3 = \frac{28 \times 100}{360} = 13\%$$

The total percentages of D2 (out of seat)

$$D3 = \frac{6 \times 100}{360} = 2\%$$

The total percentages of D2 (throwing object)

$$D3 = \frac{3 \times 100}{360} = 0,8\%$$

The total percentages of D2 (shouting)

$$D3 = \frac{1 \times 100}{360} = 0,3\%$$

The total percentages of D3

The total percentages of D3 (attention seeking)

$$D3 = \frac{49 \times 100}{360} = 14\%$$

The total percentages of D3 (out of seat)

$$D3 = \frac{46 \times 100}{360} = 13\%$$

The total percentages of D3 (talking without permission)

$$D3 = \frac{23 \times 100}{360} = 6\%$$

Based on the percentages that the researcher constructed, the researcher conducted the interview. The researcher would use the result of the highest percentages of D1, D2 and D3 as a guide for the interview.

Interview

Interview involved asking questions and getting answers from participants in a study. Interview had variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. Asking and answering of questions can be mediated by the telephone or other electronic devices (e.g.computers).

The type of interview that used for this research is face to face interview.the researcher interviewed three of the students that have been observe. The result of the interview helped the researcher to find the reason why the students did disruptive activity. The result of the interview was displayed below :

- a. Do you have any difficulties to study English subject ?
- b. What do you feel when you study English in the class ?
- c. Why do you like to be (the disruptive activity that highly occur) during the class ?
- d. Don't you think that your activity will disturb the other students ?
- e. Do you have any suggestion for your English Teacher? In order to motivate you.

RESULT AND DISCUSSION

Result of the Research

The interview results of D1

- a. Do you have any difficulties when you are studying English subject?

Yes, English is very difficult. I do not understand at all. I came from sekadau district. in my hometown, we did not learn English in Elementary and Junior High School.

- b. What do you feel when you study English in the class ?
I felt bored because i do not understand at all and eventhough, i do not understand how to spell alphabeth from A to z in English.
- c. Why do you like to talk without permission during the class ?
I do not know what i am going to do to spend my time because i am really bored.
- d. Don't you think that your activity will distrub the other students ?
No, i dont think it will distrub the other students because no one complained me.
- e. Do you have any suggestion for your English Teacher?so you can enjoy to follow the class.
I just want my teacher teach me from the basic, like Alphabeth and Grammar. Because it very difficult to follow the material while we do not understand the basic.

The interview results of D2

- a. Do you have any difficulties when you are studying English ?
Yes, English is very difficult. I don't like studying English.
- b. What do you feel when you study English in the class ?
It is very boring, i do not understand at all.
- c. Why do you like to talk without permission during the class ?
Because i am bored, so i want to do something that make me fun.
- d. Don't you think that your activity will distrub the other students ?
No, i do think my voice distrub the other students. They even never complained.
- e. Do you have any suggestion for your English Teacher?so you can enjoy the class.
I want my Teacher to make some activities outside the class. So i can enjoy the class.

The interview results of D3

- a. Do you have any difficulties when you are studying English ?
Yes, English is very difficult for me.
- b. What do you feel when you study English in the class ?
Bored, because i cannot understand the explanation of the Teacher.
- c. Why do you like to seeking attention like singing during the class ?
I like singing expecially when i was bored for something.
- d. Don't you think that your activity will distrub the other students ?
Yes sometimes, but sometimes it helps me to focus.
- e. Do you have any suggestion for your English Teacher?so you can enjoy to follow the class.
Yes, i just want my Teacher could give focus for the back row students. I want my Teacher to not only foccus on the ist row but also the last row

The researcher gathered information of the achievement of the disruptive students. The researcher collected the information from their report book.

Previous test or exam. At last, this information was supported the the data for making a conclusion for this research.

Discussion

The Analysis of the Interview Results.

D1 gave a clear result. Based on the interview results, the reason why D1 has difficulties for studying English because D1 started learning English when he was in First grade in Senior High School. It meant that D1 just learnt English for almost 2 years and D1 should follow the material while he did not have the basic of English. When D1 could not understand English at all, D1 tried to talk with other students for spending his time. D1 does not think that when he was talking with other, it would disturb the other students. If it disturb the other students, they will complaining to him.

D2 shows that he does not like English because it is very difficult. D2 said that he liked to talk during the class because when he dislike something, he would ignore it and he would do some activities for fun. That is why D2 talks during the English class because he does not like English. But the questions number 5 revealed that maybe D2 would possibly change his mind about English if the Teacher conducted a fun activity. D2 liked outdoor activity, D2 can enjoy the class

D3 shows that his seating position in the back row disturb his focus in studying English. Based on the interview results, D3 tried to seek a attention for the Teacher so his Teacher will give his attention to him. D3 seek an attention by singing because he loves singing, and he said that singing helps him to focus. D3 thinks that the The teacher only focus on the front row students. The researcher believes that D3 could possibly decrease his disruptive activity if the The teacher could give more attention on him.

The Result of Documented Observation

When the researcher observed D1s activity book, the researcher found that the book almost blank. D1 never did his assignment from the Teacher. His talk-active made him lazy to do his assignment. D1 also never did his homeworks. So the Researcher tries to observe his mid-term test and the result is very low. D1 only has 35 point on his mid-Term Test and D1 did not completely answer all the question. He Did not finish around 12 from 40 questions including essay. When the researcher asked the other students who sat around him, they said that D1 talks during the Mid-term test and did not focus on finishing his Mid-term test.

D2 showed a similar result with D1, D2 had no activity book. His activity book was blank. So the researcher tried to observe his mid-term test. The researcher found that D2 has similar result with D1. When the researcher asked the students who sat around him, the researcher found that D2 talked with D1 for most of the time during the mid-term test. And at the end of times, D2 looked for the answers from D1. That is why, D2 had a similar score with D1.

D3 showed a different results, when the researcher looked his activity book, it was completed. Not even every single assignment he missed and the score

was almost perfect (around 80-100). It was a good achievement for the students who spent almost his time for singing in the class and disturb the other. Then the researcher continued to observe his mid-term score. The researcher found that he has 86 for the test. The researchers asked the other students who sat around D3, and they said that D3 was cheating. They said that D3 asked for the answers with his friend. And his friend is very good in English. Then, the researcher asked the teacher for the truth, the Teacher said that D3 cannot comprehend English very well. D3 was bad grammar and speaking when he should practice in front of the class. All that he could do only singing and leaving seat for along time. So to make it sure, the researcher gave D3 a small tests of Grammar essays .the tests only had 5 questions. The researchers sat in front of D3 so it was impossible for D3 to cheat. After that, the researcher found that the result that none of the answers was correct. So the reseacher speculated that all the result of his test was not his own answers.

CONCLUSION AND SUGGESSTION

Conclusion

Based on the observation and the analysis of student's disruptive behaviour in English class. The Researcher concluded that the result from this study are : the D1 and D2 had similar behaviour during the class, but the percentages are different. D1 had 34% and D2 had 25% for talking with his friends during the class. and D3 acquired 14% for singing in the class

In the result of the interviews, D1 did disruptive activity for talking without permission, because he did not understand the basic of English. The reason was unreliable because it was impossible if D1 did not learn english for the last 9 years of study. D2 was bored with the subject. He wanted an interesting technique for Learning English. D3 did his disruptive activity for seeking attention, because he stated that the teacher did not give him more attention.

In the result of documented observation, the researcher found out that D1 and D2 did not show a good results on finishing the English Tasks and had a low score for mid-term test. D3 showed a good result on his English tasks and acquired a high score for mid-term test. Unfortunately, D3 did cheating,

Suggestion

The suggestions that we should concern are for the teacher, we need to realize what we have given for our students. As teacher, we should able to manage and discipling the disruptive students. for the disruptive students, they need to realize that their disruptive activity did not only disturb the other students, for the school, first, selecting a good input will produce a good output. For disruptive behavior parents, by managing the children carefully would be the best method rather than blaming the school when the students did a problem. From the research, this study will help the teacher to find out how the disruptive activity occurs during the class and what are the reason for the students in doing disruptive activity.

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