**STUDENTS’ DISRUPTIVE BEHAVIOR IN LEARNING ENGLISH**

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**Abstract**:

This study try to investigate students’ disruptive behavior in the context of English teaching and learning process at one of Vocational high Schools in south Sulawesi namely SMK Negeri 2 Somba Opu. The study is focused to investigate two cases dealing with the students’ disruptive behavior, they are the types and causes disruptive behavior which happen during the teaching and learning process in English class. The data were collected by observing the activities or English teaching and learning process directly. This study also applied interview process to find out the causes of disruptive behavior in English class. Based on the result of observation during three weeks, it was found some disruptive behaviors such as; lateness, talking, being unprepared, using cell phone, sleeping in the class, unexcused exit from the class, cheating, calling out answer without raising hand, and making silly comment to get attention. while the result of interview,it was found four factors causes student behave disruptively. They were poor teaching, poor parenting, environment and psychological factors. In other cases, teacher and students had different perception about disuptive behavior.

**Keywords: Disruptive Behavior, impoliteness, Effective Learning**

1. **Introduction**

There are four factors that influence the success of teaching and learning process in the classroom. They are teacher, students, material and context of time and place . Student as one of elements play an important role in supporting the success of teaching and learning process. The learning objectives can not be achieved without well participation of students and teaching and learning process can not run effectively and efficiently without well cooperation between students to create good atmosphere and environment in the classroom.

In context of teaching and learning process, the typical classroom consists of variety of students. Few students seems alike but many of them are different in terms of family background, gender, social and economic status, personality, learning style. We found also that they are different in terms of motivation, attitude and learning goal. Different characteristics of students in the classroom lead to different attitude toward the teaching and learning process and more specifically, it lead to different behavior toward the subject being learnt.

It can not be denied that different characteristics of students that they bring into the classroom can rises some problems. A common problem that the teacher often find deals with disruptive behavior. It is a behavior that change the positive classroom into negative, or interfere with the normal classroom climate (Davis,2007). This behavior become one of causes of teacher’s stress and become a factor that can reduce the effectiveness of teaching and learning process. The teachers usually reported that the process of teaching and learning process can not run successfully because they find that students shows their ignorance to the lesson or activities in the classroom indirectly by disrupt activities such as do not pay attention to the lesson which is being explained the teacher, talk on the phone, text messaging, sleep, talk to their friends, leave the class repeatedly with no permission from the teacher and many others. It is believed that when a student perform such behavior, it has impact psychologically and physically to other students as wellasthe teacher.

Although many researches on students disruptive behavior have been conducted, this research is still different. The previous research on student disruptive behavior was dominated in investigating only one of disruptive behavior. It is important to know about the differences of factors affecting the students’ disruptive behavior when considering that nearly all population in Indonesia learns English. Also, nearly all Indonesian teachers teach Indonesian students. Thus, this research will help both teachers and students to picture types and causes of students’ disruptive behavior especially in learning English

1. **Research Question**

Based on the background above, this study try to investigate the following questions:

1. What types of students’ disruptive behaviour appeared in learning English at first grade of SMK Negeri 2 Somba Opu?
2. What causes the students’ disruptive behaviour in learning English at first grade of SMK Negeri 2 Somba Opu?
3. **Literature Review**

In teaching and learning process, disruptive behavior is a term which is used to describe a behavior that disrupting, showing disrespectful or negative attitude toward the subject or teacher/instructor (Deering,2011). According to Donahue (2007), disruptive behavior is defined as a behavior that interfere the activity in the classroom that not only refers to the action but also speech.

There are many impacts of disruptive behavior which happened during the teaching and learning process. One of them is stated by Doylem in Agbuga (2010) that it is has impact both on teaching and learning process, for both teacher and students. As explained, disruptive behavior has impact on teaching by reducing the effectiveness of teaching process, wasting class time and even causes teacher’s stress. In learning process, the impact of these behavior may reduce students’motivation, distract students’ focus or attention, and create an atmosphere that is unsatisfactory for other students.

The issue of students’ disruptive behavior may rises in any class including English class where the four elements as described before do not functioned well. Teachers usually reported that these disturbing behaviors in the classroom are intolerable and provoke stress for both teacher and students, time consuming because teacher have to spent extra time to manage the students and classroom, and spent much energy because it is often find that teacher have to re-explain the material just because students’ do not focus on the lesson or other students’ attention is disrupted by students whoare identififed distracting the teaching and learning process.

Students’ disruptive behavior which are performed in teaching and learning process is influenced by some factors they are teacher factors as stated by Turnuklu and Galton (1987) that teaching style of teacher may have an impact on students’performance and behavior. Students tend to disrupt the teaching learning process because inability of teacher to create warm and good learning environment for students. It is also believed that inability of teacher in presenting material well, or inability in appying teaching method which are motivate and interesting may contribute on students behavior in the classroom. Martella and nancy (2014) stated that teacher performance has important role in the classroom that can influence behavior and also the success or failure of students in learning.

Charles (2008) added that school environment has a great influence on students’ behavior. He further explained that time allocation which is too long for students may provoke them to lose attention, feeling discomfort because of crowded class also contributed to studentsto behave disruptively. While according to Chimhenga (2002), factor such as family factor has a great influence on development of characters of children. When parenting style of a family which is not consistent, when parents do not give sufficient time to their children,or when children feel that they are unloved because ignorance of their parents exist in one family, it has a great possibility for children to act disruptively to get what they need.

Another factor that is considered has influence on students behavior is curriculum. If the curriculum does not meet with students’ need or when students find it meaningless or does not have contribution on their future, it is considered as factors that contribute to students’ misbehavior (Amada,1999).

**Methodology**

*Participants:*

The participants in this research were first grade students of SMK Negeri 2 Somba Opu that consist of 274 students which are divided into 9 majors and the sample of the research was students of metal craft department that consist 27 students. The technique of sampling used in this research was purposive sampling technique. In addition, purposive sampling procedures was applied for the interview to get data from the students who are considered behaving in undesirable/disrupt the teaching and learning process.

*Instruments:*

1. Classroom Observation

To get the data about the students who disrupt in learning English, the researcher attended the teaching and learning process. Gay (2006: 413) stated that in the process of observation, the researcher obtains the data by simply watching the participant. In this part, the researcher observed and recorded both teacher and students activities in the classroom. The classroom observation was conducted three meetings. To support this observation, the researcher used observation checklist to identify kind of students’ disruptive behavior that appear during the teaching and learning process.

1. Interview

An interview is a purposeful interaction in which one person is trying to obtain information from another. It was held to find out the causes of students being disrupt in the learning and teaching process. There were three categories of interviewees in this research. First, the students who considered to be disrupt in English teaching and learning process. Second, the English teacher and the third was students who were not identified disrupting the teaching and learning process

1. **Result and Discussion**

***Types of students’ disruptive behaviors***

this study showed us the result of classroom observation which was aimed at identifying the students who tend to be disruptive in learning English. Classroom observation was conducted for three times in class metal craft. During the observation, the researcher recorded the process of teaching and learning activities to investigate the types of disruptive behavior. Using observation checklist was also conducted in identifying the types of students’ disruptive behavior. in investigating the causes of students’ disruptive behavior and the responses of teacher and students on the issue of disruptive behavior, the researcher used interview. The result of classroom observation is performed in the following table:

Table 1: Types of Students Disruptive Behavior

|  |  |  |
| --- | --- | --- |
| Types of disruptive behavior | Meeting |  |
| First | Second | Third |
| Lateness | √ | √ | √ |
| Talking | √ | √ | √ |
| Being unprepared | √ | √ | - |
|  Eating or gum chewing | - | - | - |
| Grandstanding | - | - | - |
| Sleeping in the class | - | √ | - |
| Prolonged Chattering | - | - | - |
| Overt inattentiveness | - | - | - |
| Unexcused exit from the class | √ | √ | √ |
| Verbal or physicals threats to students | - | - | - |
| Inappropriate laptop use | - | - | - |
| Using pagers, cell phones, and iPods in the classroom | √ | √ | √ |
| Calling out instead of raising hand | √ | √ | - |
| Making silly comment | √ | - | √ |
| Cheating | √ | √ | - |

Table above indicates that students’ disruptive behavior happened in every meeting. Kinds of disruptive behavior which appear in teaching and learning process are signed by checklist. The analysis of how disruptive behavior impact in English teaching and learning process in every meeting of observation will be elaborated as follows:

1. Lateness

Coming late to the class was found in English class. Students came late for various reasons such as wake up late because of oversleep, got in traffic jam and others. It is identified as disruptive behavior because students’ attention was more focus on late comer than the subject being learnt. Coming late to follow the activities in the classroom was identified as disruptive behavior because of some reasons such as when student was late, other students’ attention did not focus on the teacher’s explanation. Most students were more focus on the late comer. Late student also disrupted other students from learning. In this case, the late students would ask for missing information or explanation. The result of classroom observation found that during the English teaching and learning process, there were some students who were coming late when the class ran.

1. Talking

Talking during the teaching and learning process becomes a source of distraction for both teacher and students. For teacher, talking was identified as disruptive behavior because she had to spend extra time to manage the classroom discipline. For students, excessive talker would break the focus or concentration on the subject being learnt

1. Being unprepared

Being unprepared in following the activities in the classroom may lead to disruptive behavior. Based on the result of classroom observation, unprepared students were identified as disruptive because they walked around the class to find out some equipment needed to study. It also may lead to noisy such as calling out to find a help. As the consequences, other student who studied or focus on the subject had to deal with those students. In other words, other students’ focus would be disrupted

1. Using cellphone

Cell phones can negatively effect a students learning. For example, some students use their phones to text and play games when they should be doing work. If a cell phone rings while a teacher is teaching, it disrupt the flow of the class and definitely disturb other students. And if teachers catch a student using his/her phone, they need to waste time to take it away and then talk to the student about it. In this case, student used cell phone to play some games, text messaging or calling/receiving call from someone

1. Sleeping

Sleeping during the class activity was an act of disobeying the rule. It was identified as disruptive behavior because when a student slept in the class, he is a distraction for others as they become preoccupied in watching him nod off. In other words, it disrupted other students because they may not focus on the lesson.

1. Unexcused exit from the class

Unexcused exit from the class was identified as disruptive behavior. For other students, it could break their attention since students who were not asking for permission leave the class. In other words, it became source of attention. The picture above was taken when students were studying English in the classroom. While the classroom activity was running, it was found that students leave the classroom repeatedly. It was also found that these students were not asking permission from the English teacher. The reason of leaving the class without any permission was considered as disrespectful to teacher.

1. Cheating

Cheating is identified as disruptive behavior because when other students know that classmate is cheating, they often become resentful of behavior they know is dishonest which seemingly benefits the cheater. The result of classroom observation showed that when students were cheating in the classroom, they would change the positive classroom atmosphere into the negative atmosphere. It may also lead to classroom noisy and disrupt other students who were focus on doing or finishing the task.

1. Calling out answer instead of raising hand

Calling out was disruptive behavior because it promoted classroom noisy. Based on the result of interview, calling out the answer appeared when students were given questions by the teacher. Generally, it happened when teacher did not point out student to answer the question or just asked question to whole students. As the consequences, the class became so noisy because some students just make comment or just giving answer that had no relation to the question.

1. Making silly comment for attention

Students may seek attention in numerous ways. They may comment on class, joke, or ask questions that are off topics, make sound or simply act silly. These students will say and do outrageous things to be noticed. This behavior is frustrating and disruptive learning environment

***Causes of students’ disruptive behaviors***

This section presents the data analysis about the causes of the student’ disruptive behavior. As for the results on factors affecting students’ behavior, data obtained from participants indicated that some factors made students behave undesirably. It was found from the observation that there were some students who disrupted during the teaching and learning process even when teacher was explaining the material. In obtaining the data about the causes of students disruptive behavior, the researcher did interview with the students who considered to be disruptive in learning English. The results of this interview are classified into some factors:

1. Poor parenting

some students disrupted in teaching and learning process because of poor parenting. Poorparenting refers to communication gap between studentsand parents because of lack of time provided, lack of love, understanding and counseling from parents. It was found that the parents are not concerned about the feelings and emotions of their children. Since parents are busy in their routine jobs, the need of their children are ignored. It can be seen from the result of interview below:

“ *i’m happy to share my school experience with my classmate than my parents because we know each other, we have same school problems. It was difficult to share with my parents because they are so busy with their work”*

Similarly, another student also stated same case, as follow:

“ *my parents never asked me about my school, even when i am lazy they will not* *care”*

lack of understanding, care and loves from parents becomes causes or factors contributing disruptive behavior of students. the reason of disrupting in the classroom during the teaching and learning process was due to lack of care from parents. The data shows that students did not get enough attention or care from their parents. The result of interview shows that inability of parents to give attention lead to disruptive behavior that make them tried to seek attention by disrupting in the classroom.

1. Poor teaching

At school, the teaching method and approaches applied by the teacher in presenting material may influence the behavior of the learner. As stated by Chimhenga (2002) that one of teacher’s functions in the classroom is as a model. If for example the teachers do not prepare the lesson well or teachers do not applied the teaching method properly, it will have impact on students’ behavior. In responding the issue of students’ disruptive behavior, the result of students’ interview obtained that lack of application of various teaching method also causes students to be disruptive in English teaching and learning process.

:”*i felt bore when i was studying English. It was not interesting et all. The teacher gave us tasks regularly but she also answered them”*

lack of understanding of various types of teaching method or the use of teaching method inappropriately becomes one of factors that can contribute student behave negatively in the classroom. As student stated that during the English teaching and learning process, the teacher only used a method in presenting the material and those method was used every meeting. In other words, the teacher only used the same method even though the materials were different, so it made him bore so he did something else which interested him more, such as listening to music or playing on the phone.

Moreover, teacher who does not focus on the learning objectives also contribute negative effect on students’ behavior as the following statement:

*“ it was difficult to understand the teacher’s explanation because too many topics each meeting so we confused”*

the ability of the teacher in presenting material has a great influence on students learning. The result of interview with student as above indicated that when the teacher focused on too much topic or material, students found difficulty in understanding it. that in this case, the teacher did not prepare the lesson plan well and does not focus on learning objectives which have to be achieved.

1. Environment

Environment is afactor that has a great influence on the development of the individual and on his or her behavior. Classroom environment may encourage students to act disruptively. Environment may come from student’s peer as the result of interview below:

*“ i played with my mobilephone or made joke when the teacher was teaching because asked me to do it or when i saw my friend played, i would be attracted me”*

Environment influence students’ behavior in learning. As stated by student above that the reason of disrupting in learning was due to their classmate or their friends. He further stated that when hisfriend asked them to play or did something that could make him enjoy, they would do the same or when there were students who did something or particular activities that could attract his attention, it was easily for him to join on those activities.

Different statement was stated by other student who said that classroom environment such as classroom atmosphere could contribute or influence students in learning. The following statement represents the result of interview:

“*actually* *the english class was good because full of picture,but it was hot and very noisy, there were class each side”*

Based on the result of interview above, it was indicated that environment factor such as influence from friends or peer in the classroom and classroom atmosphere can promote disruptive behavior in learning.

1. Psychological factor

In accordance with psychological factors that contribute to students’ disruptive behavior in learning English, lack of motivation and boredom are condition that can encourage students to performs or act disruptively in the classroom. The result of students’ interview obtained that psychology factors in terms of lack of motivation has caused the students be disruptive in English class. The following statement represents the reason of student being disruptive in teaching and learning process:

“*honestly, english is very disfficult subject forme even though i study very hard,it was still difficult to understand. I was easy to feel bore when i was studying english”*

The same statement also stated by other student as follow:

“*i think english was not suitable for me, the more i try, the more i confuse. It was boring subject”*

lack of motivation in studying even though he had taken a course he felt like he could not get better understanding about English . In this case, the result of being unmotivated in learning English was there was not williningness to study.

Moreover, boredom also become factor that make students disrupt in learning process. Boredom can arise for a number of reasons such as Students might not be engaged with the lesson, because they are not invested in the academic goals, because the lesson is beyond their academic abilities, or because the pacing of the lesson is too slow. When students become bored they sometimes derive pleasure from making the teacher angry, or doing something bad.

 **Discussion**

In terms of the students’ disruptive behavior, this study concern on investigating the types students’ disruptive behavior in learning English. Through this study, it is identified that there are several type of disruptive behavior appeared in learning English. The first finding shows that late as disruptive behavior in learning English. In this sense, when the students were late, the other students’ will be disrupted. It is in line with Cai ( 2012) who stated that late comer may disrupt other students’ focus or attention. In this case, the students will be more focus on the latecomer than the subject being learnt.

Lateness is often perceived as rude and disruptive form of behavior, especially when it is followed by doors opening and shutting, loud noises, and students passing in front of the teacher to get to their seats. The result of classroom observation also found that talking to other students appeared during the English learning process.

Talking is most common distraction that can disrupt the students in learning. talking is one of disruptive behaviors that disrupt not only student him/her self but also everyone in the class. He added that when students were talking during the class, they will miss the information presented by the teacher and as the consequences, he or she will ask other students about the missing information so it lead to distraction.

Next types of students disruptive behavior during the English class activity dealing with students who were not prepare well or who were being unprepared in following the class. In this case, Cai Stated (2012) that unprepared students means that students who were come into the class without any necessary materials. It was identified as disruptive behavior because it disrupted the students during the class. Further Cai added that unprepared students will disrupt other students they will ask for missing material for example they ask for pen, note book or textbook and it was also found that students who are identified did not prepare the material, will create other disruption

Using cell phone in English class is most common found during the classroom observation. In this case, there are some activities that students do when using cellphone in the classroom which is identified as the act of behave disruptively for example play games and text messaging. The consequences of using cell phone during the class activity will give impact on students learning. Campbell (2006) found that using cell phone when the class is running as disruptive behavior because the voices of the ringing that may disrupt the focus or attention of student him or her self and other students.

The next disruptive behavior found during the English teaching and learning process was students who were sleeping in the class during the classroom activity. Based on the classroom observation, it was found that student slept when the teacher was explaining the material in front of the class. Sleeping in the class was a distraction in learning and teaching process. sleeping during the class activity was disruptive in two ways, the first was students were not participating in classroom and the second, it was considered disrespectful to the teacher and also other students.

The next disruptive behavior found during classroom observation was cheating. It is simply defined as the act of dishonest to achieve the goal. in teaching and learning process, cheating is the most common behavior which is easily found especially when students were assigning to finish task or assignment. The act of cheating is identified as disruptive behavior because it has impact not only on student him/ herself but also other students’. As stated by Lucero (2013) that when student was cheating in the class, another student will get the impact because their focus will be disrupted. He further explained that cheating is the act of dishonesty that give unfair advantage for other students

During the classroom observation, it was also found that calling out answer instead of raising hand become distraction in teaching and learning process especially in English class. It was found that when teacher gave questions, most students answer those questions by calling out so it leads to somme noisies. As the consequence, the atmosphere of the class turned intonegative. It is also believed that when students called out the answer without raising their hand, it can other students’ right to deliver their idea will be ignored.

The next behavior considered to be disruptive in learning English was making silly comment to get attention. This behavior is frustrating the teacher and also students. There are many ways of students in getting attention from the teacher such as making a joke, asking questions that out of the topic or making a sound or acting silly.

Based on the result of interview on several students considered to be disruptive in learning English, it was found that there were several reason of why students behave disruptively in learning English. The first factor was poor parenting. The results of interview show that lack of attention from parents contribute to students’ disruptive behavior. In this case, parents who unable to give enough attention, care or love can influence students’ behavior. as the sequences, they disrupt to get attention. Being ignored and feeling unloved may contribute to students’ behavior or behave disruptively in the classroom. Having those feeling may perceived by children that they are unworthy and unloved. As the result, they are seeking attention by doing something that unable them to fulfill their need of love and attention.

The second factors that contribute to students’ disruptive behavior was poor teaching. In this case, the use of appropriate method and strategy of teacher has a great influence on students’ behavior in learning. The result of interview shows that students tend to disrupt during the teaching and learning process due to the teacher who were unable to present the material appropriately. In this case, teacher’s characterisctics, teaching style, teaching method or teaching preparation has a great influence on students’ behavior. This statement is closely related to Chimenga (2002) that the teaching method and approaches influence the behavior problems of learners. He further explained that when the teacher do not prepare their lesson properly they will have problems with the learners. The similar opinion also stated by Sukhapabsuk (2012) that teacher without proper preparation may make students disrupt in teaching and learning process.

Another factor that contribute to students’ disruptive behavior was psychological factor. It refers to students’ motivation and attitude toward the english subject. It is related to Sukhapabsuk (2012) that factors such as students’ caharacteristics, attitude toward the subject and the teacher may affect students behavior. He further explained that students disrupt in teaching and learning process if they feel that they have no ability to study English. The attitude toward English as a language which is difficult to understand can promote students’ disruptive behavior so it lead students tohave no motivation in learning.

1. **Conclusion**

Regarding the method applied by the teacher in teaching English, interesting method should be applied to attract students attention on studying. Well preparation also suggested in order to avoid the negative attitude of students toward English.Since disruptive behavior can lead to the negative effect on teaching and learning process , the teacher must be more aware of the causes of students’ disruptive behavior and find out the best way of decreasing the frequency of disruptive behavior in learning English. Considering some causes of students’ disruptive behavior in English class, it is believed that motivating them is worth consideration by creating a good atmosphere in teaching. Parents also suggested to give more attention on their children and help them to achieve the learning goal. Even though this research has been done well, it still has many weaknesses because of the limited time. So, the next researcher is suggested to spend more time in observing about students’ disruptive behavior to get in depth analysis about the causes and the types of disruptive behavior. Besides investigating the causes, it is also suggested finding out the possible solution to overcome the causes that contribute students to disrupt in teaching and learning process.

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**GRADUATE PROGRAM**

**STATE UNIVERSITY OF MAKASSAR**

 **2015**