

## A DESCRIPTIVE STUDY OF THE TEACHER'S TECHNIQUE ON CONTROLLING THE STUDENTS' MISBEHAVIOR IN SMPN 1 SUKASADA

Pita, Yul Fulgensia Rusman  
English Education Department, Ganesha University of Education  
e-mail: [ninang.pita@gmail.com](mailto:ninang.pita@gmail.com)

### Abstract

This research aimed at analyzing the English teacher's technique on controlling students' misbehavior in the classroom. The focus of this research is related with the most frequent misbehavior conducted by the students of class VII G and VII H in SMPN 1 Sukasada, the English teacher technique on controlling students' misbehavior, and the students' responses toward English teacher's technique during teaching and learning process. This research applied descriptive qualitative study. The writer analyzed the English teacher technique on controlling students' misbehavior in the classroom through observation, video recording, note taking, and interview guidance. The result of the study showed that the most frequent misbehavior conducted by the students were disruption and needless talk. The English teacher at SMPN 1 Sukasada used reprimands and pre-empting misbehavior and the students' responses was good enough. In the last meeting, the students reduce their misbehaviours.

**Keywords:** technique, misbehavior, English teacher

### INTRODUCTION

Teaching is an activity in which the teacher does not only teach the students about the lesson, but also educate them. In teaching and learning process in the classroom, the teacher has to pay attention to all of the students in order to know their development well. The teacher has to have a good communication with the students. It means that the communication skill is needed by the teacher in order to avoid miscommunication in the class during teaching and learning process. On the other words, effective classroom management is needed for all the teachers in the world.

Teacher as one of the important factors in a learning process has several important roles in the classroom. One of the teacher's roles is as the classroom manager. It means that the teacher has to be able to manage the class to make the teaching and learning process run smoothly, because a good classroom manager is made, not born. The teacher has to be able to manage the class activity while there are students with misbehaviors in the classroom. In this case, classroom management is the important part that should be applied by teacher in teaching learning process in the classroom to control students' misbehavior. According to Wong & Wong (2014), classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that instruction in control and student learning can take place. Besides, Stenberg & Williams (2002) define classroom management as a set of techniques and skills that allow a teacher to control students effectively in order to create a positive learning environment for all students. It can be said that the teacher is

the one that has the responsible to make the learning environment as comfortable as possible to maintain the students' attention.

Students are often observed to misbehave in the school or even out of the school. Generally, the students do misbehave because they do not understand the material. In line with this, the students are often bored during the teaching learning process. They can make some noises like chatting with the others; make something different that not related to the material like drawing, or even act out in the classroom because they are not interested with the lesson (lack of stimulation), etc.

Misbehavior refers to the action(s) that someone do that break the rule(s). According to Kyriacou (2009), student misbehavior refers to any behavior by a pupil that undermines the teacher's ability to establish and maintain effective learning experience in the classroom. Student misbehavior can range from simple non-compliance (e.g. not paying attention) to over 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.

According to Özben (2010), misbehavior in the class ruin the class atmosphere, the teaching process and prevent both students and teachers from achieving their aims and lead to the problems in time management. When students are disruptive and off-task, learning ceases. When students ignore rules and challenge their teacher's authority, learning again takes a backseat. When students fight with one another and create a hostile environment filled with fear and uneasiness, learning is the last thing on anyone's mind (Sternberg & Williams, 2002 in Özben, 2010). Teacher as the classroom manager should be able to dealing with any misbehavior done by the students. There are a lot of techniques to cope with students' misbehavior in the classroom, such as using punishments, using reprimands, pre-empting pupil misbehavior, formal monitoring of behavior, and behavior modification.

Moreover, problems on misbehavior were found in SMPN 1 Sukasada, especially in seventh grade. Based on the pre observation done previously at SMPN 1 Sukasada, it was found that the students always misbehave in the classroom when the teacher (English teacher) taught them in every meeting. They misbehaved like chatted with others while the teacher explained the material, walked around the class without permission, and day dreamed. In order to control their misbehavior, the teacher had used some technique during teaching and learning process. This study was conducted to this school because the teacher already used diverse types of techniques on controlling students' misbehavior in the classroom. Thus, the purpose of the study were to analyze the most frequent misbehavior conducted by the students of class VII G and VII H in SMPN 1 Sukasada, to analyze the way the teacher control students' misbehavior in the classroom, and to analyze students' responses to the teacher's misbehaviors' controlling technique. The study was conducted descriptively.

## **METHOD**

This research was a qualitative research which focused on the teacher's technique on controlling the students' misbehavior analysis. The subject of this study was the teacher's technique during the learning activities in two classes. The object of this study was the misbehavior of VII grade students in SMPN 1 Sukasada inside the classroom during school.

The related research instruments of this study included the researcher itself, video recorder, field note, and interview guide.

The data in this study were analyzed by using Miles and Huberman model. The model that involves three concurrent flows of activity. The first activity was data reduction. In this activity, the data transcription, the note taking, and the interview guidance were selected. The second activity was data display which was intended to convey organized information in order to draw out the conclusion from it. In this research, the data were displayed in the form of tables and diagram. The last activity is conclusion drawing. The conclusion was drawn after all data were analyzed. In this research, the researcher used triangulation to obtain the valid and reliable data of the study.

## **FINDING AND DISCUSSION**

This qualitative study aimed at finding out the students' most misbehaviour, teachers' technique on controlling the students' misbehaviour and the students' responses toward the teachers' misbehaviour controlling method.

The data of this study were taken from the result of the observation done by the researcher at VII grade students in SMPN 1 Sukasada which were in form of observing, recording the teaching learning process in two classes, and interviewing the subject teacher. The data were gathered in the form of video and taken eight times in one month.

### **Misbehaviour in SMPN 1 Sukasada**

There were eight classes for seventh grade in this school, but this study focused on two classes. There were VII G and VII H. The researcher observed the students' misbehaviour in the classroom during teaching learning process on two weeks. During the process of gathering data, the researcher found that there was some misbehaviour did by the students in each class with the same teacher. According to Charles (2007) in his thirteen types of misbehaviour, the students showed that they were inattention, apathy, needless talk, moving about the room, annoying others, disruption, stealing, and aggression and fighting.

The most misbehaviour done by the students in class VII G was disruption; that was 21%. Besides, needless talk and annoying others were the second type of students' misbehaviour; that was 20%. Apathy was the third type of students' misbehaviour; that was 13%. Meanwhile, stealing and aggression and fighting were the fourth type of students' misbehaviour; that was 10%. The fifth type of students' misbehaviour was inattention; that was 6%. The least misbehaviour done by the students was moving about the room; that was 4%.

The students in class VII H mostly misbehave like disruption and needless talk; that was 22%. Apathy was the second type of students' misbehaviour; that was 16%. Besides, stealing was the third type of students' misbehaviour; that was 14%. 8% students were inattention became the fourth type of students' misbehaviour. Meanwhile, aggression and fighting was the fifth type of students' misbehaviour; that was 3%. The least misbehaviour done by the students was moving about the room; that was 1%.

In general, the classroom situation both in VII G and VII H was good enough. The students had their seat and chair. The equipments needed by the students and the teacher in each class were facilitated. During the observation in the class, the students often did misbehave in each meeting.

### **Teacher's Technique on Controlling Students Misbehaviour in the Classroom**

In SMPN 1 Sukasada there were two English teachers which taught the first grade. In this study, the researcher focused only on one teacher named Ketut Riasa Dariawan, S.Pd. He had taught in this school since 2009 until now. During the process of gathering data, the researcher found that there was some technique used by the teacher on controlling the students' misbehaviour in class VII G and VII H.

According to Kyriacou (2007; p.90-102), there are a lot of techniques that can be used by the teacher to cope with students' misbehaviour such as using punishments, using reprimands, pre-empting pupil misbehaviour, and formal monitoring of behaviour. Based on the observation above, the researcher found that the teacher used the same technique on controlling the students' misbehaviour; that were using reprimands and pre-empting pupil misbehaviour.

### **Students' Responses to the Teacher's Misbehaviour Controlling Method**

Based on the observation done by the researcher, students' responses to the teacher's misbehaviour controlling method was good enough. The students were reduced their misbehaviour in the fourth meeting. They were listened to their teacher.

The students in class VII G were inattention for two (2) times, were not apathy, needless talk for two (2) times, were not moving about the room, annoying others for two (2) times, disruption and stealing for once (1), and were not aggression and fighting in the fourth meeting.

In addition, the students in class VII H were needless talk and annoying others for once (1), stealing for two (2) times, not inattention, apathy, moving about the room, disruption, and aggression and fighting in the fourth meeting.

After doing data analysis based on the findings, it was found that the students both in class VII G and VII H mostly did disruption in the classroom. In order to control students' misbehavior, the teacher used some controlling method like using reprimand and pre-empting pupil misbehavior. Those method delivered to the students were effective to decrease their misbehavior.

As stated by Charles (2007), there are thirteen types of student misbehavior; those are inattention, apathy, needless talk, moving about the room, annoying others, disruption, lying, stealing, cheating, sexual harassment, aggression and fighting, malicious mischief, and defiance of authority. In SMPN 1 Sukasada, especially in class VII G and VII H, the researcher found eight types of misbehavior; they were inattention, apathy, needless talk, moving about the room, annoying others, disruption, stealing, and aggression and fighting. From eight types of misbehavior, that was a most frequent misbehavior happened in the classroom. That was disruption. It showed that students in class VII G were often repeated the same misbehavior in every meeting (see table 4.1.1). Meanwhile, students in class VII H showed that they were repeated the same misbehavior in two meetings (see table 4.1.3). This is in line with Özben (2010). In her research, it was found that the most frequent misbehaviors are not listening to the teacher, students' talking to each other, avoiding the responsibility, physical and verbal aggression, walking in the class, displaying odd behaviors, cheating, stealing and challenging the teacher's authority. This is also in line with Crawshaw (2015). In his research, it was found that daydreaming was identified as a high frequency behavior in China (Ding et al., 2008) but not anywhere else.

According to Kyricaou (2007), there are four techniques that can be use by the teacher to cope with students' misbehavior, such as using punishment, using

reprimands, pre-empting pupil misbehavior, and formal monitoring of behavior. Based on the data, the English teacher for class VII G and VII H in SMPN 1 Sukasada used two techniques on controlling students' misbehavior in the classroom. The techniques were using reprimands and pre-empting pupil misbehavior. In reprimands, the teacher gave an explicit verbal warning or comment to a student who misbehaves while the teacher taught them. On the other hand, the teacher also used pre-empting pupil misbehavior. In order to preempt pupil misbehavior, the teacher used some strategies like make eye contact, target your questions, use proximity, and give academic help. This is in line with Özben (2010). In her research, it was found that teacher's coping strategies are listed as warning, ignoring, using an eye contact, changing the lesson plans, asking questions, having a talk with the student in person, talking to the parents, cooperating with the student, rewarding the model behavior, praising and giving responsibility to the learners.

In addition, students' responses to the teachers' misbehaviors' controlling method was good enough. It means that the teacher's technique was successfully done in the classroom. It can be seen in table. Each table showed the students in class VII G and class VII H misbehavior development in each meeting.

In conclusion, based on the observation was conducted previously and the result of the interview, the students often repeated the same misbehavior even the teacher had been given them such verbal warning and eye contact. It is because the teacher was lack of classroom management. The teacher felt bored with the students during teaching and learning process. There was no reluctance showed by the students. The students would not often repeat the action just for a while, but after that they did it again. It happened in every meeting, even the frequency was different. On the other hand, the teacher mostly used book or book oriented during teaching and learning process. It may cause the students were not interesting in learning English. So, the students felt that English is not needed by them.

## CONCLUSION

The result of findings and discussion above showed that:

1. There were eight (8) types of student misbehavior that found in VII grade, especially in class VII G and VII H of SMP Negeri 1 Sukasada based on C.M. Charles theory of thirteen types of misbehavior. Those types of misbehavior were inattention, apathy, needless talk, moving about the room, annoying others, disruption, stealing, and aggression and fighting.
2. The most frequent misbehavior conducted by the students in class VII G and VII H of SMP Negeri 1 Sukasada were disruption and needless talk.
3. The teacher's often use reprimands and pre-empting pupil misbehavior as the teacher's technique on controlling students' misbehavior for class VII G and VII H.
4. The students' responses to the teacher's misbehavior controlling method were good enough. In the last meeting, the students reduce their misbehaviours. The students kept silent and followed teacher's instruction. The students also answered the teacher question directly.

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