

TEACHER'S STRATEGIES IN CONTROLLING STUDENTS' MISBEHAVIOR DURING LEARNING PROCESS

Riri Aryana¹, Armilia Riza², Elmiati³

^{1,2,3}Lecturers of English Study Program of PGRI Sumatera Barat
PGRI Sumatera Barat University

Jl. Gn. Pangilun, Gn. Pangilun, Kec. Padang Utara, Kota Padang, Sumatera Barat 25111 Phone: (0751) 7053731, Indonesia.

e-mail: ririaryana00@gmail.com, rizaridwan23@gmail.com,
elmiatisofiana@gmail.com

Abstract : *This study aims to determine the types of students' misbehavior in class XI IPS at SMAN 2 Pulau Punjung and the strategies used by teachers to control them. This research is a descriptive research. The participants in this study were students of grade XI IPS and one English teacher who taught the class. To collect data, researcher used instruments, such as video recording, observation checklist, field note and interview. Researcher obtained data about any misbehavior that class XI IPS students did, as well as strategies that were often used by teacher in controlling students who did misbehavior. Based on the results of data analysis, the researcher concluded that the misbehavior committed by students in grade XI IPS was categorized into active and passive misbehavior. And of the 4 types of strategies that the researchers studied, the teacher used 2 types of strategies, namely pre-empting student misbehavior and using reprimand.*

Keywords: *Classroom management, Student misbehavior, Teacher strategy*

INTRODUCTION

Teaching is an important task that must be done and responsibility of a teacher in a school. However, a good teacher not only teaches their students a lesson and ignores everything else but also educates them. For this reason a teacher needs to pay attention to their students and try to understand the various characteristic of their students. Not only that, a teacher must also have

good communication skills with their students during learning in the class to avoid misunderstandings because a teacher has role as manager in the classroom.

Conducive classroom atmosphere certainly cannot be separated from the teacher's role as a teacher as well as class manager. If a teacher cannot control the class from the beginning, then the ongoing

learning and teaching process will not run properly.

A teacher must be able to control all student activities that occur in the classroom because of course there will be students misbehavior later found. Arbuckle and Little (2004) states that misbehavior is a kind of behavior that can upset teachers, interfere the learning, and teacher comments continuously from teacher to student.

In this case, the teacher as a teacher who has power over the class is able to control this. According to Özben (2010), bad behavior in the class not only ruin the classroom atmosphere and the teaching process, but also prevents students and teachers from achieving their goals and causing problems in time management.

Learning experience based on what has happened in the classroom, the types of misbehavior that students usually do can be predicted. A teacher who really cares about the smoothness of teaching in the classroom should think of ways so that what is not desired does not happen.

In this case, it would be better if a teacher as the classroom manager able to control any misbehavior done

by the student during the process in the classroom.

Previous research by Nina & Intan (2019) analyze about students' misbehavior in learning English at SDN Cadaskertajaya. They found that there were three kinds of students' misbehavior such as (1) student who did not pay attention to the teacher, (2) students showed the bad habit like talking with friends while teacher teaching. (3) and the, students teased their friend. The next previous research by Handrianto, et. al (2020) discuss about teachers' role in preventing drug abuse at schools in Malaysia. They found collaboration of school components is needed in drug prevention. Teachers work together with all school members and parents to create a school climate of free drug school. The last previous research by Sari (2021) analyze about the type of students' misbehavior in distance learning or online learning. It found that student talking without permission, assignment problem, disrespecting teachers, and eating/drinking. From the several expert journal above, the three of them are more concerned with the types of students who misbehave in the

classroom, either online or offline. None of the three previous journals above discussed teacher's strategies in control or manage students who misbehave.

Moreover, problems on misbehavior were found in SMAN 2 Pulau Punjung, especially in grade XI IPS. Based on the pre-observation of grade XI IPS students that had been done at SMAN 2 Pulau Punjung during the previous teaching practice activities, it was found that some students in the class did misbehavior thing almost in every meeting with different students as the culprit when the English teacher taught in the classroom. They are chatting with friends, playing phone (to open google translate or open some social media, or games), coming late to the class and others. To control the same thing from happening again, the teacher has used several strategies during the learning process.

REVIEW OF RELATED LITERATURE

Related Theory

Classroom Management

Classroom management is intended to provide students with more opportunities to learn all of the things

that a teacher does to organize students, space, time, and materials so that students' learning can take place (Sieberer and Nagler, 2016). With good classroom management from the teacher, learning in the classroom will be able to run effectively and smoothly.

The positive atmosphere created will make the teacher teach optimally and students can be comfortable in learning and receiving material from the teacher. A good classroom management that is applied by the teacher will make the teaching and learning process more orderly and more respectful, (Sari, Yunita, & Kasmainsi, 2021).

If the teacher can create a good condition and a positive atmosphere in the class, the teaching and learning can be run orderly and organize. Meanwhile, if the teacher cannot control or manage their classroom, the most result is chaos class.

When the classroom condition is not well controlled, it will affect the students in acquiring the lesson material. It proves that classroom management has a big contribution in the educational world to make orderly and organize classroom environment.

Student Misbehavior

Misbehavior is kind of activity which able to cause stress for teachers, interruption of teaching, and teachers' continual comments from teachers to students (Arbuckle and Little, 2004). Not only disrupting the fun of teaching for the teacher, the bad behavior of these students also disturbs other students who are focused on learning.

Therefore, disruptive behavior cannot be ignored, and behaviorist tailor a well - understood sound behavior and discipline policy (Temitayo, Nayaya, & Lukman, 2013). Being able to establish good communication with students and trying to understand how the character of students is an action that a teacher should have. At the same time, the teacher's role in managing the classroom is also very influential in control students' misbehavior during the teaching and learning process.

Types of Student's Misbehavior

Richmond, Wrench & Gorhan, (2009) state that student misbehaviors are categorized as active and passive.

The first one is active. This type encompasses behaviors that are lively, active, and disrupt learning such as making noises that can disturb

another like singing or hit the table, lying when teacher ask about something, fighting, hitting, biting with their friend for some reason or just a joke, throwing things, cheating someone's assignments or homework because there is no effort from theirselves, stealing or hiding something from other friend even it is just for fun, calling others names during the lesson, speaking out with foul language, resistance of a teacher's wishes, blaming others for poor performance, asking counterproductive question, disrupting class by making ugly, obscene gestures or by making unusual noises, directly challenging a teacher's authority by refusing to do something, communicating in an unfriendly, intimidating fashion.

The second is passive. This category is of behaviors that are inactive and disrupt learning such as sleeping in the class, daydreaming, not listening to teacher in front of class, coming late to class, not attending class, not being prepared for class, listening to music on a headset without teachers' permission, reading novel or comic without teachers' permission,

and ignoring or not turning in assignments.

Causes of Student's Misbehavior

There are several causes that make students do misbehavior. The types of teacher behavior which student's particularly felt "provoked" them into misbehavior are: teachers who are boring, teachers who could not teach well, teachers whose discipline was weak, and teachers who made unfair comparisons (Kyriacou, 1997).

The family environment along with the parents' educational style and attitude to the children may affect student misbehavior. From the family include social environment, lack of attention, which includes ignorance parents, communication gap due to the lack of time, lack of understanding, and lack of counseling become factors that lead to misbehavior (Hameed-Ur-Rahman & Sadruddin, 2012). There is another point that cause student misbehavior.

Based on (Ling Che, 2012), children who have not formed a proper judgment about right behaviour because of their age and social experience normally tend to imitate

the behaviour around them, which can be explained as social learning theory.

Teacher's Strategies to Control Students' Misbehavior

There are a lot of strategies that can be uses by the teacher for controlling students' misbehavior such as pre-empting misbehavior, reprimand and punishment, and pastoral care, (Kyriacou, 2007).

First, Pre-empting Pupil Misbehavior. In order to preempt student's misbehavior, the teacher monitoring the students' behavior, helping the students' lesson difficulties, uses an eye contact, target your questions, separating misbihave students not to sit together. In this way, the chance of the misbehavior occurrence can be decreased.

Second, Using Reprimand. The teacher can give a verbal warning such as calling out student's name, eye contact, comment to a student who misbehave while the teacher teach them and acting and talk firmly.

Third, Using Punishment. If the students' keep on their misbehavior, the teacher can punish them to stand infront of class, to get out from the class, report to parents.

The last one, Pastoral Care. The teacher can praise students who do something good and talk to the students after the class.

METHODOLOGY

In this research, researcher used descriptive research as research design. The participant in this research was English teacher at grade XI IPS at SMAN 2 Pulau Punjung. Participants are the group of individual that participates in the research project, (Gay et al., 2012). This researcher used video record, observation checklis, and field note to know about the types of students' misbehavior. Then, the reseacher used interview for teacher to find out teacher's strategies in controlling students' misbehavior.

RESULT AND DISCUSSION

The research was done by the researcher after finding answers to the research question in this research. There is a research question here: "What are the types of student's misbehavior of grade XI IPS at SMAN 2 Pulau Punjung during the learning process in the classroom?", And "What are the teacher's strategies in controlling student's misbehavior of grade XI IPS at SMAN 2 Pulau Punjung during the learning process in

the classroom?" Then, the finding of this research would be discussed.

After the observation at grade XI IPS at SMAN 2 Pulau Punjung, the researcher found that there were some students' bad behavior that were included in the active category, and some were included in the passive category. In active misbehavior, there were students who throw things to friend, hit another friend, call friend's name, cheat on student's assignment or homework, steal or hide friend's stuff, come to school unprepared, disrupt class by making ugly, directly challenging a teacher's authority by refusing to do something and the intimidating fashion by student.

And then, in passive misbehavior, there were students who sleep when the teacher explaining the material, daydreaming, not listen to the teacher, doodling the table, book or wall, not being prepared for class, being late to class, not turning in assignments and not attend class. This shows that there are some students who do bad behavior that can interfere with learning in the classroom.

Furthermore, after the researcher conducted an interview session with the English teacher who taught in class

XI IPS, the researcher found that teachers more often used pre-empting student's misbehavior strategies such as monitoring and observing student behavior, helping students with learning difficulties regarding learning material, making contact eyes, and asking questions to distracted students to get their attention. And using reprimand is like giving a warning by calling the student's name, approaching the student's desk, and making eye contact.

Based on the data above, the researcher conclude that any misbehavior that is carried out can interfere with the smooth learning process and the focus of the teacher in teaching in the classroom. And for the continuity of a good learning process, of course the students' misbehavior must be handled immediately, therefore the teacher has carried out several strategies that are often used, such as pre-empting student's misbehavior using reprimand.

CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion above, in can be concluded that there were some students' misbehavior that were

included in the active category, and some were included in the passive category. In active misbehavior, there were students who throw things to friend, hit another friend, call friend's name, cheat on student's assignment or homework, steal or hide friend's stuff, come to school unprepared, disrupt class by making ugly, directly challenging a teacher's authority by refusing to do something and the intimidating fashion by student. And then, in passive misbehavior, there were students who sleep when the teacher explaining the material, daydreaming, not listen to the teacher, doodling the table, book or wall, not being prepared for class, being late to class, not turning in assignments and not attend class.

Furthermore, the researcher know that the teacher used pre-empting student misbehavior and using reprimand. Both of these strategies are often used by teachers because they feel they are able to control students in the class. Students will stop doing misbehavior when they get a warning from the teacher.

Suggestion

After doing the research and getting finding of this research, the

researcher wanted to give some suggestion that misbehavior by students is something that needs to be controlled because if not then the continuity of the learning process will be disrupted. The researcher suggests that it is better for teachers to always apply various strategies to control students' misbehavior in the classroom during the learning process. If the teacher always uses the strategy when teaching, it is good for getting students' attention and then less misbehavior in the classroom.

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