

Teachers' Strategies towards the Students' Disruptive Behavior in Learning English

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Abstract

This research aims at finding out the students' disruptive behaviors in learning English and the teachers' strategies toward students' disruptive behavior in learning English. The sample of this research 4 teachers. This research applied descriptive qualitative method. The instrument of this research is interview. Teacher uses many strategies such as, doing personal approach, displacing the students to sit in front, giving warning to the students and admonishing degree for the students who make disruptive in the class at the learning process.

Keywords: *students' disruptive, teacher strategies*

Introduction

Research indicates that teachers actions in their classrooms have twice as much impact on student achievement, or staff collegiality; and a large part of teachers' actions involves the management of the classroom. Classroom management is critically important in the middle grades years when students are more likely to experience declines in academic motivation and self-esteem. Research indicates that these declines can be linked to the classroom, and particularly to teacher-student relationship. When surveyed about their goals, adolescents have claimed that academics and the completion of their education are important to them. However, repeated studies of sixth through ninth graders have shown interest in academics, motivation for academics, and academic achievement levels decline dramatically during early adolescence, and especially during seventh grade.

The success of the teaching is a aim in each learning. Itsinfluenced by two factor such us, teacher and students. In achievement of teaching, the teacher has the main role in increasestudents' ability in learning process. In learning process, the always happened students showed the disruptive behavioral which disturb learning process. So, it will be a challenge for the teacher to holding the teaching and learning process. By used the strategies the teacher will find the way to make the students focus in learning process.

Teachers sometimes wondered if they had selected the right management strategies to control disruptive behaviours. To ideal with disruptive behaviours, some teachers use deifferent management strategies, some of which are not effective. The aim of this study is to investigate the management strategies that some teachers choose to apply and students' disruptive behaviors. Additionally, the study investigates teachers' reactions towards the success or the failure of their methods, the most frequent types of disruptive behavior in some classrooms and some of the reasons that make students tend to practice such behavior.

Disruptive Behavior

Reynolds (2002), defines that the disruptive behaviors negatively impact the persons with whom the physician interacts. The behaviors include inappropriate anger or resentment, inappropriate words or actions directed toward another person, and inappropriate responses to patients needs or staff request. The behaviors can be expressed directly to patients or indirectly through impeding the health care delivery team, or they may potentially compromise the quality of care of patients. The behaviors can be overtly aggressive, such as yelling, cursing, or throwing objective. Or, they can be indirectly passive-aggressive, such as sarcasm, “joking” at someone else’s expense, or giving them the “cold shoulder”.

According to Madison (2011:1), disruptive behavior in the classroom can negatively affect the classroom environment as well as the educational experience for students enrolled in the course. Disruptive behavior is defined as any behaviors that hamper the ability of instructors to teach or students to learn. Below are the common example of disruptive behaviors include, but are not limited to:

- 1 Eating in class
- 2 Bringing another children to class
- 3 Monopolizing classroom discussions
- 4 Failing to respect the rights of other students to express their viewpoints
- 5 Talking when the instructor or others sre speaking
- 6 Constant questions or interruptions which interfere with the instructor’s presentation.
- 7 Over inattentiveness(e.g., sleeping or reading the paper in class)
- 8 Creating excessive noise
- 9 Entering the class late or leaving early
- 10 Use of pagers or cell phones in the classroom
- 11 Inordinate or inappropriate demands for time or attention
- 12 Poor personal hygiene (e.g., noticeably offensive body odor)
- 13 Refusal to comply with faculty direction

Madison (2011:2), students exhibiting these types of behaviors can expect a warning from the instructor or dismissal for the lesson in which the behavior occurs. Failure to correct such behaviors can result in dismissal from the course. More extreme example of disruptive behavior include, but are not limited to:

- 1 Use of profanity or pejorative language
- 2 Intoxication
- 3 Verbal abuse of instructor or other students (e.g., taunting badgering, intimidation)
- 4 Harassment of instructor
- 5 Threats to harm oneself or other students
- 6 Physical violence

Students exhibiting these more extreme examples of disruptive behavior may be dismissed from the lesson or the entire course. Students dismissed from a lesson will have the classroom immediately or may be subject to additional penalties. Dismissed students are responsible for any course material or assignments missed.

Types of Disruptive Behavior

Ali (2013:4), states that many types of disruptive behavior are found in a college classroom, but in general, forms of disruptive behavior fall into one of three categories behavior by the student individually (including while interacting with technology), behavior interacting with others students, and behavior interacting with the instructor.

Sun and Shek (2012), state that student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility.

Strategy in Handling Disruptive Behaviour

According to Bracker (1980:219-224), strategic management entails the analysis of internal and external environments of forms to maximize the utilization of resources in relation to objectives.

Based on the explanation above, the writer clearly concludes that strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions.

Method

In this research, the researcher used descriptive qualitative method. It aims at finding out the teachers strategies towards student's disruptive behavior in learning English. The researcher conducted the research on 20th October 2017 in SMAN 6 Palopo. The population of this research is the English teachers of SMAN 6 Palopo in academic year 2016/2017. The total number of sample is 4 English teachers. In this research, the researcher used purposive sampling in collecting data.

Results

The teacher strategies toward students' disruptive in teaching English

1. What is your strategies did you use to hold students disruptive?

Answer

R1. "I do Personal approach".

R2. "I displace to sit in front".

R3. "I warn the students who make disrupting in the class".

R4. "I admonish degree the students who make disrupting".

2. How to use the strategies?

Answer:

R1. " I do approach and give direct but if they make more I will ask to go out from the class".

R2. "I ask to write what they do not know, but I give explaining first".

R3. "I give punishment as like the regulation of school".

R4. "I admonish degree".

3. What is the influence so the students make disruptive in the class?

Answer:

- R1. "I think is the influence from junior and senior high school".
R2. "I think the influence from their house, habit and they don't like the English material".
R3. "I think that the students did not discipline and there are no pressing regulation from the school for the students to apply in the class or it is about the low of regulation of school".
R4. "I think the influence is the interesting study of students is low".

Based on the result of interview above that we can see from 4 respondents give response, that the teacher strategies are different for the each teacher to hold the students disruptive in teaching English is R1. "do approach". R2. "carried forward the students who make disruptive to sit in front". R3. "give warning for the students who make disruptive". R4. "admonish direct the students who make disrupting". Therefore, the researcher concludes that there are some strategies that can be used to hold students disruptive in the class and it is related with teacher ability, creativity of each teacher in teaching.

Discussion

This section presents the result of data analysis. It aims to describe the teacher Learning strategies is a way who used by the teacher in teaching for to make students to think, to act and to build students concentration in learning. So, all the disruptive of the students it can be clear. The teaching is transferring ideas, though, or even feeling to other people. One of the important aspect in teaching-learning may depend much on technique or strategies of the teachers employ in classroom.

The result of interview in the finding above, it found that the students were make disruptive in the class at the learning English and the teacher strategies toward students disruptive in teaching English in the class are different of each teacher personality " R1. "do personal approach". R2. "displace the students who make disruptive to sit in front". R3. "give admonition for the students who make disruptive". R4. "admonish degree the students who make disrupting". In other word, It found some strategies to hold students disruptive in teaching English.

The researcher concludes that there some disruptive of the students were the learning or the teaching English was started in teaching English and the teacher used strategies are different of each teacher toward students disruptive in teaching English

Conclusion

Based on data analysis and discussion in the previous chapter, the researcher concludes that the teacher strategies toward students disruptive in teaching English in the class it has been found some strategies such as, doing personal approach, displace the students who make disruptive to sit in front, giving warning for the students who make disruptive, admonishing degree the students who make disruptive.

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