MANAGING DISRUPTIVE BEHAVIOUR
OF PRIMARY STUDENTS IN THE EFL CONTEXT
(Mengatasi Perilaku Mengganggu yang Dilakukan oleh Siswa Sekolah Dasar dalam Konteks Pembelajaran Bahasa Inggris)

Umu Arifatul Azizah, Sri Rejeki, dan Lastika Ary Prihandoko
Universitas Sebelas Maret
Jl. Ir. Sutami No. 36A, Surakarta, Indonesia
Pos-el: umuarifatulazizah@gmail.com

Abstract
Not all students are well motivated in the classroom activities. Some students often show disruptive behaviors that influence the teacher in conducting learning process. In particular case, there is special issue regarding behavioral problems in elementary school such as talking without permission and disturbing other friends while studying in class. Accordingly, this study aims at discerning behavior interruptions found in English teaching class. Moreover, it also describes the classification of students' disruptive behaviors and explores teachers' actions in order to overcome those behaviors. In this research, depth-interview with the English teacher, classroom observation and documentation were used to collect the data for two perceived classes and interactive model was used to analyze the data. Each class has been chosen based on specific characteristics for being observed. Though the study reported that there were several disruptive behaviors exhibited by primary school students, it could be classified as non-violence behavior since no one was injured by physical force. It seems possibly categorized as normal behavior by considering the students' age and level in school. In the EFL context, students will be more focus and motivated if they are studying in comfortable class because students are required to master several skills of English. Comfortable class will lead them to comfortable learning. Henceforth, it was suggested that teacher should have adequate knowledge of the students' psychology based on their age in order to give the proper strategies to control disruptive behaviors in the classroom.
Keywords: *disruptive behaviors, teachers' strategies, classroom management, primary school*

Abstrak
Tidak semua siswa termotivasi dalam kegiatan pembelajaran di kelas. Beberapa siswa sering menunjukkan perilaku mengganggu yang memengaruhi guru dalam mengajar. Dalam kasus penelitian ini, isu yang berkaitan dengan perilaku mengganggu yang terjadi di sebuah sekolah dasar misalnya mengobrol dan mengganggu siswa lain saat jam pelajaran. Selain itu, artikel ini bertujuan untuk mengklasifikasi perilaku mengganggu siswa dan mengeksplor tindakan guru dalam mengatasi perilaku siswa tersebut. Dalam penelitian ini, wawancara mendalam dengan guru bahasa Inggris, observasi kelas, dan dokumentasi digunakan sebagai teknik pengumpulan data dari dua kelas yang diteliti dan model interaktif digunakan sebagai teknik dalam menganalisis data. Setiap kelas dipilih berdasarkan karakteristik tertentu. Walaupun penelitian ini menemukan bahwa terdapat beberapa perilaku mengganggu yang dilakukan oleh siswa sekolah dasar, perilaku tersebut masih dapat diklasifikasi ke dalam perilaku tanpa-kekerasan karena tidak ada satu pun siswa yang tersakiti secara fisik. Sebaliknya, hal tersebut diklasifikasikan ke dalam perilaku mengganggu yang wajar dengan mempertimbangkan umur dan level siswa. Dalam konteks English as Foreign Language, *siswa akan menjadi lebih fokus dan*

termotivasi jika mereka belajar di lingkungan kelas yang nyaman karena siswa dituntut untuk menguasai beberapa kecakapan bahasa Inggris. Kelas yang nyaman akan memberikan mereka suasana belajar yang nyaman pula. Oleh sebab itu, guru disarankan untuk mempunyai pengetahuan yang cukup tentang psikologi siswa berdasarkan umur para siswa dengan tujuan untuk memberikan cara yang pantas dalam mengontrol perilaku mengganggu yang dilakukan para siswa.
Kata Kunci*: perilaku mengganggu; strategi guru; manajemen kelas; sekolah dasar*

INTRODUCTION

Lacking student's engagement in learning activities highlights both psychological field and educational perspective. This circumstance is often related to disruptive behavior. It implies on poor performance of students who are interfered by this surrounding. However, Burden (1995) suggested looking at the context in which behavior interruptions occur and by whom it is interpreted. By all means, any behavior can be assumed as misbehavior at a certain time and place. With this in mind, students are forbidden to wander around the class in an English lesson, particularly in writing, but that behavior would be acceptable in the art subject when visiting painting gallery. Therefore, one of studies about behavioral problems on primary school has been investigated by Türnüklü & Galton (2001) in both Turkey and England. Essentially, it was done to identify various kinds of students' disruptive behaviors from different cultural perspective of both countries. Eventually, they found that 'to be noise, shouting out, and talking without permission' were the most common problems found in Turkish and English classrooms.

In order to investigate the students' disruptive behaviors in a primary school, the recent study use the concept from Evertson, Emmer, and Worshan (as cited in Ding et al., 2008) to classify the kinds of behaviors occurred in the English classroom. Evertson et al. classified the concept of behavior into four board problems. First, no problem behavior: there is no interruption of learning or instruction due to the brief duration. The example of no problem behavior is brief inattention and short period of daydreaming. Second, minor problem behavior: this behavior is against the class rules; the learning process is not interfered if it does not occur very often. The examples are calling out, eating candy, or passing notes. Third, major problem in limited scope and aspect: for instance a student may rarely complete a task, may fail to follow the rule for movement around the classroom, or may hit another student. Fourth, spreading or escalating problem: this problem occurs due to minor problem become commonplace that affects as a threat in learning environment. For instance: many students giving unrelated comments toward the lesson or roam around the classroom and disturb other students.

All things considered, this study was undertaken in one of primary school in Indonesia that is chosen as the fundamental location to collect the data. In this school, English was taught as extracurricular subject and there was only one English teacher to teach this subject. Overall, the purpose of the research is to probe into various kinds of students' disruptive behaviors occurring in the English classroom, classification of these behaviors, and the English teacher's maneuvers in handling that aforementioned condition.

Correspondingly, the existing research of students' disruptive behavior in

classroom is not new endeavor in educational psychology (Langfeldt, 1992). It has been conducted frequently since it is considered as the continuing interest to individuals within the field of psychology and education with several perspectives as the scope such as the most frequent disruptive behavior, the most problematic disruptive behavior, and the behaviors of most concern to teachers (Haroun & O'Hanlon, 1997a; Houghton, Wheldall, & Merret, 1988; Martin, Linfoot, & Stephenson, 1999; Stephenson, Martin and Linfoot, 2000; & Wheldall, 1991 in Little & Arbuckle, 2004). For this reason, it is important to consider the definition of disruptive behavior from some views. According to Houghton et al., (1988) and Haroun et al., (1997), disruptive behavior had been defined as an activity performed by students leading the interruptions to the learning class and stressfully teacher with give frequent comment to students. This often presents a major concern to teacher to attempt managing good conditions by providing some effective instructions in classroom. Furthermore, disruptive behavior in the classroom could be defined as behaviors that considerably disturb teacher and other students in the teaching process, and/or seriously upsets the normal running of classroom (Lawrence, Steed, & Young, 1983), and also threatens the flow of academic performance in particular context (Türnüklü et al., 2001). Charles and Senter (as cited in Ding, Li, Kulm, & Li, 2008) pointed out that students' disruptive behaviors reveal negative outcomes: it disrupts students' right to learn; it disrupts teachers' right to teach; it wastes time; it weakens students' motivation and energy; it produces a climate of fearfulness and stress for students and teachers; and it dissolves trust and lessens cooperative relationships between teachers and students. Additionally, disruptive behaviors have direct effects on

students' academic performance and future outcomes (Beaman & Wheldall, 1997; and Little & Hudson, 1998 in Little & Infantino, 2005). In other words, this relationship contributes to a student falling behind and not understanding the main content of teaching learning in class activities.

Therefore, Kyriacou (as cited in Türnüklü et al., 2001) advocated that disruptive behavior or sometimes misbehavior refers to any behavior by a pupil that undermines the teacher ability to establish and maintain effective learning experience in the classroom. This leads to ineffective learning process conducted by teacher in learning process in which Beaman, Wheldall, & Kemp (2007) found that approximately 50% teachers in their study report that they spend more time dealing with several behaviors that push their ability to control. However, they felt that there was only less aspect they should handle. Ding, Li, Li, & Kulm (2008) investigated Chinese school which has larger class and found that 'daydreaming' is the most problematic behavior in this condition because it leads students more easily become disengaged in learning activity. Time consuming for teacher to handle this class appears since more students are involved.

Related to early years of schooling, considerable research about problem behavior from children's side has been long time becomes a continuing research (Bibou-nakou, Kiosseoglou, & Stogiannidou, 2000). It has also been dealt with researches in the field of developmental psychopathology. Together with parents, teachers should become main informants on the difficulties and the developmental differences in elementary school children (Weisz, Chaiyasit, Weiss, Eastman, & Jackson, 1995 as cited in Bibou-nakou et al., 2000). Therefore, problem behaviors in

the primary sector are judged to be 'troublesome' according to the different social norms prevailing in each culture. Additionally Bibou-nakou et al. found that it is important to carefully assess teacher's beliefs about children's intentions, and control over their behavior when designing and implementing school-based interventions. It could be assumed that disruptive behaviors in primary school age are not merely the problematic case that only look at the weaknesses on students itself, but more than that, teachers and parent need to have certain cooperation to be responsible in this circumstance.

Shen, Zang, Zang, Caldarella, Richardson, and Shatzer (2009) in their investigation of behavioral problems in Chinese elementary schools found that male students were seen as exhibiting more troublesome behavioral problems than female students. On average teachers reported 15.5% of a class as exhibiting behavior problems, and 44.6% of teachers reported spending too much time resolving such problems. Additionally, it was found that experienced teachers have good ability in handling that problem; they consider spending less time on behavior problems than newer teachers. On the other studies, 'talking out of turn' was reported as the most troublesome (47%) and most frequent (55%) behaviors occurred in British primary schools. Based on these results, written advice developed for elementary teachers, such as 'tip sheets', was reported to be very helpful (Little, Hudson, & Wilks, 2002). Eventually, survey carried out for 161 Australian elementary teachers concluded similar views as British schools. The teachers reported that 'talking out of turn' was the most problematic behavior and moreover, they need much more time to manage students' disruptive behaviors occurred in classroom (Wheldall and Beaman, 1994 in Ding et al., 2008).

However, a particular behavior can be problematic in one setting but not in another (Leung & Ho, 2001). Across cultural contexts, teachers' perceptions and interpretations of students' misbehavior become especially important; in order to understand what behavior is acceptable and what behavior may become the focal concern of a teacher's classroom management. Little et al. (2004) found that there were some strategies used by teacher to manage classroom behavior. Experienced teacher particularly, since they have more capability to control the situation fewer support strategies were applied such as staff meetings, in-service trainings, books or journal articles. And yet, teachers with less experienced tend to view disruptive behavior as serious problem. It is in line with a view from Kokkinos, Panayiotou, & Davazoglou (2004) who stated that novice student teachers reported being more concerned about externalizing student behaviors than were more experienced student teachers, whereas experienced student teachers reported being more concerned about internalizing behaviors.

Intervention in the classroom is therefore necessary in order to reduce and eliminate disruptive classroom behavior and the associated effects it has on teachers and students. Disruptive behaviors are often initially minor in nature, therefore interventions based on the principles of reinforcement and punishment have been found to be appropriate and effective, as a teacher can encourage a student to spend more time engaging in academic activities and less time behaving inappropriately (Little et al., 2002; Merrett & Tang, 1994; Wilks, 1996 in Shen et al., 2009).

Furthermore, Sun's (2015) study in Hong Kong reveals that there are eight strategies that can be used to manage students' behavior in classroom activity in

which seven of those are more effective: rules-setting, hinting, directive statements, punishment, after class talk, relationship building, and instructional engagement. Surprisingly, the first four strategies are considered as the most effective way to control students' behavior since those also become a lesson for students to take responsibility toward their behavior. This surrounding will highly be a good manner to have a typical atmosphere in classroom activity. Teacher and students can take own role which is convenient to the psychological demands in educational field. However, the last three have also those own strength in managing behavior. To illustrate, talking with students after class and building a relationship are necessary for students because those can maintain students' positive behavior change. And also, students will more trust to themselves to become a good student. This due to in those strategy teacher play significant role to guide, suggest, and strengthen students to behave in a good way. Identically, instructional engagement has particular uniqueness to control students' behavior. This means students will be more active and involved in class activity which reduces the chance for disruptive attitude.

METHOD

This study was a qualitative one in which the researchers tried to find out teaching strategies used by the teacher to manage student's disruptive behaviors. Two classes of primary school participated in this study. The first class consisted of 37 students who were studying in the first grade and it was chosen as a representative of the lower class. The second class, as a representative of upper class, consisted of 26 students in the fourth grade. In general there were 6 classes in this school however, since there were similarities in behavior pattern in the first, second, and third grade, the researchers chose the first grade students to represent the lower class. Furthermore, the fourth grade students were represented as the upper class in this study with the same considerations.

The instruments used in this study were interview, observation, and documentation. The English teacher in that school was interviewed to investigate what kinds of disruptive behaviors appeared in the classroom and how she managed those behaviors. Ary et al. (2010) stated, "The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words". Meanwhile observation and documentation were conducted as a triangulation process supporting the interview. Those two instruments were used to validate the data from the interview process. In order to make certain the data from the interview, the researchers came to the class and observed the teaching learning process. It was done to answer the question of how the teacher overcame the disruptive behaviors. The last, documentation was applied in this study to find any information related to classroom management in the primary school. Ultimately, to analyze the collected data, the researchers used Interactive Model from Miles and Huberman (1994) which range into three phases: 1) data reduction, (2) data display, and (3) drawing and verifying conclusion

DISCUSSION

List of Students' Disruptive Behaviors
The following are the list of students' disruptive behavior obtained from observation, interview, and documentation in SDN 1 Klodran, one of primary schools in

Surakarta, Indonesia. The perceived students are the first and the fourth grade.

Table 1 List of students' disruptive behaviors

No	Disruptive Behaviour	The Lower Class	The Upper Class
1	Want to play and eat	√	
2	Bored	√	√
3	Wandering		√
4	Talking with friends, talking out of turn, chatting		√
5	Sleepy, lazy	√	
6	Mocking/calling father's name		√
7	Bulging out of eyes (because of mocking)		√
8	Exiling friends who get low point		√
9	Student refuses drawing and writing	√	
10	Complaining the topic		√
11	Sulking	√	
12	Noisy	√	√

The data collected above were classified based on four board behavior problems promoted by Evertson, Emmer, and Worshan as the benchmark to analyzing and describing disruptive behavior. The findings can be seen as follows.

No Problem Behavior
This type deals with the problem which has no significant effect toward learning process. Based on the interview, the teacher stated this sentence. "*Anak terkadang bercanda dengan memanggil nama orang tuanya*" (Students may create a joke using the other students' parent name). When students make a joke with the others, actually this is behavior problem occurring in the class within brief duration. Furthermore, when we relate it to the classroom observation, some of students makes a joke with other students. It happened about 30-60 seconds which not have significant interruption to the learning process.

Minor Problem Behavior
This behavioral type problem is related to the behavior which against the class rules. For instance the teacher gives the task that should be done in 30 minutes but smart students finish it in 20 minutes and begin to chat with other students who have not finished the task yet. Based on the interview the teacher said "*Yang membuat bosan adalah kadang anak-anak yang pintar selesai duluan. Yang pandai ini nanti mengajak mengobrol teman yang lain.*" The smart students felt bored after finishing the task and had plenty of time to wait other friends. They started to disturb their friends by having conversation with them. This kind of behavior is actually against the class rule given by the teacher. Based on the observation, we did not find this behavioral problem.

Major Problem in Limited Scope and Aspect
This kind of behavioral problem really affects students' performance in learning. For instance student are lazy enough to complete the task given by the teacher. Based on the interview, the teacher stated that "*Kalau mengajar kalimat anak-anak tidak terlalu suka. Mereka sukanya hanya kosa-kata. Kalau sudah mulai diajari kalimat terutama di kelas atas mereka cenderung malas untuk menyelesaikan tugasnya. Mereka lebih suka tugas kosa-kata dalam bentuk gambar.*" The students were not interested in learning sentences. They tended to be lazy in finishing the task and preferred to do vocabulary task in the picture form. Based on the observation in the upper class, several students stated that making sentence is quite difficult.

Spreading or Escalating Problem

This behavior problem is a threat for learning process due to the high occurrence of the minor problem. This problem arises because a student evoked other students to conduct the behavioral problem. Based on the interview, the teacher stated "*Yang paling sulit mengajak anak untuk diam. Apalagi untuk kelas yang rendah. Kadang masih suka-sukanya sendiri. Mereka masih ingin bermain dan kalau sudah masuk masih pengen jajan*. The most difficult problem was to keep the students quiet. Especially for the lower class, they tended to do what they want to do for instance playing outside or buying snacks. Referring to these situations, the researchers found some students did miss-disciplined behavior as delaying classroom activities by making noise during the learning. It is a classic problem that the teacher deals with since it occurs very often.

Teachers' Strategies to Manage Students' Disruptive Behaviors in English Classroom

From a depth-interview with an English teacher in SD N 1 Klodran, it could be reported that the teacher fundamentally used several simple strategies that were applicable in particular area, to emphasize those were able to use in limitation technology. To illustrate, the cases occurred in lower class: 1) students wanted to eat and play in learning time; 2) students were bored, lazy, and sleepy; 3) sulking; and 4) be noisy; could be handled by teacher by asking students to sing or draw together. Teacher did not use any audio or video to provide certain model of song. Teacher only taught students the song orally, and surprisingly this technique worked to handle classroom atmosphere to remain dynamic. To underline, the song was English song that was relevant to English teaching materials. Thus, students who

previously were less engagement in learning activities immediately could drive by themselves to involve in teaching learning process. Overall, the most common technique used to handle any disruptive behavior in the lower class was asking them to sing together and draw a picture since the students on that age had special preference towards fun activities.

On the other hand, the upper class revealed more unique behaviors in the classroom. It was brought about by the higher of students' level, the more various behaviors they performed. This was in line with Türnüklü et al. (2001) who argued that students' age is one of criterion to observe the kind of behaviors occurred in the classroom. Then, this research found several behaviors: 1) mocking by calling out friend's father name; 2) bulging out of eyes because of mocking each other; 3) exiling friends who get low score; 4) talking out of turn; 5) wandering and 6) complaining the topic in which those essentially were not observed in the lower class. In these cases, teacher had her own strategies in handling the situation. For instance, student on-task behavior that means students were given extra assignment seemed highly possible to deal with wandering/walking around the class and talking out of turn. It aimed to bring them be busy by doing useful task. Moreover, this technique was applicable for students who were bored. The smart students usually finished the task earlier leading them to be bored. So that, teacher provided them an extra-assignment to avoid unmotivated feeling in classroom. Moreover, students who mocked, bulged, and exiled others tended to get some warnings and advices from teacher. Their age seemed convenient to get some advices to improve the attitude. Eventually, the last technique was motivating them carefully about the importance of the

material as the respond of complaining the topic that made them feel unmotivated to study.

CONCLUSION

Disruptive behaviors have been observed many times by several researchers in many countries which becomes serious area of study in the field of education and psychology. Students' disruptive behaviors refer to a less well-managed condition of classroom to conduct teaching and learning process caused by some students' actions and feelings to be unmotivated to engage in classroom activities. This leads to the distress teacher who is responsible to motivate students to involve in learning activities. However, the present study revealed special insight for teachers to consider students' age to find out the proper technique used to deal with un-conducive classroom because of their disruptive behaviors. It was proved by the different disruptive behaviors occurred between the upper and lower class. Automatically, teacher used different strategies to motivate students on different level.

Furthermore, managing students' disruptive behaviors while applying effective strategy to control students in the EFL context are also important. This happens due to good atmosphere in classroom brought about by good class management influence students' skill. Proper class condition can lead to the effective learning activity. Students seem possibly become more focus, attracted, and interested in learning since they are in comfortable situation. Moreover, in the elementary context the researchers suggested that teachers should pay attention to students' age on the basis of finding out particular strategies to control them. Because each level of age has certain criteria so that teachers must fit what students behave and what the solution is.

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