

CHAPTER I INTRODUCTION

This chapter covers the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous studies.

A. Background of Study

This study aims to find classroom management strategies teachers use in dealing with students' disruptive behavior in an EFL class. This research is related to what types of students' disruptive behavior are faced by the teacher and the classroom management strategies applied by the teacher to deal with students' disruptive behavior in an EFL class. To deal with problems in the classroom or take preventative actions to ensure that their students behave well in class, teachers must understand what characterizes disruptive behavior. It can reduce the occurrence of students' delinquency in class.

Disruptive behaviors impede the regular flow of instruction and learning in the classroom. Students may engage in disruptive behavior when they feel awful, exhausted, or ill, are working on tasks that are too difficult for them, or are distressed about something crucial (Vongvilay, Fauziati, Ratih et al., 2021). Furthermore, students' disruptive behavior is directly linked to teachers' mental, physical, and emotional well-being, and it may impair teachers' ability to educate students to some level (Wangdi, 2022). Teachers need to be able to manage classes that aim to create an atmosphere or conditions that allow students in the class to learn effectively.

Classroom management is building a learning environment, physical interaction between teachers and students, students and students, parents, and other stakeholders, encouraging and motivating children to learn, learning, controlling, and governance goals across the school (Abid, 2021). Its purpose is to support and encourage collaboration in efficiently managing teaching and learning activities in the classroom. However, classroom management is essential in learning to help

create a practical class and prevent disruptive behavior of students (Ardin, 2020). Besides, Hussein et al., (2015) found that most teachers believe classroom management is essential, but 72% still need to be satisfied with the classroom management preparation they got from their teacher education program.

According to Sulaiman (2017), teachers must choose the most effective method to deal with challenges that occur in the classroom so that the environment is conducive. The effectiveness of classroom management with appropriate teaching strategies can increase students' enthusiasm to study (Sieberer-Nagler, 2015). Managing the class will be easier if the classroom environment is conducive. Teachers and prospective teachers must be able to find and employ solutions to achieve their teaching objectives despite the difficulties of teaching English as a foreign language in Indonesia (Rozimela, 2016). Therefore, classroom management strategies are things that teachers must-have for the learning process to go effectively and successfully are things that teachers must have because it is relevant for both classroom teaching and lesson planning.

Vongvilay et al., (2021) argue that classroom management strategies for dealing with behavior include how teachers establish and enforce rules and procedures, how teachers begin lessons, how teachers develop relationships with students, how teachers implement discipline and consequences, and how teachers are involved in the learning process. Good teacher-student interactions, participation in group discussions, desire for academic work, proper positive intervention plans, and another positive strategy with effective teacher-student interaction are all believed to be preventative strategies (Vongvilay et al., 2021). Thus, teachers' strategies for preserving a positive environment in the classroom are referred to as classroom management strategies

The subject of this study was an English teacher at a junior high school in Bandung, Indonesia. Based on the preliminary observation, several students show disruptive behavior in an EFL class, such as chatting with friends while the teacher is explaining, taking walks in class, and often asking permission to go to the toilet. These behaviors can disrupt the learning process in class. Meanwhile, the teacher admits that disruptive behavior hampers the learning process. In overcoming this,

teachers take reprimands and deduct points, which will affect their grades if they repeat this behavior. This can happen because students need more motivation to learn English, and the teacher's teaching English is inappropriate.

A number of research relevant to this current research have been conducted. The research by Firmaya (2022) explores teacher' strategies to deal with classroom management challenges in the English listening lesson. The research by (Vongvilay et al., 2021) identify types and causes of students' disruptive behavior in secondary school. The research by Ardin (2020) investigate factors causing students 'disruptive behavior in learning English at junior high school. Despite its relevance regarding teacher strategies in classroom management and students' disruptive behavior that teachers face in an EFL classrooms, there is a different between the research which is the object that focuses on exploring teachers classroom management strategies to deal with students' disruptive behavior in learning English in junior high school.

The current research focuses on teachers' classroom management strategies for dealing with students' disruptive behavior in an EFL class at a junior high school in Bandung, Indonesia. It explores the disruptive behavior of students that teachers face and teachers' classroom management strategies to overcome these problems in an EFL class. This research is expected to provide solutions to these problems and find appropriate strategies for managing learning in an EFL class.

B. Research Questions

The study focuses on these research questions :

1. What types of student disruptive behavior are faced by the teacher in the EFL class?
2. What are the teacher's classroom management strategies for dealing with students' disruptive behavior in the EFL class?

C. Research Purposes

From the research questions above, this study aims to obtain these two following purposes :

1. To find out the types of students' disruptive behavior faced by the teacher in the EFL class.
2. To find out the teacher's classroom management strategies for dealing with the disruptive behavior of students in the EFL class.

D. Research Significances

Theoretically, this research can be useful as a reference for classroom management strategies that can be used to deal with students' disruptive behavior in an EFL class.

Practically, this research can be especially useful for English teachers as material for reflection on strategies for dealing with disruptive behavior by students in an EFL class.

E. Research Scope

This research is concerned with analyzing teachers' classroom management strategies dealing with disruptive behavior of students when teaching in an EFL class. Furthermore, this research is intended to explore teacher's classroom management strategies to deal with the problems that teacher faces. Therefore, it leads to a discussion of subjects, object, and location as the scope of the research. First, the subject of this research is English teacher who have experience teaching English in the class. Third, the object of this study are the teachers' classroom management strategy in dealing with students' disruptive behavior in teaching in an EFL class. Fourth, this research conducted at junior high school in Bandung, Indonesia.

F. Conceptual Framework

In a context, disruptive behavior is the action of one or more students threatening to block activities or pull classes into an action program that threatens group safety or violates norms of appropriate classroom behavior of students or

school staff (Vongvilay et al., 2021). According to Simpson (2017), misbehavior is behavior that is deemed inappropriate for the environment or circumstance in which it occurs. Khasinah (2017) states that any behavior by students that teachers deem to be detrimental to the learning environment is deemed misbehavior in the context of the classroom environment. Although the above definitions give a rough idea of what disruptive behavior at a language school comprises, looking at the terminology and understanding their meanings provides a better understanding of what disruptive behavior is.

Three types of student's disruptive behavior are frequently seen in language classes: According to Khasinah, (2017) are: 1) the back-row distractors—the one who always sits in the back and keeps others from paying attention; 2) the nonparticipants—those who choose not to participate in the assigned class activities; and 3) the overly exuberant students—those who are bright but very dominant and monopolize all activities in the classroom. Numerous factors can contribute to students' disruptive behavior. Along with the students and institutions, teachers themselves can have a significant impact on the conduct of students (Ardin, (2020). Students may quickly identify unprepared teachers, for instance, which quickly causes issues in the classroom. The students and institutions can generate problems for teachers even when they are adequately prepared.

Classroom management is broad and includes the proactive and reactive methods teachers use to encourage and support both academic and social/emotional learning in the classroom instructional time, and motivates students to participate in learning. Effective classroom management creates a learning environment where students are encouraged to participate actively in lessons, are motivated to learn, and are prosocial, and where disruptive and disengaged behaviors that are harmful to learning are calmly corrected (Sullivan, 2017). Teachers are frequently viewed as the control mechanism in the establishment of such control, and they must ensure that student behavior is appropriately monitored (Debreli & Ishanova, 2019). However, this seems to be the main effort to deal with students' disruptive behavior can be prevented by the teacher finding the right classroom management strategy.

Akyar & Tuncer (2022) identify the most effective classroom management strategies employed by teachers in EFL settings, which included providing clear directions for classroom responsibilities, preparing engaging and well-organized classes, keeping students engaged, and controlling class time. In addition, there are five types of classroom management strategies, including organization, communication, monitoring, lesson plan and delivery, questioning (Evertson and Worsham (2003) in Kamilia (2022)). Therefore, classroom management strategies are some of the techniques that teachers use to enable the teaching and learning process to take place effectively (Megawati et al., 2020)

G. Previous Studies

Several studies have been conducted relevant to the current research. The research by Firmaya (2022) explored teacher' strategies to deal with classroom management challenges in the English listening lesson. This study used descriptive qualitative research. One senior high school English teacher was the participant in this research, using an observation and interview as the instrument. This study found that there are several strategies used by the teachers in managing the class; the teacher prepares earlier, reminds and pays more attention, often reminds their students, provides life stories on the sidelines of the learning process related to hard work and give verbal rewards, prepares methods, repeats the instructions slowly and gives an example first. While this research is relevant in terms of method and instrument, it is different in terms of participant and focus. The current research participant is one junior high school and focuses on teacher' classroom management strategies dealing with disruptive behavior of students in an EFL class.

Then, the research by Vongvilay et al., (2021) identified types and causes of students' disruptive behavior in secondary school. In this research, a case study of qualitative research methods is applied. The participants of this research were 118 students in level 3. The instruments of this research are observation and interview. This research showed that the types of disruptive behaviors happen in the class were class disruption, aggression and goofing off. The causes of students' disruptive behaviors were from the environment around them (friend and social

life), bad learning (lazy to study and English is too difficult), and psychology needs (power, freedom, fun). While this research is relevant in terms of method and instrument, it is different in terms of participant and focus. The current research participant is English teacher and it focuses on teacher' classroom management strategies dealing with disruptive behavior of students in an EFL class.

The research by Ardin (2020) investigated factors causing students' disruptive behavior in learning English at junior high school. This study applied descriptive qualitative research by using a purposive sampling technique. Two of the EFL teachers, a counselor, two of his classmates, and one of his family were interviewed for the data collection. The observation checklist and field notes were also used to show the student's disruptive behavior when learning English. This research found several factors causing the student's disruptive behavior in learning English were (a) seeking attention, (b) classmate, (c) close friend, (d) learning environment, (e) family, and (f) social environment. It can be inferred that the most dominant cause of student's disruptive behavior came from external factors. While this research is relevant in terms of method and instrument, it is different in terms of participant and focus. The current research participant is English teacher and it focuses on teacher' classroom management strategies dealing with disruptive behavior of students in an EFL class.