

**TEACHER'S STRATEGIES IN MANAGING STUDENTS' MISBEHAVIORS IN AN EFL
CLASSROOM: AN OBSERVATIONAL STUDY**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of the
Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I honestly confirm that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, April 2022



MOTTO

"Allah does not burden a person beyond his capacity"

(Al-baqarah: 286)

DEDICATIONS

This thesis I dedicate gratefully to myself, my parents, my sister,
my nephew, my boyfriend who has supported me during this process.
I hope that this is a good start to my learning journey in the future.

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Ladhena Bernadeta

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ABSTRACT

Despite the growing numbers of research studies on classroom management especially in teacher's strategies, there seems to be insufficient research on the teacher's strategies in managing students' misbehaviors in an EFL classroom, and it is sparse in senior secondary school. Considering the various previous studies conducted by many researchers from different contexts and backgrounds, in this study, the researcher aims to identify the types of students' misbehaviors and the teacher's strategies through classroom observation during learning activities in the vocational school. This study was carried out through naturalistic observation in a private vocational school in Yogyakarta. Additionally, a descriptive qualitative method was used to examine the types of students' misbehaviors and the teacher's strategies in managing students' misbehaviors in the vocational school. The data were analyzed by referring to classroom management, students' misbehaviors and teacher's strategies with respect to previous study conducted by Debreli & Ishanova (2019). The outcomes of the study found that the types of students' misbehaviors include playing with handphones, demotivating others students, showing disrespectful gestures, coming late, making noise, and coming late to the class. On the other hand, using mother tongue is not considered as misbehavior in this present study as the context is different from the framework. Moreover, the teacher's strategies in managing students' misbehaviors include increasing the teacher's volume, being positive and classroom rules. Although these strategies were momentarily effective, students still tended to repeat the misbehaviors during another classroom activity. Therefore, teachers need to invent more sustainable strategies to manage students' misbehavior.

Keywords: *Teacher's Strategies, Students' Misbehaviors, Classroom Management, English Foreign Language Learners.*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Classroom management is an important aspect to determine the success of learning activities in the classroom, especially in terms of students' learning process and students' behavior. Adeyemo (2012) investigated the relationship between effective classroom management and students' academic performance in Shomolu local Government using descriptive survey approaches and concluded effective classroom management rules have a strong and positive impact on student performance. Furthermore, Wubbels (2011) stated that classroom management is categorized as follows: classroom management strategies that focus on external discipline of attitude, on internal discipline, on classroom communication, on discussion, on educational programs, and on interpersonal relationships. Furthermore, giving positive strategies will have positive feedback from students. Additionally, Lewis (2001) used positive approaches to engage students in the classroom and to establish students as positive behaviorists. As a result, the positive approaches give a positive impact for students' behavior, and increase their interest to understand the material better. Furthermore, a study conducted by Freiberg et al., (2020) had succeeded in updating 14 years of understanding of classroom management and concluded that giving students an understanding of how to communicate with their peers made them feel involved in the learning process. After all, the important part of classroom management is concerning the teacher's performances and the students' behaviors. Then, Freiberg et al., (2020) noted that giving social and emotional relationships become important classroom functions and affects classroom management. Therefore, to set good

classroom management, the teacher should apply the appropriate strategies to manage students' misbehavior in the classroom. Moreover, the most effective strategies by Lewis (2001) are using positive approaches.

Inappropriate behaviors cause problems towards time management and the teachers' performance in the classroom (Chang & Taxer., 2020). Jacobs and Wet (2009) investigated the effects of students' misbehaviors on identified characteristics of teacher's burnout and stress. The result showed that the student's misbehavior negatively impacted Lesotho teacher's health issues, caused depression, and thoughts of leaving the job. That is to say, using strategies in the classroom is important to avoid misbehavior during the learning activities. Although Evertsen, et al., (2006) claimed that behavioral perspectives are inaccurate to become dominant in classroom activities, many agreed that the keys of classroom management are approaches to students' misbehavior and a set of classroom rules. Therefore, the phenomenon of students' misbehavior is an important issue where they disturb classroom discipline, cause the teacher's burnout, and impact the classroom environment.

Considering the various previous studies conducted by many researchers from different contexts and backgrounds, in this study, the researcher aims to identify the types of students' misbehaviors and the teacher's strategies in managing inappropriate students through classroom observation during learning activities in Private vocational schools. There are many types of students' misbehaviors in the general classroom as stated by Kulinna et al., (2006) namely, lying, unsafe actions, bullying, abusing others, doing sexual harassment. using drugs, bringing weapons to class, interrupting, pushing or punching others. For this reason, this present study focuses on the types of students' misbehaviors and the teacher's strategies in managing students'

misbehaviors in the vocational school. Furthermore, this study is conducted in offline learning activities so the result of this study cannot be linked in the online classroom activities.

1.2 Limitation of the Problem

The data for this study were collected from EFL students in a vocational school specifically in grade 12. This means that the generalizability of the results of this study is quite limited. Likewise, the result of this study is only related to offline learning activities.

1.3 Formulation of the Problem

This study was conducted to identify the types of students' misbehaviors and the teacher's strategies in managing students' misbehavior in the foreign language classroom. Therefore, based on the identification of the problem, the main questions of this study are:

1. What are the types of students' misbehavior in the private vocational school ?
2. What are the strategies used by the teacher in managing students' misbehaviors in the private vocational school?

1.4 Objective of the Study

This study aims to identify the types of students' misbehaviors and the teacher's strategies in managing students' misbehaviors in the private vocational school.

1.5 Significances of the Study

This research is expected to give recommendations on positive strategies for teaching reflection issues in the Indonesian English language teaching field. Moreover, this research is also expected to have empirical, and practical contributions which emphasize the importance

of language classroom management. Empirically, this study provides information about the types of students' misbehavior and the teachers' strategies to manage them in private vocational school. Practically, the study helps the teacher to have recommendations of new strategies using appropriate strategies in managing students misbehaviors in the EFL classroom. This study will be conducted in the secondary level rather than in the university level as the previous study mentioned. In the end, the findings from the study can be recommended for future teachers to find appropriate strategies and help the teachers to re-evaluate whether the strategy is applicable in managing students' misbehavior.

CHAPTER II

LITERATURE REVIEW

2.1 Students' Misbehavior in Language Classroom

Classroom management is an important aspect to determine the success of learning activities in the classroom, especially in terms of students' learning process and students' behaviors. In Indonesian context, the previous study conducted by Habibi et al., (2018) explored the EFL problems and the Indonesian Islamic boarding school teacher's strategies. The result showed that there are 7 categories, including: 1) challenged by students' performances; 2) handle inappropriate students either as punishment or reward; 3) managing three languages in class; 4) teacher's performances in the classroom management; 5) incompetence english teacher; 6) time management problems; 7) Managing classroom problems in general. The students' misbehaviors have negative impacts such as study from Aloe et al. (2014) analyzed the 21 experiments for a total of 63 samples from retrospective observations in which the participants contributed three effect sizes in this experiment. The result showed that teachers also feel a decrease in personal accomplishment, emotional burnout, and loss of identity significantly. In its simple form, the important part of classroom management is concerned with student behavior, both appropriate and inappropriate. That is to say, using classroom management, specifically the use of teacher's strategies is important to manage students' misbehavior in the EFL classroom.

Students' misbehaviors are considered as any negative behaviors that interfere with the learning process in the classroom, especially in language learning. In classroom management, there are many types of students' misbehavior in general context. For this reason, this research only focuses on the types of students' misbehaviors in language classrooms, such as Johnson et

al., (2017) stated that students' misbehavior have been described as attitudes that represent interruptions and distractions within the learning process. Likewise, Ding et al., (2008) surveyed Chinese teachers' perceptions of students' misbehaviours in the classroom. This study found that Chinese students' most problematic and frequent behavior is daydreaming, rather than talking out of turn as analyzed by common results of the Western studies. With this in mind, Students' misbehaviors disturb classroom discipline, interrupt the learning process, and impact the classroom environment. The framework of this study with respect to Debreli & Ishanova (2019) revealed that the types of students' misbehaviors in foreign language classrooms are playing with their handphones, talking too much, asking irrelevant questions, using their mother tongue, and lacking motivation. Likewise. Raslinda (2021) investigated the types of students' misbehaviors in secondary school in south Sumatera and the result showed that cheating, less performance, unawareness, and less attention are the types of misbehaviors found in the study. Furthermore, inappropriate behaviors are often related to decreasing academic achievement and dropping out. Students misbehaviors include: (a) skipping the class or coming late, (b) changing their seats, (c) talking out of turn or disrupting the instruction, (d) ignoring to submit the task, and (e) cheating, in other words indiscipline (Finn et al., 2008). Although the two studies above investigated the types of students' misbehaviors, the study conducted by Finn et al., (2008) had a higher number of participants than the study by Debreli & Ishnova (2019) where the results of these studies are different. Therefore, the category of the present study is possible to have a different category of misbehaviors.

2.2 Teachers' Strategies in Managing Students' Misbehaviors

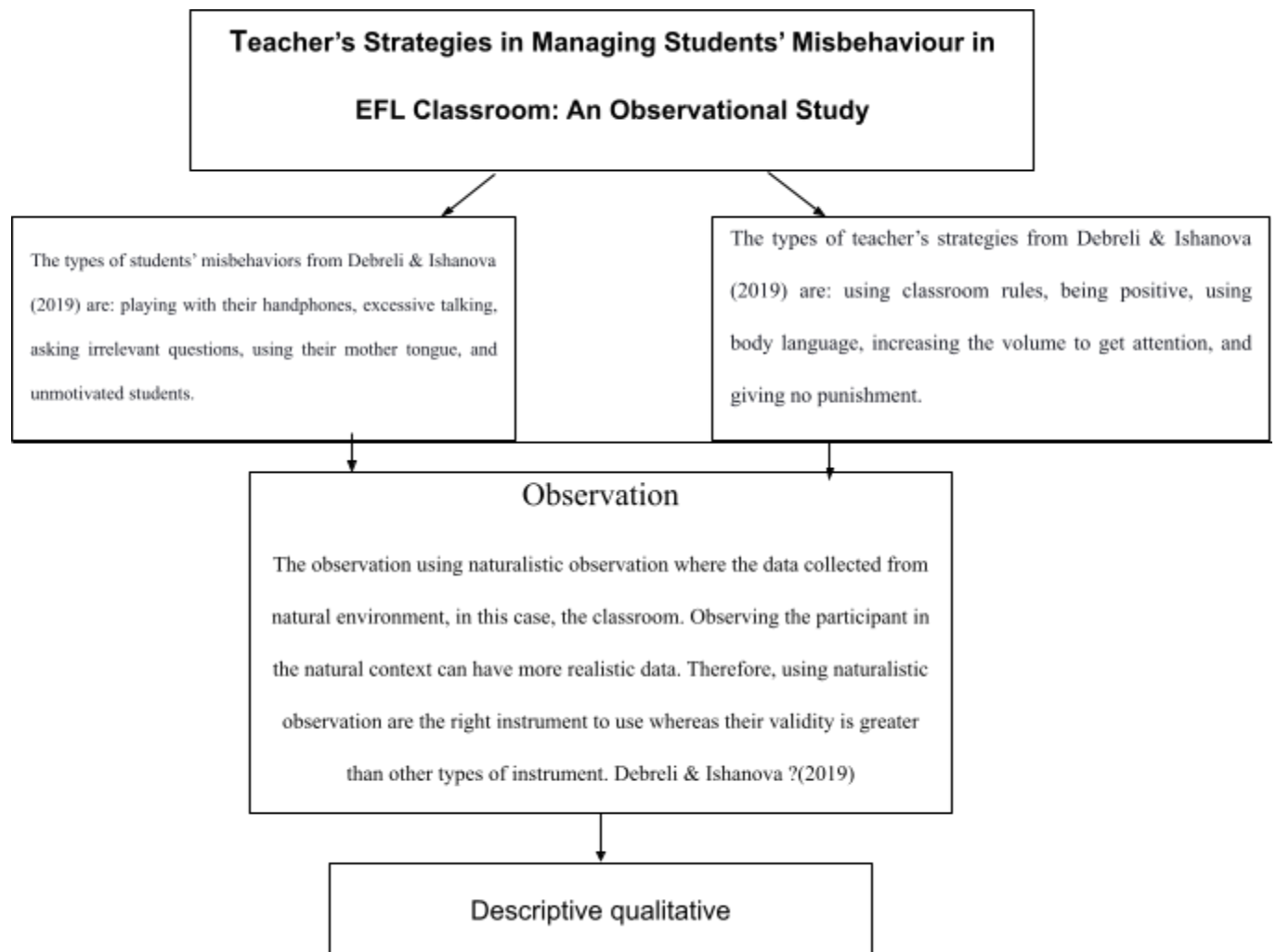
Many would agree that setting good classroom management is indicated by student performance in the learning process. This means that the strategy given by the teacher will affect

student performance. The framework of this study with respect to Debreli & Ishanova (2019) investigated the types of disruptive learners and the strategies to handle disruptive learners. The result showed that giving positive advice, turning up the voice to engage the students, and giving no sanctions are the effective strategies in managing inappropriate students. Moreover, in Indonesian context, Rido et al., (2016) examined the teaching and classroom strategies in Indonesian vocational schools and the effect on the students. The results showed there are various teaching methods including combined student and teacher-centered strategies. Furthermore, the teacher set a variety of teaching assistance in the classroom, group discussion, set discipline classroom, and it was affected positively to students. Additionally, Muluk et al., (2021) investigated the lectures' strategies and challenges in managing EFL speaking classes at English departmenet of University Islam Negeri Ar-Raniry, Banda Aceh, Indonesia. The results showed that the strategies are setting the seating arrangement appropriately, managing learning activities, using interesting topics in discussion, and applying discipline rules to students. On the other hand, Ding et al., (2010) involved 244 teachers from the Chinese mainland in their study. In particular, the result showed that the effective strategies in handling students misbehavior and to understand the class situation is “talking after the class”. Therefore, the teacher's role in setting good classroom management is important and has an impact on students' performances.

2.3 Theoretical Framework

The framework guiding this research with respect to Debreli & Ishanova (2019) stated that there is a connection between students' misbehaviors, and teachers' strategies in managing students' misbehavior.

Figure 2.3. Theoretical framework of this study



BAB III

RESEARCH METHODOLOGY

In this chapter, the researcher presents a methodology that contains sub-chapters, such as: (1). Research design, (2). Data preparation (3). Data collection (4). Data analysis (5). Trustworthiness. Research methods are the most important part in this study whereas they determine the steps carried out by researchers. Therefore, this chapter presents the processes of the data and how the researcher analyses through qualitative descriptive analysis.

3.1 Research Design

This study aimed to identify the types of students' misbehaviors and the teachers' strategies in managing students' misbehaviors in the EFL context. Denzin & Lincoln (2008) revealed that qualitative research emphasizes quality not quantity, so that the data obtained were socially constructed realities and the relationship between the researcher and what it was studied and the situational constraints that shape inquiry.

This study used observational study to analyze the teacher's strategies in managing students misbehaviors. Naturalistic observations can be obtained through direct observations carried out in general settings, in this case the classroom. Debreli & Ishanova, (2019) stated that observing participants naturally can result in more realistic data. Therefore, observational studies were the right instrument to use whereas their validity was greater than other types of observations. Following the categorization and development from the observation data, the researcher used the observation checklist to check the types of students' misbehaviors and the teacher's strategies to manage students' misbehavior during the learning process. Furthermore,

During the analysis processes, the observer was able to require some clarifications from the teacher through WhatsApp platform because of the coronavirus outbreak worldwide.

3.2 Data Preparation

3.2.1 The Participants of Study

This research was conducted in a Private Vocational School in Yogyakarta and the participants in this study were an English teacher and the students in the audio video electronics engineering major. Likewise, this study was conducted in grade 12 because it had the characteristics needed for this research, such as: students expressed themselves in their environment so that there were behaviors they showed, students in grade 12 also stated that English was unimportant so they underestimate the lesson. Furthermore, The participant has been teaching for a minimum of 10 years because she was expected to have knowledge in dealing with students' misbehaviors.

3.2.2 The Types of Data

In this observational study, the data were taken from the naturalistic observation and were conducted during the learning process in the classroom. The data were then analyzed to present the result in the conclusion.

3.2.3 Source of the Data

The data would be collected from classroom observation and an English teacher in a private vocational school in Yogyakarta. Therefore, the researcher would observe the types of students' misbehaviors and how the teachers managed it during the learning process.

3.2.4 Informed Consent

In this step, the researcher approached the institution to be addressed. The researcher would ask for permission officially from the school through an official letter from the university and faculty. Furthermore, the purpose of this official letter was to explain why this school was the object of data collection and what benefits would be obtained by the school in this study. Furthermore, the researcher would also create a consent form for participants to ask for approval whether they were willing to be observed and recorded during the learning process.

3.3 Data Collecting Technique

In this study, the observations were carried out in 1 meeting with a duration of approximately 45 minutes. Furthermore, the researcher used a naturalistic observation and collected the data during the learning process using a camera and a tripod. After that, the researcher would transcribe the recording and analyze it using descriptive qualitative. In the final stage, the transcribed and analyzed data would show the results of this study.

a). Research Instrument

In this study, naturalistic observation was used to observe the teacher's strategies in dealing with students' misbehavior in the classroom. Moreover, an observation checklist followed by Debreli & Ishanova (2019) would be used to conduct the observation in the classroom.

Table 3.3

Observational Checklist From Debreli & Ishanova (2019)

Num ber	Types of Students' Misbehavior	Example	Minute	Frequency
1.	Playing handphone	X	X	X
2.	Lacking motivation	X	X	X
3.	Talking too much	X	X	X
4.	Using mother tongue	X	X	X
5.	Asking irrelevant questions	X	X	X

Num ber	Types of teacher's strategies	Example	Minute	Frequency
1.	Increasing volume	X	X	X
2.	Using classroom rules	X	X	X
3.	Being positive	X	X	X
4.	Using body language	X	X	X
5.	No punishment	X	X	X

3.4 Data Analysis

The data obtained in this study would be analyzed through a qualitative descriptive method from (Lambert & Lambert, 2013). Therefore, in conducting this study, there were steps followed that need to be considered in analyzing the data, including the following:

1. Identification and Delimitation of the Problem

In this study, the researcher would examine the teacher's strategies in managing students' misbehavior. This analysis will be carried out in the classroom by involving the teacher as a participant in this study. Moreover, the main research questions in this study are “what are the types of students' misbehavior” and “What are the teacher's strategies in managing students' misbehaviors in the vocational school?”.

2. Development and Construction of Instruments

After the researcher determined the problem that would be analyzed, the researcher determined the instrument would be used to collect data to be analyzed using descriptive qualitative.

3. Observation and Data Recording

In this step, the researcher began to observe and record the activities in the classroom as data that would be analyzed and then showed the results at the end of this study.

4. Decoding and Categorization of Information

At this step, the researcher began decoding and categorizing the information according to the data. The researcher must ensure that the information from collected data was coherent and consistent.

5. Analysis

After being categorized and disorganized appropriately, the researcher analyzed and interpreted the data that had been obtained through the observational data that had been done.

6. Report

In the last step, the researcher had determined the data in the right way, involved the final analysis and write-up of the report. The themes written must be in accordance with the analysis obtained by the researcher. Furthermore, the researcher also needed to arrange the data in a brief, coherent, rational, non repetitive, and interesting way.

3.5 Trustworthiness

Lincoln & Guba (1985) stated that trustworthiness is a way to make the readers have full attention to the research and researchers could convince themselves and the readers that their research is worthy of attention. They mention the criteria of credibility, transferability, dependability, and confirmability as a refined concept of trustworthiness.

In this research, the credibility of the data can be proven through the results of checklist observations and teachers' interviews. then, the result of those data will be recorded and analyzed by thematic analysis so that the resulting data will be credible. Moreover, the transferability of this study aims to find out what strategies are used by teachers to deal with students' deviant behavior and re-evaluate whether these strategies are appropriate in dealing with students' misbehavior. This research is intended for the vocational school learners through observational study so it cannot be used for general context participants whereas the results will be different.

Therefore, this research will be useful for researchers or teachers who are teaching in EFL Learners.

This study was conducted through direct observation in the classroom. Participants in this study would be given a consent form that contains whether or not they agree to be recorded and interviewed, they would also see the results of the data so that the dependability could be known from this step. Therefore, the results of this study could be dependable. At last, This study was conducted using naturalistic observation. The observation would start with recording the classroom activities using an observation checklist to identify what the types of students' misbehaviors and what the strategies that teachers used to manage students' misbehaviors. Therefore, this study would find confirmable results based on the participant in this research.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

This chapter consists of findings found in the research and the discussion. The findings in this research are the data that was collected by observation.

4.1.1 Data Presentation

The candidate for this study was collected from the lecturer's recommendation. The observer contacted the candidate of the participant and then recruited her by explaining the research purpose and background. Before starting the observation, the researcher sent an official letter from the campus. Furthermore, The observation was conducted at a vocational private School in Yogyakarta where the characteristics of this school were relevant to the research needed. Finally, the observation started by focusing on the interaction and learning process between the teacher and students in the classroom. At the same time, The observation checklist and consent form were ready to be filled as the approval of participation in this study and willing to be observed. Prior to the observation, the observer asked permission to the participant to do video recording during the ongoing observation in the classroom. The observer sat at the back of the class so it did not interfere with the learning process. Likewise, the researcher used a handphone camera to record learning activities in the classroom. Therefore, the findings of this research are as follows:

4.1.1.1 Types of Students' Misbehaviors in EFL Classroom

Analysis of the data related to research question one "What are the types of students' misbehaviors in EFL context?" revealed seven common misbehavior types, cited by the observation during learning activities in the classroom. These are provided in table 4.1.1.1.

Table 4.1.1.1

The Common Types of Students' Misbehaviors Found in the Classroom

Num ber	Category of Misbehavi or	Description	Minute	Freq uency
1.	Playing handphone	Students K played handphone when class would be started	02.34	13
		Student F played cellphone while the learning video was playing	10.00	
		Student F played cellphone while the learning video was played	11.53	
		Student F played Hp while teacher explained the material	13.47	
		Student F played Hp while teacher explained the material from the video that had been watching	15.57	
		Student D played Hp when teacher explained the material from the video that had been watching	17.20	

		Student G and K played handphones (previously told to follow IG but keep going)	17.28	
		Students K, B, F, L played handphones While explaining and still someone opened their handphones.	18.13	
		Student F played handphone while the teacher was asking questions to other students.	22.18	
		Student D played handphone while the teacher played and continued playing the learning video.	24.10	
		Student F played handphone when the teacher explained the material related to the video.	24.39	
		Student C played handphone while the teacher explained the material related to the video that had been watched.	24.47	
		Student F played handphone after submitting his answer to the teacher.	37.06	
2.	Lacking motivation	Student A put his feet on the chair (a situation when the teacher checked the attendance)	00.51	9
		Students C slept when class started.	01.47	
		Student E puts his head on the table and faces the wall as the new learning video starts	09.06	
		Student D put his head on the table when the teacher explained the material	14.45	

		Student D put his head on the table when the teacher explained the material	18.50	
		Student D put his head on the table when the teacher explained the material related to the video he had watched	25.15	
		Student D put his head on the table when the teacher gave instructions to do the questions	26.48	
		Student E put his head on the table and yawns when asked to do a question	27.46	
		Student J was late for class when the teacher started the teaching material	07.40	
3.	Talking too much	Student E,B,G talked to each other when the teacher began to explain that there would be questions that must be answered.	26.34	3
		Student B and E were talking to each other when the teacher gave instructions on a task.	34.20	
		Students D played Bluetooth music at a loud volume when playing learning videos.	03.14	
4.	Using mother tongue	Students H used bahasa Indonesia when practicing English	19.56	1

Based on the data that has been found from observations, the types of students' misbehaviors found in this study were relevant to the previous study from Debreli & Ishanova (2019) namely, playing with their handphones, lacking motivation, talking too much, and using their mother tongue. From the four misbehaviors that were carried out by students during classroom learning, playing handphones was the most often found in this study, as it was repeated 13 times. To be specific, student F played mobile phones repeatedly 7 times; student D 2 times; student K 1 time; student C 1 time; student K & G 1 time; and students K, B, F, L, 1 time. Another misbehavior that was found in this study was lacking motivation where students were seen putting their heads on the table and looking away from the blackboard. Furthermore, students who came late to class are considered in the category of lack of motivation because they did not have motivation to come on time. This was repeated 9 times where student D put his head on the table while the teacher explained the material and repeated 4 times; student C 1 times; student E 1 times; student J came late; and student A was put his feet on the chair. Furthermore, in the category of talking too much, this repeated for 3 times of students. First, students E, M, G, who sat in the back chatted with each other about irrelevant topics so that it disrupted the learning process in class. Then, students B and E chat with each other by increasing the volume so that it interfered with the learning process in class. Moreover, student D turned on the bluetooth music with high volume. The last category of using the mother tongue was the least frequent found in this study. For example, student H used Bahasa Indonesia when the teacher asked her to answer in English. Most of the types of students' misbehavior in this study were relevant as the observation checklist from Debreli & Ishanova (2019). On the other hand, asking irrelevant questions which was one of the types of students' misbehaviors from Debreli & Ishanova (2019) was not found in this study.

4.1.1.2 Teacher's Strategies in Managing Students Misbehaviors in EFL Classroom

Analysis of the data related to research question one "What are the types of students' misbehaviors in the EFL context?" revealed three common strategies, cited by the observation during learning activities in the classroom. These are provided in table 4.1.1.2:

Table 4.1.1.2

The Types of Teacher's Strategies in Managing Students' Misbehaviors

Number	The teacher's strategies	Description	Minute	Frequency
1.	Increasing volume	The teacher increased her volume when student K was still playing on the handphone after the teacher explained the rules	02.34	10
		The teacher increased the volume of her voice to the students D after 5 times did not respond	03.14	
		Teacher increased her volume when student E sat in the back because the fan was there	06.22	

The teacher called Student E's name 09.06
by increasing the volume when he
put his head on the table

The teacher increased the volume by 11.53
calling student F's name when he
played the handphone

The teacher increased the volume by 17.20
calling student D's name when he
played the handphone

The teacher increased the volume by 17.28
calling the name when students G
dan K are still playing handphone
when teacher explain the material

The teacher increased the volume by 24.39
calling student F's name when he
played the handphone during
teacher explained the material based
on the video

The teacher increased the volume by 24.47
calling student C's name when he

		played the handphone while teacher explain the material		
		The teacher increased the volume by calling student D's name and asked questions to him when he put his head on the table.	25.15	
2.	Using classroom rules	The teacher explained the rules that must be followed by students during the learning process	02.20	3
		The teacher reminded the rules for prohibiting the use of cellphones during learning to student J who had just come to class because he was late	07.47	
		The teacher reminded the rules for prohibiting the use of cellphones during learning to students K, B, F, L who had followed the instagram account.	18.13	
3.	Being positive	The teacher said to student A who sat in a disrespectful position.	00.51	7

The teacher gave positive advice to student B who is too lazy to go to school.	01.09
The teacher asked student C to wash his face because he was sleepy.	01.47
The teacher does not scold students who use bahasa Indonesia when asked to practice it but gives the correct answer. Also, the teacher does not blame them at all.	19.56
The teacher gives a paper to student J who does not bring a book to school.	30.00
The teacher asks students F to bring books another day to school.	36.07
The teacher asks student E to give a name to his workbook.	37.42

In the second research question, the researcher found the teacher's strategies to manage students' misbehavior in EFL classrooms. The strategies found in this study were relevant to the findings by Debreli & Ishanova (2019). It showed that the teacher's strategies in managing students' misbehaviors were increasing the volume of the teacher's voice, being positive, using classroom rules, no punishment, and using gestures. Based on the findings in this study, there were 3 strategies applied by teachers to manage students' misbehaviors that were relevant with an observational checklist from Debreli & Ishanova (2019) during the learning process, including increasing the volume, being positive and using classroom rules. In this study, increasing the teacher's volume is the strategy most often used by teachers to manage students' misbehavior during the learning process. Moreover, the data above showed that the teacher increased the volume up to 10 times to manage inappropriate students. In other words, the teacher increased the volume for students K, F, D, G, K, F, C who played handphones during the learning process. Then, the teacher raised the volume when student D played bluetooth music, student E who did not want to sit in the front, and student D who put his head on the table during the learning process.

The teacher managed students' misbehaviors with being positive where the teacher did not prohibit or say "no" to students' misbehavior. Furthermore, the teacher gave the affirmation to students' misbehavior and considered it not a mistake. In this study, the teacher showed a positive attitude toward students' misbehaviors that was repeated 7 times. for instance, the teacher asked student A to come to class and sit down even though student A was late, the teacher gave advice to student B who was lazy to enter class, the teacher asked student C to wash his face because he was sleepy, the teacher did not scold student H when using his mother tongue during language practice In English, the teacher asked student J why he did not bring a book and

then gave a paper to answer the question, the teacher asked student F to bring a book another day, and the teacher asked students to give name to the books they had collected. The last strategy used by the teacher to manage students' misbehaviors was explaining the rules when the class would start. This was interpreted in an emphasis on the prohibition of the use of handphones by explaining the rules that should not be violated in the classroom during the learning process. Moreover, the teacher still reminded the agreed rules during the learning process when there were students who violated these rules. This happened to the teacher who explained the rules repeated 3 times, especially in students who were playing handphones during the learning process.

4.2 Discussion

This study aimed to identify the types of students' misbehaviors and the teacher's strategies to manage students' misbehaviors in the EFL context. Therefore, direct observations had been conducted to obtain sufficient data for this research. The data showed that there were several types of misbehaviors identified from the classroom activities, namely playing mobile phone, using mother tongue, talking too much, and demotivating students. Further discussion about each type of misbehavior will be elaborated in this chapter.

4.2.1 Types of Students' Misbehaviors in EFL Classroom

Analysis of the data related to research question one, "What are the types of students' misbehaviors in EFL context?" revealed seven common misbehavior types, cited by the observation during learning activities in the classroom. These are provided in table 4.2.1.

Table 4.2.1

The Common Types of Students' Misbehaviors

Playing mobile
phone

Lacking motivation

Talking too much

Using mother tongue

Based on the data taken during classroom observations, the use of mobile phones in the classroom represents the most misbehavior that often occurs in this study. This misbehavior was relevant to the previous study from Debreli & Ishanova (2019) who stated that the most misbehavior that often occurs in the classroom was playing with their handphones. Although in some cases teachers allowed students to open the handphone when they were looking for something related to the lesson (e.g. for checking the meaning and vocabulary), students still used their handphones outside the teacher's instruction. The teacher set the rules that students were prohibited from playing handphones during the learning process. In contrast, students still accessed the handphones if the teacher did not see the incident. As a result, students had the opportunity to play the handphone secretly during the learning process. One of the possible reasons why students did this misbehavior was the lack of consistency in the classroom rules that made students still play handphones during the learning process. Pedota (2007) stated that class rules should be acceptable, reasonable, equitable, and applied in a consistent presence. Consistent presence replaced with the given rules must remain, consistent, or did not provide new opportunities for students to misbehave. In this case, this happened to student F who played the handphone repeatedly 7 times secretly when the teacher was explaining the material. Although the teacher reprimanded student F when he was caught playing a handphone, student F could always play handphone secretly so that the teacher did not see the misbehavior. In the

same way, there were interesting things found in student F, he was focused and fast in doing the tasks from the teacher without looking at his handphones. Furthermore, Student F collected assignments earlier than other friends and it was possible that student F were more interested in practical lessons than theoretical ones. Therefore, the explanation of learning style needs to be explored in more detail and will be discussed in future study.

Unmotivated students in foreign language classrooms, on the other hand, would appear to be second most frequent in this present study. Based on the data above, there were 3 students who did not seem to have enough motivation in participating during learning. For instance, this misbehavior was shown by putting their heads on the table and turning their faces away from the teacher. A Study by Tanaka (2017) which investigates EFL vocabulary learning motivation in a demotivating learning environment showed that students who do not have enthusiasm will have a negative influence on their peers. Likewise, Vaklifard et al., (2019) revealed that students who were not motivated were considered to interfere with the process and results of learning in the classroom. Therefore, unmotivated students not only have a negative effect on themselves but for their environment as well. Furthermore, the factors that influenced students who had less motivation are divided into 3 groups: external conditions of the learning environment, internal conditions of the learner, and reactive behaviors to demotivating experiences (Falout, Elwood, and Hood, 2009). Likewise, a study by Aliakbari & Hemmatizad (2015) found that teachers' competence, teaching style, and learning content were some of the factors that caused students to have less motivation to study, especially in learning English.

The next category was talking too much, or in other word, “unimportant chatting”, which was categorized as misbehavior that happened in this study. At the time of observation, it was

found that students were chatting with each other outside the learning context. Furthermore, students chat with each other when the teacher explained the material during the learning process. In this study, for example, student E,F,G were talking to each other out of the topic while the teacher explained the instructions of the assignment. That was to say, these students disturbed the classroom environment where other students lost their concentration to the teacher's explanation. As Sun & Shek (2011) stated that students' misbehaviors refers to students that did disruptive talking during the learning process. Therefore, the category of talking too much was one of the misbehaviors that was found in this study.

The next category of misbehavior taken from the framework of Debreli & Ishanova (2019) was using mother tongue. As mentioned by Debreli & Ishanova (2019), using mother tongue was considered as one of students' misbehaviors as some of the institutions provide strict regulations regarding the use of target language, especially in language classrooms. Furthermore, they revealed that the policy on the use of L1 in schools has a strong role and it was expressed with a negative response. Likewise, the trend of using L2 in teaching has an important position, especially on communication skills rather than just focusing on reading, writing, grammar translation methods which are considered relatively less significant. In this study, the use of L1 was also found during the learning process. For instance, when the teacher asked students H to answer a question using English, the students automatically used Bahasa Indonesia when answering the question. The possible reason for this case was the use of English in communicating was minimally applied in the classroom. The teacher only extensively focused on the use of English in reading, vocabulary from the learning videos. Likewise, the teacher did not apply the L2 in communicating with students so they were not familiarized. During the learning process, the teacher did not even forbid students to use L1 because it can create

students' willingness to communicate. Furthermore, the use of L1 helps students understand the material given by the teacher. As Pavon & Vazquez (2019) stated that students use a variety of communication strategies in the L1 that allow them to connect with lesson content. Likewise, the use of the L1 has been beneficial for learning and that the communication strategies used by the students helped to facilitate the learning process. Therefore, it could be concluded that using mother tongue which is considered a misbehavior in the previous study conducted by Debreli & Ishanova (2019) cannot be aligned with this research.

Interestingly, many of the misbehavior types reported in the literature are common misbehaviors in the general classroom as stated by Kulinna et al., (2006) namely, lying, unsafe actions, bullying, abusing others, doing sexual harassment. using drugs, bringing weapons to class, interrupting, pushing or punching others did not appear in the present study. One of the possible reasons for this could be the population differences between the present context and those reported in the literature. In the previous study, researchers used over 300 teachers who completed this survey where in this study the researcher only used one teacher and students in grade 12. Furthermore, the observer is a single observation where in order to analyze a wider type of misbehavior, the researcher needed to conduct observations with a larger context. Therefore, that was not the main focus of this study because the initial purpose of this study was the language classroom. Similarly, sexual harassment or stealing are viewed as something seriously to be ashamed of as part of the culture, and might be they are non-existent in school settings. Another reason for this lack of behavior, especially cheating, might be because the teacher still allowed students to access handphones to find information that students no longer needed to cheat on their friends.

4.2.2 Teacher Strategies in Managing Students' Misbehaviors in EFL Classroom

Analysis of the data related to research question one, "What are the strategies used by the teacher to manage students' misbehaviors?" revealed three common misbehavior types, cited by the observation during learning activities in the classroom. These are provided in table 4.2.2.

Table 4.2.2.

Teacher's Strategies Used to Manage Students' Misbehaviors

Using classroom rules	Increasing volume	Being positive
------------------------------	--------------------------	-----------------------

Based on the data that has been obtained from the observation, the most common strategy that the teacher used to manage students misbehavior was increasing the teacher's volume, specifically for students who play handphones. In this case, the teacher increased the volume on Students K; student F; student D; student G and student C who were playing mobile phones, student D playing bluetooth music, student E sitting in the back chair, and student D putting his head on the table. This strategy was quite effective to manage students' misbehavior since students immediately stopped when the teacher increased her volume by calling students' names or asking questions related to the material . However, this strategy could not last long since this happened to student T and K who repeatedly played handphones. One of the possible reasons for this case was the teacher did not involve students in the learning process. For example, the teacher presented the material in a teacher-centered manner so that students feel bored in the learning process. Likewise, the teacher only focused on one student so that other students felt that they were not engaged in class, as pointed out by Wanders et al., (2020) who examine the relation between teachers and students and between students on societal involvement in Dutch

secondary schools. The result showed that students who perceive their teachers as caring, understanding, and listening are better able and more willing to engage in classroom activities. Likewise, Virtanen et al., (2015) examined the relationship between classroom quality and student behavioral engagement in secondary school classrooms. The results of the present study showed that classrooms observed as high in emotional, instructional and organizational quality were found to have students who were behaviourally highly engaged. That is, classroom quality was associated with student engagement in the expected direction: higher classroom quality was associated with higher observed, student-rated and teacher-rated engagement. Therefore, increasing the volume is an appropriate strategy to manage students' misbehaviors. Further, involving students in the learning process will be discussed in the future study.

The next strategy to manage students' misbehavior is classroom rules where the teacher explained the rules at the beginning of the class. It represented how the teacher managed students to avoid misbehavior during the learning process. National & Pillars (2005) stated that the most obvious aspect of effective classroom management is classroom rules and procedure. More importantly, teachers always reminded students to save their handphones during the learning process. However, it should be underlined that the teacher said students still could play with their handphones when the teacher did not see the misbehavior. Therefore, there was leniency in giving regulations to students, specifically in playing handphones. In contrast, a study by Pedota (2007) found that class rules should be acceptable, reasonable, equitable, and applied in a consistent presence. Consistent presence replaced with the given rules must remain, consistent, or provide new opportunities for students to misbehavior. Therefore, the use of classroom rules to prevent students from doing bad behavior was not effective enough because there was no consistency in giving rules. As a result, some students secretly played with their handphones

during the learning process. One of the possible reasons why students still played handphoned was the teacher provided a leniency in the rules in which students might play handphoned on the condition that the teacher did not see them. For instance, student F played the handphoned repeatedly for 10 times and some of them were done secretly. Moreover, the teacher applied the positive approaches whereas she did not give the consequences of punishment to students' misbehaviors. Therefore, when the rules could not applied consistently, the rules cannot run effectively.

The last strategy used by the teacher to manage student misbehavior was being positive. This strategy was a positive discipline used by teachers when students misbehave during learning. In this case, the teacher saw a student who was sleepy or did not bring a book, the teacher did not say "do not be sleepy" or "don't use your mother tongue!" but the teacher immediately gave the affirmation to the student. For example, the teacher asked student C to wash his face when student C was found to be sleepy during class or the teacher corrected the answer from student H who used L1. A study by Faulconer et al., (2022) found that the addition of positive feedback to performance-gap feedback in this setting was correlated with an increase in student academic performance. Students who receive positive feedback will have higher grades than students who only receive work-related feedback. Furthermore, Luiselli et al., (2005) stated the whole-school model was designed with positive approaches such as: (1) improving instructional methods; (2) formulating behavioral expectations; (3) increasing classroom activity engagement; (4) reinforcing positive performance; and (5) monitoring efficacy through data-based evaluation. This strategy is also effectively applied to students' misbehaviors where the teacher gives the solution either by giving punishment or annoyance to students. Therefore,

being positive is one of the effective strategies to manage students misbehavior in the EFL classroom.

CHAPTER V

CONCLUSION

5.1 Conclusion

Following the two research questions of this study, it can be concluded that different socio-cultural backgrounds can affect students' misbehavior and the strategies to manage it, specifically in the EFL context. From the discussion, this study has analyzed the types of students' misbehaviors and foreign language teacher's strategies to manage students' misbehaviors in the EFL classroom. This study has concluded that several types of students' misbehaviors and teacher's strategies align with previous study from Debreli & Ishanova (2019). Furthermore, there is new misbehavior found in this present study. The issues of students playing handphones are specific findings in this study that show as the most common misbehaviors and it was relevant from previous study conducted by Debreli & Ishanova (2019). Furthermore, unmotivated students were the second most frequent found in this present study. Then, talking too much was also found as misbehavior that was relevant with a previous study conducted by Debreli & Ishanova (2019). On the other hand, the category of using mother tongue did not include misbehavior in the present study where contexts between previous study conducted by Debreli & Ishanova (2019) is different in institution regulation background.

The result regarding the teacher's strategies in managing students' misbehaviors were increasing volume, classroom rules, and being positive. Increasing the teacher's voice was the most often used strategy to manage students' misbehaviors during the learning process because by raising their voice volume, teachers can catch students' attention better. The next teacher's

strategy is using classroom rules where students understood what they could and could not during the learning process. It should be underlined that the teacher gave the rules at the beginning of the class, additionally reminded students about the rules throughout the learning process. Another teacher's strategy was being positive where the teacher did not say "no" to students but gave the solution for the problem. This strategy represented the teacher encouraging students to express their performance so they were confident to participate in the classroom activities. Although the teacher's strategies in managing student misbehavior were effective, these strategies could not make students stay attentive to the lesson. This requires more in-depth research on how to keep students from repeating misbehaviors and focus on the material. Therefore, the reason for this issue remains unanswered, and further research is needed to explore.

5.2 Suggestion

Regardless of the context of the classroom language, positive strategies, and EFL learners, important things to consider in managing student misbehavior are how to keep students from repeating mistakes and focus on the lesson. Moreover, the teacher did use positive strategies in managing students' misbehavior, further research is suggested to explore how to manage students' misbehaviors by using punishment whether these strategies can be successfully applied. Furthermore, future research is recommended to explore more deeply through observations made repeatedly with a larger number of participants. Therefore, the result from the data can be elaborated in detail regarding the misbehaviors and strategies in the EFL context.

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APPENDICES

Appendix 1. Informed Consent



FAKULTAS
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FORMULIR PERSETUJUAN PARTISIPASI RISET

Judul Riset:

Teacher Strategies in Managing Students' Misbehaviors in EFL Classroom: An Observational study

Terima kasih telah membaca lembar Ringkasan Informasi Riset. Jika Anda berkenan berpartisipasi, silakan melengkapi dan menandatangani formulir di bawah ini. Beri tanda silang dalam kotak (*check box*) di bawah ini untuk mengonfirmasi bahwa Anda setuju pada setiap pernyataan:

- Saya mengonfirmasi bahwa saya telah membaca dan memahami lembar Ringkasan Informasi Riset dan telah memiliki kesempatan untuk dilakukan observasi.
- Saya mengerti bahwa keikutsertaan saya bersifat sukarela dan bahwa saya bebas untuk menarik diri dari riset ini kapan saja sebelum 7 hari sejak observasi, tanpa memberikan alasan dan tanpa ada konsekuensi negatif. Selain itu, jika saya tidak ingin berpartisipasi dalam observasi, saya bebas untuk menolak.
- Saya setuju bahwa observasi ini direkam dalam format video melalui kamera handphone. Saya mengerti bahwa rekaman yang dibuat dari observasi ini hanya akan digunakan untuk menganalisis dan bahwa observasi tersebut, yang darinya saya tidak akan diidentifikasi secara pribadi, dapat digunakan dalam presentasi konferensi, laporan atau artikel jurnal yang dikembangkan sebagai hasil dari riset. Saya mengerti bahwa tidak akan ada penggunaan lain dari rekaman tanpa izin tertulis dari saya, dan bahwa tidak ada seorang pun di luar tim peneliti akan diizinkan mengakses rekaman asli. Saya mengerti bahwa tanggapan saya akan dijaga kerahasiaannya.
- Saya setuju untuk ambil bagian dalam observasi ini.

Jika Anda menghendaki kerahasiaan identitas, beri tanda silang dalam kotak di bawah ini:

- Saya menghendaki nama saya tidak akan ditautkan dengan materi riset (*anonymous participant*), dan tidak akan diidentifikasi dalam laporan yang dihasilkan dari riset. Saya setuju bahwa data anonim saya akan disimpan untuk tujuan riset di masa depan seperti publikasi yang terkait dengan riset ini setelah selesainya riset.

Ferina Kamasita, S.Pd

06-04-2022

Partisipan

Tanda Tangan

Tanggal

Ladhena Bernadeta

06-04-2022

Peneliti

Tanda Tangan

Tanggal

Salinan: Setelah ditandatangani dan diberi tanggal oleh semua pihak, peserta harus menerima salinan Formulir Persetujuan Partisipasi Riset serta salinan lembar Ringkasan Informasi Riset.

Appendix 2. Official Letter of Research Permission



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekirman Wirjosandjojo
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Tanggal : 08 November 2021
Nomor : 3553/Dek/70/DURT/XI/2021
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Kepala Sekolah SMK 1 PIRI Yogyakarta
Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Ladhena Bernadeta
Nomor Induk Mahasiswa : 18322076
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Anandayu Suri Ardini, S.S., M.A
Judul Skripsi :

"Teacher's Strategies in Managing Students' Misbehaviors in EFL Classroom: an Observational Study."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog



Appendix 3. Research Completion Letter



**YAYASAN PERGURUAN ISLAM REPUBLIK INDONESIA
SMK PIRI 1 YOGYAKARTA**

BIDANG STUDI KEAHLIAN : TEKNOLOGI DAN REKAYASA
Status : **TERAKREDITASI A** SK NO. 04.01/BAN-SM-P/TU/XII/2018 Tgl. 04 Desember 2018
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Surat Keterangan Telah Melakukan Penelitian

No. 1364/SMK PIRI 1/K/III/2022

Yang bertanda tangan di bawah ini :

Nama : BENI SETYO WIBOWO, S.Pd.
NIP : 19670514 199303 1 014
Pangkat/Gol. : Pembina, IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMK PIRI 1 Yogyakarta

menerangkan bahwa :

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Judul Skripsi : Teacher's Strategies in Managing Students' Misbehaviour in EFL Classroom An Observational Study

Tersebut di atas telah melaksanakan penelitian pada tanggal 17 s.d 18 November 2021

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.



Yogyakarta, 01 Maret 2022
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Appendix 4. Data Transcript

No	Types of students' misbehaviors	Description	Time	Frequency
1.	Playing handphone	Teacher : Please, keep your handphone! No one touch your handphone. No one, ono one its mean you, okey you. Bolch pegang hp kalo saya gabisa lihat. Gimana? Keep it student K!	02.34	13
		Student F played handphone while the learning video was playing (secretly)	10.00	
		Teacher : "Student F!" (Calling students playing handphone)	11.53	
		Student F played Hp while teacher explained the material	13.47	
		Student F played Hp while teacher explained the material from the video that had been watching	15.57	
		Teacher: "Student D, don't touch your handphone! You (sambil mendekati siswa) don't touch your handphone. Keep it!."	17.20	
		Teacher: "student G, student K, sudah! Kalo sudah follow sudah!."	17.28	
		Teacher: "Oke! yang sudah follow udah, hpnya di taro. Students K, B, F, L".	18.13	
		Student F played handphone while the teacher was asking questions to other students. (secretly)	22.18	
		Student D played handphone while the teacher played and continued playing the learning video.	24.10	
		Student F played handphone when the teacher explained the material related to the video.(secretly)	24.39	
		Student C played handphone while the teacher explained the material related to the video that had been watched.(secretly)	24.47	
		Student F played handphone after submitting his answer to the teacher. (secretly)	37.06	
2.	Less motivated students	Teacher: "Student C, ngantuk ya? Cuci muka."	01.47	7
		Teacher: "Student E!."	09.06	

		Student E puts his head on the table and faces the wall as the new learning video starts		
		Student D put his head on the table when the teacher explained the material	14.45	
		Student D put his head on the table when the teacher explained the material	18.50	
		“Student D! What is the different between studied and learn?”	25.15	
		Student D put his head on the table when the teacher explained the material related to the video he had watched		
		Student D put his head on the table when the teacher gave instructions to do the questions	26.48	
		Student E put his head on the table and yawns when asked to do a question	27.46	
3.	Showing disrespectful gesture	Teacher: “Come on Ardi, duduknya yang bener di. Ardi, kamu kenapa eh, kepalamu?.”	00.51	6
		Teacher: “ Student E!” student E put his head on the table and faces the wall as the new learning video started	09.06	
		Student D pus his head on the table when the teacher explained the material	14.45	
		Student D put his head on the table when the teacher explained the material	18.50	
		Student D put his head on the table when the teacher explained the material related to the video he had watched	25.15	
		Student D put his head on the table when the teacher gave instructions to do the questions.	26.42	
4.	Talking too much	Teacher: Student M! Student E;B;G talking out of the topic	26.34	2
		Student B & E: (Inaudible) Talking out of the topic	34.20	
5.	Making noise	Teacher: “Please, Maulana. Bring it! Here! Bawa ke sini.” Students D played Bluetooth music at a loud volume when playing learning videos.	03.14	1
6.	Unpunctual student	Teacher: “welcome and sit. Do not touch your handphone.” Teacher said to student J was late for class when the teacher started the teaching material	07.40	1
7.	Using mother tongue	Student H: “Ini bu pembalap”	07.40	1

No.	Teacher's strategies	description	Time	Frequency
	Increasing volume	Teacher: "Keep it, student K."	02.34	10
		Teacher: "student D please! bring it!"	03.14	
		Teacher: "student E ke sini, duduknya agak kedepan susil."	06.22	
		Teacher: "student E!"	09.06	
		Teacher" student F.!"	11.53	
		Teacher: "student S! do not touch your handphone!"	17.20	
		Teacher: student G, student K, sudah. Kalo sudah follow, sudah!"	17.28	
		Teacher: "student F."	24.39	
		Teacher: "student C!".	24.47	
		Teacher: "Maulana! What is the different between studied and learn?."	25.15	
	Using classroom rules	Teacher: "Please, keep your handphone! No one touch your handphone. No one, ono one its mean you, okey you. Boleh pegang hp kalo saya gabisa lihat. Gimana?."	02.20	3
		Teacher: "Jangan ada yang main Hp ya, silahkan duduk dulu."	07.47	
		Teacher: "HPnya ditaruh ya udah ya."	18.13	
	Being positive	Teacher: "come on student A duduknya yang bener student A."	00.51	7
		Teacher: "student B, rajin ya."	01.09	
		Teacher: :student C, ngantuk ya? Cuci muka."	01.47	
		Teacher: " student H can drive a motor cycle."	19.56	
		Teacher: "student J, where is you book? Itu ada kertas itu loh."	30.00	
		Teacher: "Bring you book student F, bawa buku dong."	36.07	
		Teacher: " Kasih nama ya bukunya."	37.42	