TYPES OF STUDENT MISBEHAVIOR IN SENIOR HIGH SCHOOL IN SURAKARTA: AN OBSERVATIONAL STUDY

A Thesis

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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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

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ISLAMIC UNIVERSITY OF INDONESIA

2022

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TYPES OF STUDENT MISBEHAVIOR IN SENIOR HIGH SCHOOL IN SURAKARTA: AN OBSERVATIONAL STUDY

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STATEMENT OF WORK'S ORIGINALITY

I declare that I have written this undergraduate thesis independently, without any contribution or plagiarism from others. All sources used in this scientific paper have been properly cited and referenced in quotations.

Surakarta, 18 August 2023

The Writer,

Rafii Putra Ardinsyah

(19322009)

MOTTO

"NO ONE CAN NOT DO EVERYTHING, BUT EVERYONE CAN DO

SOMETHING"

DEDICATION

This thesis is specially dedicated to my parents, Areo Fairngadi and Andin

Prihandini, who always encouraged me in my whole life and guiding me in life.

ACKNOWLEDGMENT

I would like to start by expressing my gratitude to Allah, the Most Gracious and Most Merciful, for blessing me throughout my undergraduate studies. Also, Prophet Muhammad SAW for guiding me to stay on the right path.

I am grateful for being healthy both physically and mentally during this process, and I would like to thank myself. I am also grateful to everyone who supported me.

I want to express my heartfelt gratitude to my supervisor, Ista Maharsi, and my research lecturer for guiding me through the writing process and helping me overcome any confusion. Your support and useful suggestions were valuable, and I feel honored to have had you as my thesis supervisor. Additionally, I am immensely thankful to all the lectures in the English Education Department at the Islamic University of Indonesia who have imparted significant knowledge that will assist me on my academic journey ahead.

Finally, I would like to thank my parents and helpful friends at the English Language Department for their encouragement and support, which helped me to complete my thesis.

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ABSTRACT

Many studies conducted student misbehavior, however, fewer researchers investigated student misbehavior in senior high school. The purpose of this research is to identify types of student misbehavior in senior high school in Surakarta. The method used is a qualitative study by collecting data through observational and elaborating into descriptive. The participants of this study were in one of the Surakarta schools in grade 11 class 6 with social sciences major. The data gathered were identified and analyzed using types of student misbehavior proposed by Sun and Shek (2012). The finding reveals misbehavior such as playing, eating/drinking, talking out of turn, doing something in private, non-attentiveness/day, out of the seat, and passive engagement in class. This research can be utilized for teacher to measure student misbehavior in the classroom.

Keywords: Observational, Senior High School, Types of Student Misbehavior.

CHAPTER I

INTRODUCTION

1.1 Background Study

Classroom management is the variety of skills and techniques teachers use to keep students organized, attentive, focused, conducive, and academically productive during class. The subject of teaching must also be structured and aligned with the student's needs and abilities and refer to previously established teaching goals. Furthermore, according to Soleimani & Razmjoo (2019), classroom management is one of a teaching career's most responsible yet challenging problems. According to Ade et al (2019), students' misbehavior is divided into two types: psychological and behavioral managing the class that are related to the learners' demotivating, latecomers, naughty, inappropriate use of cellphones and using apps and unwillingness to speak actively. Their research shows that the teacher is crucial in managing the classroom and keeping the classroom's psychology and behavior is the challenge to manage in class.

Misbehaviors such as chronic avoidance of work, clowning, disruptive talking, interfering with teaching activities, verbal insults, harassing classmates, defiance, rudeness to the teacher, and hostility (Reed & Kirkpatrick, 1998). These behaviors can range from infrequent to frequent and mild to severe. Additionally, studies indicate that misbehavior tends to increase over time, negatively impacting academic performance, and contributing to delinquent behavior (Bryant et al, 2000). To mitigate the negative impacts of student misbehavior, it is crucial to

identify and understand these behaviors within the classroom, both in the short term and long term. This research shows that mild to severe misbehavior can disrupt classroom learning, and a teacher can identify the behavior to handle the students to make the class disciplined.

In a Hong Kong study, Sun & Shek (2012) revealed that classroom misbehaviors reported by teachers included private activities, inattentiveness, disrespect, verbal aggression, and more. These actions define misbehaviors as rule-breaking, disruptive to learning, and violating norms. Charles (2007) further categorized classroom misbehaviors into thirteen types based on their frequency and context, promoting an understanding of their negative effects and prevention strategies. Shifting to Indonesia, Jati et al. (2019) identified internal factors like boredom and attention-seeking, and external factors such as media influence and fatigue as contributors to student misbehavior in a small-town high school setting.

The purpose of this research is to identify types of student misbehavior. To fill the gap the researcher conducted the study in Indonesia especially in Surkarta in senior high school.

1.2 Identification of the Problem

The researcher had observed while in the classroom in the school during intern and the researcher found the idea to make research on student misbehavior in senior high schools

Ade et al (2019) state that disruptive behavior is still a concern at school and worries parents and other students. This paper is to conduct for identification of

what kind of types of misbehavior usually happen in class so the teacher can measure the performance of students and make an appropriate method to cope with her/his students

However, there is still limited studies about the senior high school. Therefore, it is important to investigate more about misbehavior at senior high school.

1.3 Formulation of the Problem

This research aims to answer the following question:

What are the types of student misbehavior in Senior high school in Surakarta?

1.4 Objective of the Study

Based on the formulation of the problem, this study aims to identify types of misbehavior among students in Senior High School

1.5 Significance of the Study

This research will have some benefits in the study of English teaching and the learning process for teachers empirically and practically. Empirically, this research can be a reference for conducting such kind of research in the future. This study's practical benefit is finding out what types of misbehavior happen in the class while teaching and whether the teacher can handle or control the students' behavior to make them disciplined.

CHAPTER II

LITERATURE REVIEW

2.1 Students' Misbehavior in Classroom Learning

Effective classroom management is consistently recognized as a crucial component of student learning (Marzano & Marzano, 2003). Even experienced teachers sometimes find it difficult to establish and sustain a well-organized classroom environment that facilitates student learning (Jones & Jones, 2012). To make classroom more conducive teacher should handle the atmosphere of the classroom to stay in the path.

Disruptive conduct exhibited by students is referred to as negative class participation or misbehavior. It hinders the teaching and learning process in the classroom and has an impact on both teachers and other students. While certain behaviors may be bearable if they only cause minor annoyance, they should not escalate and disrupt the entire class. Managing such behavior is a disciplinary matter that teachers should handle with care. They must be ready for this kind of classroom environment, anticipating problems before they arise, particularly when issues start to surface or when they have already become severe.

Students' misbehavior in the classroom is unavoidable, students may misbehave due to previous experiences outside or inside of school (Bull & Solity, 1996). Students subconsciously come to school to misbehave, but, due to emotional, objective, and behavioral disruption caused by many factors, Students may sometimes find themselves in unexpected situations (Küçükahmet, 2001; Şişman et

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al., 2004). While teachers are busy with classroom adjustments, administration, and preparation, students will continuously display either positive or negative behavior. (Dillon & Maguire, 1998). Different students with different characteristics or backgrounds may misbehave for other reasons (Başar, 1998).

In a study conducted in Hong Kong Chinese schools, Sun & Shek (2012) indicated that classroom misbehavior statement by the teachers included doing something in private, inattentiveness/daydreaming/idleness, disrespecting teachers, verbal aggression, talking out of turn, sleeping, out of the seat, and habitual failure in submitting assignments. This study shows that classroom misbehaviors can be defined as those behaviors associated with rule-breaking, upsetting teaching and learning, being inappropriate in classroom settings, and violating implicit norms or expectations.

Charles (2007), explains the type of misbehavior that most likely occurs in classes and some frequently and some rarely. It depends on the classroom situation or the student's condition. He states this can help the students to understand the undesirables effects of such behavior and encourages the class to think of how self-defeating behavior can be prevented the thirteen types are as follows; inattention, apathy, needles talk, moving about the room, annoying others, disruption, lying, stealing, cheating, sexual harassment, aggression and fighting, malicious mischief and defiance of authority. This study shows misbehavior that most likely occurs in the class and some frequently happen, it depends on the students and classroom condition.

In the Indonesian context, Jati et al (2019) conducted a study after doing observation and interviewing Senior High School Students in one small town in Indonesia. The researcher found several factors that influence students' misbehavior in the classroom. There are two factors, internal and external. Some of the students who belonged to internal factors were boredom, attention-seeking, and learning difficulties. On the other hand, external factors such as the influence of media, and fatigue.

2.2 Theoretical Framework

Sun & Shek (2012), define misbehavior as a student retard the sleekness and effectiveness of teaching and disrupting the learning of the student and his/her classmates. There are 16 Types of misbehavior: doing something in private, talking out of turn, copying homework, verbal aggression, habitual failure in submitting, disrespecting the teacher, lateness to class, non-attentiveness/day, clowning, out of seat, non-verbal communication, physical aggression, playing, eating/Drinking, have not prepared, and passive engagement in class.

Sun & Shek, (2012)

"Defines student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates"

Types of Misbehavior:

1. Doing something in private

2. Talking out of turn

3. copying homework

4. verbal aggression

5. Habitual failure in submitting

6. Disrespecting teachers

7. Lateness to class

8. Non-attentiveness/day

9. Clowning

10. Out of seat

11. Non-verbal communication

12. Physical aggression

13. Playing

14. Eating/Drinking

15. Have not prepared

16. Passive engagement in class

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research using qualitative study. Creswell (2012), defines observation "as the process of gathering open-ended, firsthand information by observing people and places at a research site". The researcher has a class to observe and to be recorded. The main objective was to investigate what kind of types of misbehavior among students at senior high school in Yogyakarta.

3.2 Data Preparation

The consent form was one of the ethical considerations for giving relevant information to the participants, the teacher was informed about the research and felt assured to participate without being coerced and irrational. And through the teacher's permission, students were informed for allowing my research.

3.3 Setting and Participant

The setting of this research was a Senior High School in Surakarta. The participant of this research were social sciences students from Senior high school in Surakarta grade 11 class 6 with around 39 students, with 29 females and 10 males, and they had English regular classes for 2 hours and a half per week. The researcher prefers grade 11. also, with the population probabilities of misbehavior can be found, and more specifically discoveries of misbehavior done by students. The teacher said that some of the students may be showing their misbehavior in class such as sleepiness, and talking student with the other students while learning.

The teacher also said that some of the students face demotivation in learning English as a result impacting the less active in participation learning English in the classroom. Teacher reaction to the students misbehavior, if the misbehavior from the students occur and harmless, the teacher will do attention to the students and keep maintain the classroom conducive. Classroom rules, there is some of classroom rules there is no food taking while in the classroom. But, for the drinking is still allowed if it is clear water.

3.4 Source of Data

This study uses an observational instrument to collect data by observing their behavior in the classroom and showing more detail about their behavior through the videotape. The participants were all students at 11 class 6 misbehaving while the teacher explained the material. and the result is in the table 3.4.1 Instrument

Table 3.4.1 Instrument

NO	TYPES OF MISBEHAVIOR	Video Minutes		YES	NO	TALLY	
		V1	V2			V1	V2
1	Doing Something in Private						
2	Talking out of Turn						
3	Copying Homework						
4	Verbal Aggression						
5	Habitual Failure in Submitting						
6	Disrespecting Teachers						
7	Lateness to Class						
8	Non-Attentiveness/Day						
9	Clowning						
10	Out of Seat						
11	Non-Verbal Communication						
12	Physical Aggression						
13	Playing						
14	Eating / Drinking						
15	Have not prepared						
16	Passive Engagement in Class						

3.5 Data Analysis Technique

Observations were used to gather data from participants. This type of observation method allows the researcher to observe participants in their natural environment, in this case, the classroom. The researcher uses 16 categories to define types of misbehavior and if it finds new discoveries, the researcher adds some new findings in the description to complete the result. And also use a videotape to record the activities in the class. The video was analyzed based on the 16 misbehavior

categories proposed by Sun and Shek (2012) and adding a capture of the video activities to prove the misbehavior.

There are 3 stages to analyze the data:

1. The observation video was 3 times watched by the researcher and then explicitly analyzed by the students based on the types of misbehavior indicators.

2. The researcher identified students' behavior in the class using the types of misbehavior of Sun & Shek (2012). If there were misbehavior, the researcher categorizing to specify the misbehavior indicator and captures the screenshot of the video also the timeline in minutes for specific results.

3. After the researcher gathered data from the student's misbehavior, the researcher explained the detailed activity based on the table of the instrument.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 FINDINGS

The observation was conducted twice and same class in the first observation, the misbehavior by the students was talking out of turn, non-attentiveness/day, playing, have not prepared, and some of the students have passive engagement in class. And then the second observation of the misbehavior was found new behavior such as eating, doing something in private (using a self-mirror while teaching a lesson), being out of their seat, playing phone (using the camera), and some of the students were sleepy in the classroom. After the data were collected the researcher elaborate on the detailed activity of misbehavior to understand the misbehavior of the students. Findings are illustrated in Table 4.1.1

Table 4.1.1

Finding 1

NO	TYPES OF MISBEHAVIOR	Video Minutes		YES	NO	TALLY	
		V1	V2			V1	V2
1	Doing Something in Private		21.59	Yes			1x
2	Talking out of Turn	17.21 17.30		Yes		2x	
3	Copying Homework				No		
4	Verbal Aggression				No		
5	Habitual Failure in Submitting				No		
6	Disrespecting Teachers				No		
7	Lateness to Class				No		
8	Non-Attentiveness/Day	6.18		Yes		1x	
9	Clowning				No		
10	Out of Seat		41.49	Yes		1x	
11	Non-Verbal Communication				No		
12	Physical Aggression				No		
13	Playing	12.23	55.08 56.59 57.07	Yes		1x	3x
14	Eating / Drinking		9.01 13.58 14.36	Yes			3x
15	Have not prepared	6.40		Yes		1x	
16	Passive Engagement in Class	12.33		Yes		1x	

The summary of the findings of types of students' misbehaviors is shown

from the most and least in Table 4.1.2

Table 4.1.2

Finding 2

No	Types Of Misbehavior	Tally
1	Playing	4
2	Eating / Drinking	3
3	Talking Out of Turn	2
4	Doing Something in Private	1
5	Non-Attentiveness/Day	1
6	Out of Seat	1
7	Have not prepared	1
8	Passive Engagement in Class	1

A. Playing

Figure 4.1.3

Student A plays handphone or gadget on the rear right taking a photo or video while their teacher gives the task to use a dictionary and surf the web, but student A uses a camera or opens an Instagram app to record the other students for instastory (Instagram story) in landscape mode.

B. Eating/ Drinking

The Teacher rules at classroom is not allowed to eating something while in the classroom, except during break class. But, student B In the middle rear of the back seat, stole time to eat the rest of her ice cream after the break class while the teacher looked up outside the class.

C. Talking Out of Turn

Figure 4.1.5

Student C in the right seat has a conversation with the other friends in the back of his seat, student C was talking out of topic with the other friends while the teacher explained the material.

D. Doing Something in Private

Figure 4.1.6

Student D does mirroring with her mirror to make up his veil in the middle

of the learning session with the teacher.

E. Non-Attentiveness/Day

Figure 4.1.7

Students E lacked attention, she wrote something in the book while the teacher explained the material, and the other students were sleepy in the class instead of paying attention to the teacher.

F. Out of Seat

Figure 4.1.8

Student F took out of her seat before the class ended by the teacher, she changed his sandal to shoes before the second break began

G. Have not Prepared

Figure 4.1.9

The teacher asked student G *"Where is your textbook?"* Answer Student G *"Missing Mrs."* and then the teacher gives a crosscheck to Student G *"Why your textbook was missing"* Answer Student G *"I don't know Mrs."* and then the teacher tells his seatmate to share with Student G.

H. Passive Engagement in Class

Figure 4.1.10

The teacher discusses material about reading conversation, and then the teacher asks the students who want to read aloud in front of their friends, but the students respond nothing.

4.2. DISCUSSION

4.2.1 Playing

Type of student misbehavior has many categorizing to divine student behavior in the class, one of them is playing. Playing has advantages and disadvantages for students while learning in class. The advantage of using electronic gadgets it can be useful for students to search online while in class, such as surfing the web, online dictionary, and searching for references to develop the task and learning goes beyond the classroom walls. Sim & Pop (2017) state that

learning goes beyond the classroom walls allowing the students to use their gadgets in school will continue learning even after the classroom ends; students who love using technology are likely to be curious and excited about something they like and will prolong learning outside of the school hours. If the students are enthusiastic about studying while in the classroom, they are likely to resume the learning material outside of it and they can do more wisely to use mobile technology. The disadvantages of using mobile phones in class are in non-relatable contexts or outside of learning needs, such as using social media at inappropriate times in class. Duggan (2015) found the 18-29 age group also had the highest user daily percentage of participation rates on social media platforms such as Pinterest, Instagram, Facebook, and Twitter.

4.2.2 Eating / Drinking

If the classroom rules permit it, consuming food or drinks in the classroom may be allowed. However, it is important to note that certain food items, such as those that make a loud crunching sound or have a strong odor, can cause a disturbance and negatively impact the learning environment. Therefore, it is important to be mindful of what is consumed in the classroom. In the Indonesian context mostly in schools have a regulation that does not allow taking any food in the classroom, except during break class. However, consuming drinks is still allowed in the class-related studies by Sun & Shek (2012).

4.2.3 Talking Out of Turn

According to Elton (1989), talking out of turn refers to distracting others by chattering, making noise, and calling out. This behavior is often exhibited by

students who may have forgotten about classroom rules or were not paying attention to instructions. Another study by Smyth (1987) found that talking out of turn can occur due to a lack of teacher management skills, where teaching is reduced to technical skills and fails to assert the teacher's role as an agent of change. this research shows that the teacher unconsciously that the students talking out of turn while the teacher explaining the material.

4.2.4 Doing Something in Private

Sun & Shek (2012), define Doing something in private as "off-task behavior or engaging in private activities during class time, as it does not contribute to classroom learning. In the finding, the students brought a mirror to do something private by mirroring her veil while the teacher explained the material, as the students were not paying attention to the explanation. The researcher also mentions the top of doing something in private such as dealing with personal stuff, drawing that is irrelevant to the lesson, doing other homework, and reading. This study also showed using electronic gadgets to play a game, texting, web surfing, and listen to music at inappropriate times.

4.2.5 Non-Attentiveness/Day

Ding et al (2008) state that non-attentiveness in students can manifest as daydreaming behavior, where they appear to be listening to the teacher but are not paying attention. This can be detected through the lack of engagement in their eyes and facial expressions, as well as their failure to answer questions. Daydreaming is a form of misbehavior that is easily identifiable, like sleeping or looking out the

window during class. In the data, the students show that she doesn't pay attention by writing something in the book while the teacher describes the material.

4.2.6 Out of Seat

According to Patterson (2009), out of the seat is a student's misbehavior as the student leaving his/her seat without permission from the teacher or when the class going on. Students are out of their seats because sometimes they feel bored, especially students who have hyperactive characteristics, they cannot sit for a long time. Another defines out of the seat by Chandler & Dahlquist (2006) states that out a seat in a form of difficulty from mild to severe, in its mild form students wander about the classroom and do not disturb other students, and students simply leave their seats. Meanwhile, in its severe form, students throw objects and leave their seats while simultaneously cursing, and distracting other students.

4.2.7 Passive Engagement in Class

According to Shapiro (2006), passive engagement in class is defined as when the students are passively attending to enroll in academic work. For example, looking at a worksheet, silently reading a book, and listening to a lecture. Another study by Minghe et al (2013) states that factors affecting students' passive engagement in class such as motivation/attitude, self-esteem/anxiety, personality, cultural awareness, and some external factors. In this study passive engagement in class because when the teacher asks to answer the question, the students do not respond to the teacher silently.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

This study aims to identify the various types of misbehavior exhibited by high school students in Surakarta. According to research conducted by Sun & Shek (2012), half of the 16 students observed engaged in some form of misbehavior. The misbehaviors noted in this study include playing, eating/drinking, talking out of turn, doing something in private, non-attentiveness/day, being out of the seat, not being prepared, and passive engagement in class. The most common misbehavior observed was playing, which occurred four times in one English class session.

The results of this study identify the various types of misbehavior exhibited by students in senior high schools in Surakarta. This research can help teachers determine which misbehaviors are most common in the classroom, allowing them to take steps to avoid or reduce disruptions during lessons. The indicators of student misbehavior can develop over time, as each student has unique characteristics. A teacher must possess sufficient knowledge to effectively handle each student.

This research is limited to one senior high school in Surakarta. Therefore, the data is not similar to Sun & Shek (2012). The context, condition of the school, facilitation, and background of the students are different.

5.2 SUGGESTION

   This study is focused on the type of student misbehavior. In future research studies, the researcher recommends that other researchers investigate why students' misbehavior occurs in the classroom. Based on this research paper, the researcher recommends to other future researcher to focused on the teacher perspective about student misbehavior. To expand more on students' misbehavior with interviews to obtain deep explanations.

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APPENDICES

Appendix 1 Informed Consent

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

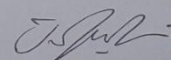|	
Nama	: Siti Nurul Hidayah, S.Pd
Umur	: 55 Tahun
Jenis Kelamin	: Perempuan
Pekerjaan	: Guru Bahasa Inggris
Alamat	: Sidodadi Rt 6 Rw1 Pajang Surakarta

Sehubungan dengan surat pengajuan penelitian yang telah disetujui oleh Program Studi Pendidikan Bahasa Inggris UII tertanggal 14 Maret 2023 untuk dapat mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswa Rafii Putra Ardinsyah dengan judul **Types of Student Misbehavior In Senior High School In Surakarta: An Observational Study**; maka untuk itu saya dengan ini menyatakan bahwa:

1. Saya membuat persetujuan atas kemauan sendiri, agar saya dan murid saya bisa menjadi partisipan dalam penelitian **Types of Student Misbehavior In Senior High School In Surakarta: An Observational Study.**
2. Saya mengetahui, mengerti, dan bersedia meluangkan waktu untuk secara kooperatif mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
3. Saya bersedia mengizinkan bahwa saya dan murid saya dalam bagian dari data peneliti dan merahasiakan nama yang bersangkutan.
4. Saya mengizinkan peneliti untuk merekam pembelajaran yang sedang di observasi menggunakan perangkat alat perekam.
5. Saya mengetahui dan menyetujui semua data yang telah disampaikan dan diberikan kepada peneliti akan menjadi data acuan peneliti di dalam skripsinya yang nanti akan di publikasikan.

Demikian surat pernyataan ini dibuat, ditandatangani, dan diberikan dalam keadaan sadar, tanpa ada tekanan atau paksaan dari pihak manapun dan dalam bentuk apapun terhadap saya, dimana surat pernyataan ini dapat dianggap sebagai suatu kesepakatan yang mengikat untuk digunakan sebagaimana perlu, dan segala pernyataan yang dibuat dalam surat pernyataan ini tidak akan dicabut, kecuali jika sudah terdapat persetujuan sebelumnya.

Surakarta, 15 Maret 2023

Yang membuat Pernyataan:

(Siti Nurul Hidayah, S.Pd.)

Appendix 2 The Transcript of The Video Observation in Classroom

Observation 15 March 2023

T: Sekarang kita masuk ke halaman 16… , berapa tadi?
S: 169 Mrs
T: Okay, what is the title of the text?
S: Students should be allowed to use mobile technology and tool
T: Okay, and then what is the meaning of mobile technology?
S: mobile technology, is the meaning of smartphone
T: Yeah, and then?
S: teknologi
T: You have mobile technology?
S: yes Mrs, have one
T: just one, only one
T: karena ga mungkin ga punya handphone sekarang
T: okay, from the first paragraph, siapa yang mau membaca? Anyone?
S1: "Raising hands"
T: Okay, now listen to her, halo…. Halo…
S: *reading the text*
T: okay, ini ya ada bebeapa kosakata, coba "Connected", together!
S: Connnected
T: okay ada lagi "lecture"
S: Lecture
T: Paper!
S: Paper
T: kemudia ada lagi "paper"
S: Paper
T: Pada paragraph pertama kita sebut apa tadi "tenses"
S: Tenses
T: what is the talk about?
S: Mobile technologies