

**TYPES OF EFL STUDENTS' CLASSROOM MISBEHAVIOUR IN A SENIOR
HIGH SCHOOL**

A Thesis

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

in English Language Education



by:

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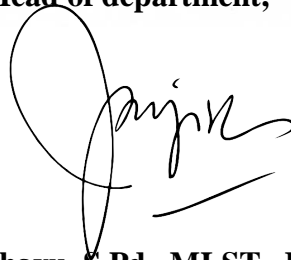
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STATEMENT OF WORK ORIGINALLY

I honestly confirm that this thesis was originally written by me.

This thesis does not contain any work from others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 20 June 2024



Irma Mega Utami
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MOTTO

“Only those who endure patiently will be given their reward without limit”

(Az-Zumar :10)

“Going fast is not always good. If you arrive earlier than others, it may be nice. But going slower than others is not something wrong. I want to say you're doing fine because you're walking on your own path”

-Lee Dokyeom-

DEDICATION

I offer this thesis with gratitude to my two beloved parents, who consistently offer support, love, and prayer. To two beloved brothers who has always been a source of joy and enthusiasm. To all my beloved person who always accompanies and supports without limit, and to myself for my perseverance and hard work in the face of every challenge. I hope this effort brings us all great pride and serve as inspiration.

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TYPES OF EFL STUDENTS' CLASSROOM MISBEHAVIOUR IN A SENIOR HIGH SCHOOL

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ABSTRACT

Maintaining a positive learning environment and encouraging academic success in EFL classrooms require an understanding of students' behavior. It is also crucial to consider how different of male and female students might commit different types of misbehavior. Therefore, this research focuses on different students' misbehaviors committed by different groups of gender students. This study aims to investigate the differences in student misbehavior between male and female students in the Indonesian EFL setting. This research was qualitative with observational design to collect the data. Debreli & Ishanova's (2019) earlier research on student misbehavior served as a framework for the analysis of the data. The finding in this study is that the types of misbehavior are using mobile phones, talking too much, and lacking motivation. Firstly, female students demonstrate a slightly higher ratio of inappropriately using mobile phones during class compared to their male counterparts. Secondly, female students engage in excessive talking, significantly surpassing male students in this behavior, thereby disrupting the learning environment. Lastly, male students exhibit a higher ratio of lacking motivation, often manifesting as sleeping in class, arriving late, and copying during exercises. Moreover, using the mother tongue does not include students' misbehavior in this EFL context because the teacher allows students to use their mother tongue and ask irrelevant questions not found in this study that may affect the passive learning environment. The results of this study suggests that teachers should prepare strategies for handling disruption, create clear standards for classroom procedure.

Keywords: Students Behavior, Misbehavior types, EFL Students, Obervational study, Qualitative research.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Classroom management is one aspect of successful learning. Classroom management consists of several interconnected and complicated aspects arising from the class or environment (Kayıkçı, 2009). One of the factors in classroom management is student misbehavior. Misbehavior by students will be detrimental to teachers and students if it interferes with learning and creates an uncomfortable atmosphere, both in the classroom and in the school environment. Therefore, the school will discipline students (Finn et al., 2008). Misbehavior has an impact on students and teachers. Researchers found many types of misbehavior in students around the world, and the most frequently found were being lazy, doing homework, sleeping in class, speaking out of turn, physical bullying, always looking at the window, and talking jokingly with his friends (Ding et al., 2010; Sun & Shek, 2012). Therefore, misbehaviors in EFL classrooms should be controlled with appropriate classroom management.

Misbehavior also cannot be separated from theory of classroom management. The effectiveness of the teacher in creating classroom management has an impact on student learning. Instruction management and student behavior are keys to building good classroom management, and performance in the classroom can be measured (Sowell, 2013). Several studies found that misbehaving students in the classroom tend to misbehave, making the class atmosphere noisy and uncontrollable. Misbehavior among students are generally different between male and female students. Nevertheless, there are still many who do not discuss different gender misbehavior among students.

According to Martin & Marsh (2005), misbehavior can be distinguished between female and male students with clearly different bad habits. Research from (Glock, 2016) showed that male students often misbehave by talking to their and shouting at each other instead of doing their assignments. Meanwhile, according to (Chapman & Scott, 2023) female students are more often found to have anxiety when speaking and not doing assignments, as well as shouting, but not as often as male students. Misbehavior by students can have an impact on learning and also students' achievement in understanding learning, as stated by (Sun & Shek, 2012). Student misbehavior hinders both the student's and his or her classmates' learning and also impacts the efficiency and flow of learning. At some point, misbehavior not only increased but also lowered academic achievement and increased delinquent behavior. Therefore, there is a crucial need for research on how to differentiate between male and female students' misbehavior so that teachers can use the findings to improve classroom management.

The theory and background studies in this study sought to identify student complacency in the classroom and differences in displacement between male and female students based on earlier research by several researchers from various countries. There are five different types of student misbehavior, according to the previous study by (Debreli & Ishanova, 2019). The types of student misbehavior include playing with their mobile phones, using their mother tongue, having low motivation, asking irrelevant questions, and excessively talking. Habibi et al., (2018) Indonesian EFL students' misbehavior in the language classroom includes a lack of motivation, anxiety, and being afraid of making mistakes when speaking English. A study from Chapman & Scott (2023) found that male students were more likely to be out of work, and female students

looked upset when talking. Therefore, this research focuses on differences in types of misbehavior between male and female students in the English classroom.

1.3 Identification of the Problems

Based on previous research, many researchers (Sun & Shek, 2012; Finn et al., 2008; Glock, 2016) have found that student misbehavior in the classroom occurs in almost every country, including skipping classes, not doing tasks, talking and cheering with peers, being anxious, and being afraid of speaking incorrectly. In Indonesia, most students do not engage in extreme misbehavior in the classroom. However, there are still some students who exhibit negative behavior during lessons. The school observed in this study is a well-known and reputable institution. Nevertheless, there are still some students who engage in misbehavior during class. However, regarding research on how often male and female students misbehave, there are still not many studies that address this topic. Therefore, this study focuses on the relationship and the differences in type of misbehavior between male and female students.

1.4 Formulating the Problems

This study aims to identify the differences in misbehavior between male and female students in Indonesia EFL classrooms. Following the question:

1. What are the different types of misbehavior between male and female students in EFL classes?

Through observations conducted in two different classes, this study intends to provide a detailed identification of behavioral students in classrooms between male and female students.

1.5 Objectives of the Study

The main objective of this study is to identify the difference in misbehavior between male and female students in Indonesia EFL classroom. By achieving these objectives, this study aims to provide insights into differences in misbehavior among male and female students.

1.6 Significances of the Study

The result of this study was to expect teachers and future teachers to be able to find out what the misbehavior of students is and the differences between the misbehavior of male and female students. This research is very important for teachers and prospective teachers to increase motivation and use a technique in teaching English so that students can reduce bad habits in English class. Thus, teachers and prospective teachers can organize English learning classes properly.

CHAPTER II

LITERATURE REVIEW

2.1. Student Misbehavior in the Language Classroom

The success of teachers in organizing classes is widely agreed upon by researchers, referring to the success of learning outcomes for students. Managing student misbehavior is one of the successes of the teacher in managing the class. The impact of misbehavior created in the school environment will have adverse effects such as disrupting learning, reducing the possibility of graduation, disrupting the instruction of learning activities, and creating an uncomfortable atmosphere (Finn et al., 2008). Lack of motivation, fear of making mistakes, crowded classrooms, a lack of discipline, and a fear of speaking with poor grammar are just a few factors that contribute to student misbehavior (Baker & Westrup, 2000; Kayikçi, 2009). In addition to the bad influences of these things that make students misbehave in the classroom, some researchers have found types of misbehavior among students in English classes. According to a previous study by (Debreli & Ishanova, 2019) the types of misbehavior students exhibit in English foreign language classrooms are playing with their mobile phones, using their mother tongue, having low motivation, asking irrelevant questions, and excessive talking. Likewise, (Finn et al., 2008) stated that classroom and school misbehavior that is potentially likely to graduate students includes 1) skipping class, 2) disrupting class, 3) fighting, 4) getting into trouble at school, 5) using alcohol, and 6) being a member of a gang. Moreover, (Ding et al., 2010) stated their finding that the initiative student's

misbehavior increased in Chinese middle and high school is “chatting or joking with their friends” and “sleeping or looking out of windows.”.

Furthermore, Martin & Marsh (2005) argued that student misbehavior apparently relates to student gender; gender differences affect misbehavior between males and females. In general, male misbehavior involves physical bullying, not doing homework, being too lazy to ask questions, and not wanting to work more on group assignments. while females usually behave by talking with their chairmates and mocking each other. Student misbehavior and gender are different in other countries. According to Glock (2016), in Germany, students often spoke out of turn, and male and minority students interfered a lot in matters between the two parties. Finn et al., (2008) found that white students in New York with racial and ethnic differences were more likely to behave badly than Asian or Pacific Islander students. In general, the differences in bad behavior between male and female students in each country are the same: bad behavior with peers of different races and ethnicities in language class, students can also do bad things. As proven by Habibi et al., (2018), Indonesian students, male and female, misbehave in language classrooms for the same reasons: a lack of motivation, anxiety, and being afraid of making mistakes when speaking English.

2.2 Previous study

There have been several studies examining gender and student misbehavior in the English classroom. The study by Habibi et al., (2018) on understanding classroom management problems and coping strategies in Indonesia used a qualitative research method to look into English as a Foreign Language (EFL) classroom management (CM)

problems and coping strategies of Islamic boarding school teachers in Indonesia. The researchers found that Indonesian students had problems with behavior in learning English: a lack of motivation, anxiety, and being afraid of making mistakes when speaking English. However, the researchers showed that the results of teacher-management classroom coping strategies fell into seven major categories. (1) challenged by students' participation and motivation; (2) managing students' behaviors between punishment and encouragement; (3) dealing with three languages in the classroom; (4) teachers' performance as a source of challenges in CM; (4) teachers' discipline: rule breaking due to lower salary; (5) non-major English teachers forced to teach English; (6) struggling with time management; and (7) struggling to manage large classes

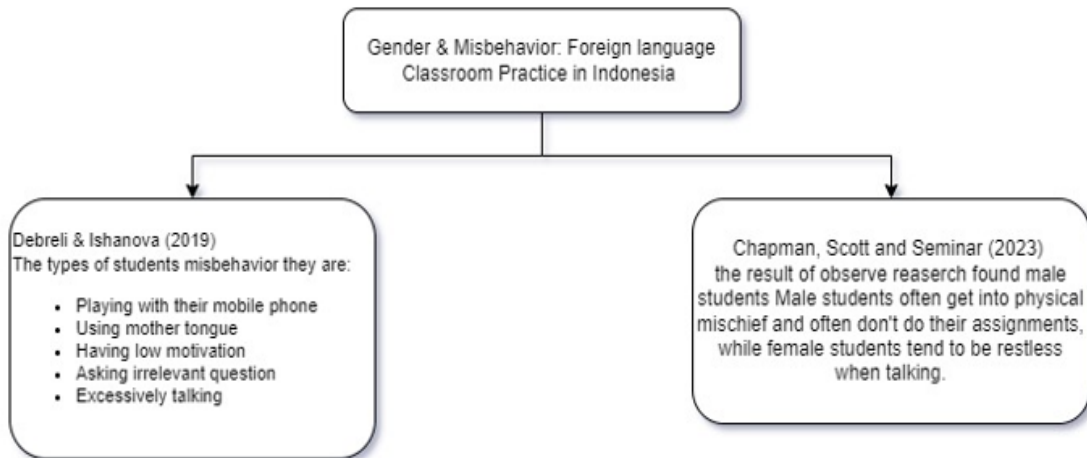
The previous study conducted by Debreli & Ishanova (2019) In their research, they looked for the types of student delinquency in language classes and foreign language teachers' strategies to deal with student behavior. Following a qualitative study, the researchers found that there were five types of student misbehavior in language classes. The types of students misbehaving are playing with their mobile phones, using their mother tongue, having low motivation, asking irrelevant questions, and excessively talking. This research was conducted using two semi-structured interview instruments and natural observation. Two of these ways are used to collect data from participants. The natural observation method allows researchers to observe participants in their environment, such as a classroom. The problem is solved using teacher strategies. The teacher used body language, used classroom rules, was positive at all times, increased the volume of sound to get attention, and did not give punishment.

According to a current study by Chapman & Scott (2023) there is a correlation between misbehavior in class, student gender, and whether or not students receive discipline from school. The aim of their research was to see whether male students behaved more badly than female students and how gender stereotypes influence misbehavior for both male and female students. Researchers collected data by observing 136 male misbehaviors and 54 female misbehaviors. The results of the observers' research found that male students did not often behave badly compared to female students but were more often called on for actions that might be consistent with gender stereotypes. Likely, researchers found that male students tended not to do assignments and female students tended to get restless when speaking.

2.3 Theoretical Framework

The purpose of this study is to investigate the types of misbehavior students experience in English learning classrooms. According to Debreli & Ishanova (2019) there are five different types of misbehavior among students in English classrooms.

Figure 2.3 1 Theoretical Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research uses an observational study to identify the types of student misbehavior and recognize the differences in misbehavior between male and female students. Studies that use observation are also called natural experiments or quasi-experiments. The language used reflects variations in focus, but there is a common thread in that the initial steps of planning or designing an observational study aim to replicate some of the qualities of an experiment as closely as feasible. According to Rosenbaum, (2005). The type of observation conducted in this research was naturalistic observation. Naturalistic observation can be done through direct observation, in this case, in the classroom. Naturalistic observation is an instrument that has great validity, so that the data obtained becomes more realistic. Following the category of data observation, the researcher used the category of observation check and checklist of misbehavior types and teacher strategies to manage students during learning.

3.2 Data Preparation

3.2.1 Setting and Participans

The setting and participants for this study are EFL students who are learning English as a foreign language, with both male and female students in the same class. This study was conducted at a private senior high school in Yogyakarta. The participants come from two 11th-grade classes, 11 IPS 1 and 11 IPS 4, with different numbers of students in each class. Class 11 IPS 1 has 35 students, consisting of 14 male students and 21 female

students. Meanwhile, class 11 IPS 4 has 32 students, consisting of 10 male students and 22 female students. This variation in the number of male and female students meets the criteria needed for this study.

The English teacher for both classes is Teacher A, who teaches both classes using the same teaching methods and materials. Teacher A manages the classes well, addressing and advising students who seem uninterested in class activities, such as students who constantly play on their mobile phones, waking up students who fall asleep, advising students who are late to class, and reprimanding students caught cheating on assignments. The classrooms used are adequately equipped with good learning facilities, such as projector screens, audio systems, projectors, large whiteboards, and other facilities like air conditioning units installed in two corners of the classroom, creating a comfortable learning environment.

3.2.2 The Types of Data

This research was conducted through natural observation and carried out during the learning process in class. Researchers will take part in learning classes and observe and record the learning, after which they will analyze and conclude the results of the data. The results of observation are two sets of data: the primer data are recorded, and the secondary data are the result of the observed natural checklist and taking notes.

3.3 Data Collection

In this research, observations were made in two classes during one session, each lasting 45 minutes. The observations were conducted during the same class period but on different days. Class 11 IPS 1 was observed during the 3rd and 4th periods on Tuesday,

and class 11 IPS 4 was observed during the 3rd and 4th periods on Thursday. Researchers used natural observation by attending classes solely as observers of the classroom activities and recording lessons using a camera phone. The researcher took notes on several aspects during the observation in the class. Afterwards, the researcher transcribed the recordings and analyzed them using natural observation. The instrument used was adapted from the observed natural checklist for student misbehavior types from Debreli & Ishanova (2019)

Table 3.3 observational checklist adapted from debreli & Ishanova (2019)

Types of student misbehavior					
No	Name of misbehavior	Male	Female	Time	Description
1.	Using mobile phone	x	x	x	x
2.	Using mother tongue	x	x	x	x
3.	Late for class	x	x	x	x
4.	Sleeps	x	x	x	x
5.	Copying during exercise	x	x	x	x
6.	Talking to much	x	x	x	x

7. Asking irrelevant question	x	x	x	x
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3.4 Data Analysis

The data will be analyzed through a descriptive-qualitative method from (Killam & Heerschap, 2013; Sandelowski, 2000). The data will be transcribed and highlighted in the comment or notes, finding the initial code and organizing the information. In the final step, the researcher has obtained the correct data from the analysis, which will be written in the form of a report. Writing a report the researcher must write the report's findings in accordance with the analysis of the data. That way, researchers must write reports clearly, logically, and consistently, relevant to the data that has been analyzed, and use accurate language in order to present information in a concise but comprehensive manner.

3.5 Trustworthiness

Trustworthiness is oneway researchers can convince themselves and readers that their research findings are worthy of attention (Lincoln & Guba, 1985). In this research, descriptive-qualitative research needs several components and checked results from the data that has been analyzed. Lincoln & Guba (1985) use four component concepts of trustworthiness: credibility, transferability, dependability, and confirmability.

In this research, the results of video recording and checking observed gain credibility. Two of the data points will be analyzed. Therefore, the transferability of this research is to find out the types of differences in misbehavior between male and female

students in the classroom. Thus, researchers and teachers will use the research to teach EFL students.

This study was conducted through classroom observation. The researcher requested permission from the teacher to attend and observe the classes during the lessons without participating in learning activities. Therefore, this study would be dependable. The final observation was carried out through natural observation by recording activities in class using an observation checklist to identify the types of misbehavior among male and female students. This approach ensures that the study will yield confirmable results from the participants.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

This chapter presents the findings and discussion. The findings in this research were based on data collected by observation. The data was collected at one of the private high schools in Yogyakarta, which is well known and reportable. The school is a place where researcher practice teaching so that they understand the situation in the school. And the data was collected in two different classes, which were 11 IPS 1 and 11 IPS 4, because that might be the characteristic that the researcher needed. The researcher performs natural observations in the classroom as direct observations that only observe the classroom atmosphere. This observation was done to gather the data the researcher needed on the misbehaving differences between male and female students. The following types of misbehavior from (Debreli & Ishanova, 2019) are: playing on a mobile phone, talking too much, and lack of motivation. Therefore, the findings of this research are as follows:

4.1.1 Using a Mobile Phone

This type of misbehavior demonstrates a student's habit of always using a mobile phone during the course of the lesson. After performing the observation, the researcher found that the students tend to always use mobile phones during lectures. The most common thing students do when use a mobile phone during learning is to chat and open up social media, and not many of those who use their mobile phones to play online games while the learning takes place. The observation results are shown in Table 4.1.1.

Table 4.1. 1 using mobile phone student's misbehavior found in the classroom

Name of misbehavior	Male Frequency	Female frequency	Description	Time
Playing Mobile Phone	15	17	When the lesson started, student F was still playing with his mobile phone, not listening to the teacher's instructions.	2.11
			Student M still uses his mobile phone to play online games.	
			Student F uses a mobile phone to open social media.	19.13
			Student F plays with his mobile phone while the teacher explains the material.	23.59
			Student F uses a mobile phone when class starts.	1.7
			Students M play online games.	5.58
			Student F uses a mobile phone when the teacher explains the material.	2.08
			Student M plays with his mobile phone while the teacher explains the material.	1.09
Student M plays with his mobile phone while the teacher explains the material.	4.36			

From the result above, it can be seen that female students apparently use mobile phones more often than male students, with a ratio of 17:15. However, the fact that there are a disproportionately greater number of female students than male students is probably to blame. Male students still use their mobile phones to play online games, and after receiving a warning from the teacher, they turn them off. Male students occasionally use mobile phones in the middle of class. Meanwhile, female students tend to frequently use

mobile phones from the start of learning. Female students tend to use mobile phones frequently and for a long time. They are seen using mobile phones when the teacher explains the material, when class is about to start, playing with mobile phones and chatting with their classmates, and playing with mobile phones lazily with their heads down on the table.

4.1.2 Lack of Motivation

One of the misbehaviors students exhibit when studying is a lack of motivation. Students who have a lack of motivation tend to appear less enthusiastic when attending lessons. Many factors influence the lack of motivation to learn in students, one of which is the school system, where they study five lessons a day with a duration of one meeting of ninety minutes, making students feel tired and bored. The following table explains the observation results.

Table 4.1. 2 Lacking Motivation student's misbehavior found in the classroom

Name of misbehavior	Male	Female	Description	Time
Lacking Motivation	12	5	Student M sleeps while doing assignments.	30.57
			Students F discuss while doing assignments with their classmates.	30.11
			Student M sleeps while the teacher explains the material.	9.52
			Student F lay with his head on the table while playing on his mobile phone.	6.58
			Student M slept from the start of class to the end of class.	3.55 -
			Student M cheated with two of his friends while doing the exercise.	28.48

Student F slept on his stomach while the teacher was explaining the material.	17.34
Student F put his head down on the table while playing with his mobile phone.	22.38
Student M cheated on a classmate's practice paper.	39.09
Student M arrived late.	8.35
Student M does not wear shoes.	8.40
Student F did not wear shoes and changed to wearing sandals.	9.25

From the results of observations, more male students have misbehavior and lack motivation than female students; the ratio is 12:5. Five of them are male students who come late to class at different times. When the bell rings, they are still playing or still in the cafeteria just to buy snacks, and when they come to class, the males are still eating the snacks they brought from the cafeteria. The other one of the examples of misbehavior shows a lack of motivation by cheating during an assignment. Even if they were clearly noted to see and bring their friends' answer papers, the teacher tried to reassure and advise them not to disturb each other, but the male students just listened quietly and continued the disturbance by walking around the classroom. Moreover, the lack of motivation that students have when studying is due to sleeping. Male students were seen sleeping from the start of class until the end of class. Several male and female students fell asleep with their heads on the table, and male students also did not wear full school attire. Likewise, female students have the same lack of motivation to learn, such as when discussing while doing assignments, falling asleep, or not wearing complete school

attributes. However, on a smaller scale and not doing it too often compared to male students.

4.1.3 Talking Too Much

Sometimes the situation in class is not conducive to learning because of misbehavior by students. Noisy atmospheres often occur during classroom learning. Students speak too much by throwing it at their friends when the teacher explains the material or when doing individual assignment exercises, and they even just speak loudly, which interferes with learning. The following table explains the observation results.

Table 4.1. 3 Talking too Much student's misbehavior found in the classroom

Name of misbehavior	Male	Female	Description	Time
Talking Too Much	9	20	Student F chats with their classmates while playing on their mobile phones.	10.08
			Students F chatted with their classmates when the teacher explained the day's learning activities.	0.37
			Students M chatted while the teacher was explaining the material.	4.33
			Student M chatted loudly.	8.42
			Student F chats with their classmates while playing on their mobile phones in a loud and busy voice which disrupts learning.	10.08
			Students F chatted with their classmates while the teacher explained the day's learning activities in a loud voice.	0.37
			Students M chatted while the teacher was explaining the material.	4.33
			Student M chatted loudly.	8.42

From the results above, it shows that female students speak more often than male students; the ratio is 20:9. Female students actively talk all the time with their classmates. Chatting loudly and laughing makes the class atmosphere noisy. At the beginning of the lesson, when the teacher was explaining the material, female students were seen still chatting with their classmates loudly and laughing. Moreover, female students also sometimes chatted while playing on their mobile phones and then showed them to their classmates. The teacher always reprimands the female students who are chatting so that they stop chatting and asks them to pay attention to the lesson. Meanwhile, male students don't chat often; only sometimes do they talk when the teacher explains the material or when doing assignments. Male students tend to just play on their phones and don't seem to be paying attention to the lesson rather than chatting with their friends.

4.2 Discussion

This study aimed to identify the different types of student misbehavior among male and female students in an EFL context. According to (Debreli & Ishanova, 2019), there are five types of misbehavior in the EFL context: playing with mobile phones, talking too much, using their mother tongue, and asking irrelevant questions. However, the findings of this research show that there were only three types of misbehavior found. Furthermore, since this research focuses on comparing the degree of misbehavior among male and female students, the results show that the male and female students indeed have different behaviors in the class. Further discussion about each type of misbehavior and the different types among male and female students will be explained in detail in this chapter.

Students frequently engage in this type of misbehavior when they're using their mobile phones inappropriately. It states that there is a difference between male and female students' ratio of using mobile phones, with a ratio of 15:17. The small gap in the ratio of mobile phones used actually does not really indicate a huge difference in misbehavior in the class. The ratio of female students is higher due to the higher number of female students in the classroom as well. Therefore, it is still considered unacceptable if the ratio of using mobile phones inappropriately in the class is higher for female students compared to male students. During class, three or five female students were regularly observed using mobile phones. According to research by Mok et al., (2014) female students score higher than male students when it involves mobile phone addiction. Although male students typically solely play games on their mobile phones, female students use their phones to access social media, not to search for content relevant to the course; instead, they use social media to learn about current issues in society (Varchetta et al., 2020). According to research results, the category "Using mobile phones" is actually not that far away; however, because female students use their mobile phones more frequently than male students, this type of behavior is more common among female students.

Lack of motivation is the next type of misbehavior. Students who lack motivation are those who lose interest in the learning process and show no enthusiasm for it, according to Vakilifard et al., (2019). There is a difference in the ratio of lack of motivation between male students and female students. According to this study, there was a 5:12 ratio difference between male students and female students, with male students being more likely to engage in inappropriate behavior while they were learning. During

regular exercise, copying is one instance of misbehavior devoid of motivation. Doing the regular exercise unseriously by copying the partner's work without even trying to do it by themselves. In addition, the male students also misbehaved by sleeping with their heads propped up on the table during class and by arriving late after classes started. Though female students also perform some negative behavior similar to that of male students, the number of occurrences is much lower than that of male students. According to (Glock & Kleen, 2017) intervention techniques for male students should be increased because they exhibit greater negative behavior. Finn et al., (2008) reported that there was a significant level of misbehavior among male students. According to these findings, male students appear to be less motivated to study than female students.

Using the mother tongue and asking irrelevant questions are included in the category of misbehavior, according to Debreli & Ishanova, (2019). Using the mother tongue and asking irrelevant questions are included in the category of misbehavior, according to Debreli & Ishanova, (2019). However, in this context, using the mother tongue does not include student misbehavior because teacher is bilingual and allow students to use bilingual or their mother tongue during learning. Teacher allowed students to use bilingual or their mother tongue because teacher expect students to be more confident when they are asking questions or understanding learning. Using the mother tongue is an essential component of teaching language for several purposes, including clarifying the topic or meaning, providing examples, and explaining complex concepts or ideas, according to (Paker & Karaağaç, 2015). Although the teacher allowed students to use their mother tongue, she still encouraged students to use English.

The other misbehavior found during observation was talking too much. The number of occurrences is vastly different between male and female students. The comparison of talking too much between male and female students is 9:20. Unlike the previous explanation about mobile phone use, the bigger number of female students in the class does not really contribute much to the huge gap because the gap is too big to consider the number of female students. The occurrence was even more than twice that of the male students. According to neuropsychiatrist Brizendine's (2006), women talk two or three times as much as men do each day. The teacher is disrupted while she is explaining the lesson by the loud talk from female students about anything and everything. Disruptive talking is demonstrated by misbehaving students during the learning process (Sun & Shek, 2011). Because there are more female students than male students and more female students generally, the difference in the inappropriate behavior of talking too much seems to be quite significant.

Asking irrelevant questions is not considered misbehavior in the context of this study; the researcher did not even find students asking any questions at all. Students tend to remain silent, not asking even when teachers ask how they understand the material already described. According to Good et al., (1987) there are a variety of reasons why classroom learning is passive, including low achievement, teachers' behavior, and teachers' mistakes in answering questions. When students don't ask pertinent questions and the teacher merely explains learning activities, passive learning takes place. The consequence of this study is that teachers must make strategic decisions and improve the learning process in order for students to have motivation to ask questions during lessons.

CHAPTER V

CONCLUSION

5.1 Conclusion

This study aims to investigate and compare the different misbehaviors between male and female students in a private senior high school in Yogyakarta. Following the research question in this study in the EFL context, it can be concluded that there are different types of students' misbehavior between male and female students in the EFL context. From the discussion, this study has analyzed the different types of misbehavior between male and female students, following a previous study by Debreli & Ishanova, (2019). Out of five types of misbehavior, only three were found to be different among male and female students. While both male and female students use mobile phones inappropriately in class, there is a slightly higher ratio of female students using mobile phones, which led to the discovery of the problem with using mobile phones in this study. Furthermore, when talking too much, the female students significantly outpace the male students. This behavior disturbs the learning environment, and teachers need effective strategies for classroom management. Then, the lack of motivation is more due to male students' higher ratio of lacking motivation compared to female students. The negative behaviors that male students exhibit are sleeping at class, arriving late, and copying during exercise. However, in this study situation, it is not considered misbehavior for students to use their mother tongue because the teacher permits the use of a bilingual or mother tongue during the learning process. Similarly, the study did not find any instances of students asking irrelevant questions. This suggests the presence of a passive learning environment.

5.2 Recommendations

Based on the findings of this study on the differences in student misbehavior between male and female students in the EFL context, the following recommendations are for teachers to address and manage these behaviors effectively. Effective classroom management strategies are urgently needed. Teachers can create classroom managerial strategies to reduce disruption and create a pleasant environment. This may include making clear standards about mobile phone usage and making rules to reduce talking too much. Students can be encouraged to learn by making learning strategies more practical and interactive. Teachers can also be encouraged to stay engaged and motivated by receiving feedback regularly. Further research can be recommended with repeated observations with larger participants. Thus, the results will be seen more clearly, and there is a possibility of obtaining new discoveries about misbehavior and differences between male and female students in the EFL context.

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APPENDICES

Appendix 1. Official Letter of Research permission



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Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Irma Mega Utami
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Judul Skripsi :

"Gender & Misbehavior: Foreign Language In Classroom Management Practice In Indonesia"

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

Wassalamualaikum Wr. Wb

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Appendix 2. Observational checklist

Name of misbehavior	Male Frequency	Female frequency	Description	Time
Playing mobile phone	15	17	When the lesson started, student F was still playing with his mobile phone, not listening to the teacher's instructions.	2.11
			Student M still uses his mobile phone to play online games.	
			Student F uses a mobile phone to open social media.	19.13
			Student F plays with his mobile phone while the teacher explains the material.	23.59
			Student F uses a mobile phone when class starts.	1.7
			Students M play online games.	5.58
			Student F uses a mobile phone when the teacher explains the material.	2.08
			Student M plays with his mobile phone while the teacher explains the material.	1.09
			Student M plays with his mobile phone while the teacher explains the material.	4.36
Lacking motivation	12	5	Student M sleeps while doing assignments.	30.57
			Students F discuss while doing assignments with their classmates.	30.11
			Student M sleeps while the teacher explains the material.	9.52
			Student F lay with his head on the table while playing on his mobile	6.58

			phone.	
			Student M slept from the start of class to the end of class.	3.55 -
			Student M cheated with two of his friends while doing the exercise.	28.48
			Student F slept on his stomach while the teacher was explaining the material.	17.34
			Student F put his head down on the table while playing with his mobile phone.	22.38
			Student M cheated on a classmate's practice paper.	39.09
			Student M arrived late.	8.35
			Student M does not wear shoes.	8.40
			Student F did not wear shoes and changed to wearing sandals.	9.25
Talking to much	9	20	Student F chats with their classmates while playing on their mobile phones.	10.08
			Students F chatted with their classmates when the teacher explained the day's learning activities.	0.37
			Students M chatted while the teacher was explaining the material.	4.33
			Student M chatted loudly.	8.42
			Student F chats with their classmates while playing on their mobile phones in a loud and busy voice which disrupts learning.	10.08
			Students F chatted with their	0.37

	classmates while the teacher explained the day's learning activities in a loud voice.	
	Students M chatted while the teacher was explaining the material.	4.33
	Student M chatted loudly.	8.42

Figure 1. Students plyaing mobile phone



Figure 2. Students fall asleep



Figure 3. Students copying during exercise



Figure 4. Classroom situation

