

**Teaching Strategies in Managing Students' Disruptive Behaviors in
The Post-Covid Pandemic Era: An Observational Study in English
Classroom**

A Thesis

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



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TEACHING STRATEGIES IN MANAGING STUDENTS' DISRUPTIVE BEHAVIORS IN THE POST-COVID PANDEMIC ERA: AN OBSERVATIONAL STUDY IN ENGLISH CLASSROOM

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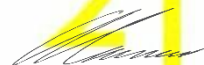
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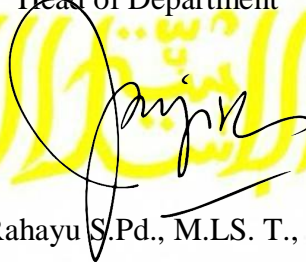
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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that my thesis entitled 'Teaching strategies in managing students' disruptive behaviors in the post-covid pandemic era: an observational study in English classroom' is the result of my own work. Every reference or quotation used has been given appropriate acknowledgment by stating the source.

Yogyakarta, June 22nd 2024

The writer



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MOTO

“Never give up on your dreams, dreams can come true if you believe in them with
all your heart.”

(Walt Disney)

“Life is hard, and things don't always go well, but we have to be brave and
move on with our lives.”

(Suga BTS)

DEDICATION

This thesis is dedicated to my parents, Mr. Kismoyo and my beloved Mrs. Saminah, who always provide spiritual and material support, and also my thesis supervisor, Ms. Bannatul Murtafi'ah who always guided me patiently and attentively to process this thesis until completion. This thesis is also dedicated to my friend who was always patient in dealing with my complaints until this thesis was completed.

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Dhea Eka Syafitri

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ABSTRACT

This study identifies teaching strategies the teacher used to overcome disruptive behaviors by students in the post-covid pandemic era. The researcher examines teaching strategies to examine disruptive behaviors in the vocational high school environment after the pandemic era. This is an observational study. Primary data was obtained from observations of two English classes. The teacher and students from vocational high schools were selected as participants in this study. The researcher used the concept teaching strategies from Deblleri and Ishanova (2019): *using classroom rules, no punishment, increasing volume, and being positive*. Then the concept of disruptive behaviors from Richards and Renandya (2002): *the back-row distractor, the non-participants, and over-exuberants*. Based on the observation the researcher found other strategies that teacher used to overcome behaviors such as: *being assertive, calling their name, wait time, the teacher walking around, and giving solutions*. Even though some of the strategies provided by the teacher are quite effective, students still engage in disruptive behavior. Therefore, more in-depth research regarding teacher strategies to reduce disruptive actions is needed.

Keywords: EFL classroom, Post-pandemic, Students disruptive behaviors, Teacher strategies,

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In the past few times, Covid-19 has spread throughout the world which has caused many sectors to go down, especially the one that has the biggest impact on the education sector. The government gave orders to every educational institution for the learning process to be carried out at home or online. The teacher and students were forced to change their way of learning during the pandemic to adjust to the stability of learning. After the pandemic slowly started to decline, the education system was switched to face-to-face or offline learning. This transition has an impact on student behavior when going back to the offline classroom after learning online (Annisa et al., 2020). These students' common types of misbehavior could be less enthusiasm with the offline lesson, using a mobile phone while learning, and talkativeness. To overcome this problem, the teachers need to manage the class and correct students' behavior by motivating, encouraging, and giving positive things to students (Aliakbar & Bafrine, 2015). Classroom management is a concept called “control” that teachers can use to control students' behavior in class (Chambers, 2003). In controlling students, a strategy is needed based on the scope of the problems faced by the teacher when teaching English class.

In previous studies, several researchers have explained the types of disruptive behaviors that students do when learning English in class, such as: using one's mother tongue, asking irrelevant questions, using mobile phones, excessively talking, and lacking willingness (Debleri & Ishanova, 2019). The teacher's strategies to overcome disruptive behavior are by using classroom rules, no punishment, body language, increasing volume, and being positive. These strategies for minimizing disruptive behavior require classroom management planning and is in accordance with practice, instructions, and consequences of actions. After the teacher has set, practices, procedures, and instructions to create a good class where learning activities are in accordance with classroom management (Wong & Rosmary, 2001). To realize this, several strategies are needed to manage space, material, and time (Aliakbar & Bafrine, 2015).

Many studies have examined student disruptive behaviors (Debleri & Ishanova, 2019; Umar & Rahmat, 2022; Wangdi & Samten, 2022). However, examining the types of student disruptive behaviors in an English classroom and teachers' strategies in the post-pandemic context has rarely been studied by other researchers. Therefore, the researcher will examine the types of student behavior, especially disruptive students in the high school environment after the Covid-19 pandemic, and how the teacher's strategy is used to minimize those disruptive behaviors. Thus, it is important to know how students behave, especially the problem of disruptive behavior during the post-pandemic period when learning English and what are the teacher's strategies to overcome with.

1.2. Identification of the Problems

Several problems often arise when learning English at the high school level after the Covid-19 pandemic. According to the preliminary study, there are common problems that arise from loss of interest in learning, and laziness (Bozdo & Banushi, 2022). Moreover, the issues that arise are related to the effects of the pandemic where learning is carried out online. Some of the issues that arise are (1) disruptive behavior committed by students makes the learning activity system ineffective; (2) remodeling the learning system from online to offline makes students lack interest and motivation when learning English and (3) students' attitude in behaving towards the teacher decreases.

1.3. Limitation of the Problems

Based on the identification of the problems, the researcher would focus on researching the types of disruptive behavior at the Vocational high school level in the post-pandemic and teachers' strategies for dealing with disruptive behavior problems.

1.4. Formulation of the Problems

This study attempt to answer this question:

- a. How does the teacher manage students' disruptive behaviors in EFL classroom during post covid pandemic era?

1.5. Objectives of the Study

This study aims to identify teacher strategies in managing students disruptive behaviors in EFL classroom during post-covid pandemic era.

1.6. Significances of the Study

Practically, this study is expected to bring benefits to English teachers at the vocational high school level, pre-service teachers, and other researchers to assist them in how to manage disruptive behaviors after the pandemic by proposing the strategies that the teacher could use to overcome those behaviors.

CHAPTER II

LITERATURE REVIEW

2.1. Teacher Strategies in Classroom Management

Teacher strategies are the roles played by teachers in the classroom that are managed effectively. Less effective teaching and learning can occur in poorly managed classrooms (Marzano et.al., 2003). Effective classroom management helps classroom management and teaching become effective. Effective classroom management is generally carried out by building a positive classroom atmosphere that includes good teacher and student relationships (Wubbels, Brekelmans, Van Tartwijk, & Admiraal, 1999). Teachers must manage the class well to provide an environment for the teaching process to develop more (Marzano et.al., 2003). According to Lewis and Sugai (1999) effective classroom management focuses more on preventive rather than reactive classroom management. Therefore, teachers employ various strategies to manage the classroom effectively.

Overcoming disruptive problems in the classroom can be done by creating a positive classroom atmosphere. Teachers must be able to regulate and manage student behavior to achieve a positive classroom atmosphere (Oliver, 2011). Providing rules and routines are two mighty things that can overcome disruptive behavior in the classroom because it determines what the teacher expects, what will be reinforced, and what the teacher will provide if the disruptive behavior keeps coming back (Colvin, Kame'enui, & Sugai, 1993). The need to monitor student

behavior allows teachers to be able to prevent and overcome disruptive events so that they are not getting worse. This problem must be overcome because it is closely related to the disciplinary problems. Teachers can create a positive classroom atmosphere to overcome disruptive behavior in the classroom. Through this way, teachers can build good relationships with students and appreciate them equally (Brown, 2001). In addition, Debleri and Ishanova (2019) provide strategies to deal with disruptive students, i.e., (1) using classroom rules; compiling regulations in accordance with a mutual agreement (2) no punishment; punishing students will not solve the problem (3) increasing volume; raising intonation to get students' attention (4) being positive; which refers to teachers' constructive reactions to the students such as explaining what they did was not appropriate and how they ought to behave.

2.2. Students Behavior in The Classroom

Student behavior refers to how students behave when they are in the school environment, especially in the classroom. Behavior is generally considered what someone does (Bakana, 2022). According to Bakana (2022), behavior includes actions that can be displayed by a person or a student that can be measured and decided by the teacher to act according to the rules set. Likewise, student behavior is defined as some actions that can be controlled by the teachers (Friedman, 1995).

It turns out that behavior and classroom management are two things that are always a concern in making activity policies in the school environment (Powell & Tod, 2004). Student behavior in terms of interactions, actions, and activities is tied to one another in the learning process. Furthermore, Martin and Sass (2010) added that classroom management is also related to student behavior that can affect

learning activities. Students tend to behave appropriately and inappropriately in the classroom. Appropriate behavior is a respectful attitude toward others. According to Marzano et.al (2005), there are several appropriate attitudes in the classroom, such as respect for school, respect for others, being kind, using manners, listening when people talk, and many more. On the other hand, inappropriate behavior is a disturbing attitude that can make other people uncomfortable (Khasinah, 2017). The problem of inappropriateness is something that needs to be considered because students' attitudes in language classes are related to the teaching and learning activities that will be carried out. There are several inappropriate attitudes that are often carried out by students in language classes, including: 1) the back-row disaster; 2) the nonparticipant; and 3) the over-exuberant (Richards & Renandya, 2002). Despite these two types of behavior, this present study will only focus on inappropriate behavior when learning English after the pandemic and how teachers can reduce student inappropriateness.

2.3. Disruptive Behavior in English Classroom

Disruptive behavior according to Khasinah (2017) is a negative thing that students do when they are in the classroom. Disruptive behavior is not commendable by students who do not have the norms, values, and rules contained in school (Brown & Gordon, 2004). Classes that have disruptive students tend to have even lower average scores (Shinn et. al., 1987, Oliver, 2011). These behaviors can disrupt the learning system in the classroom because they can affect students and teachers (Khasinah, 2017). Not only disturbing in the classroom area but these

disruptive behaviors may also be carried over to the home or residential environment.

Several experts have proposed the types of students' disruptive behavior, i.e., Richards and Renandya (2002), Charles (2007), and Richard and Farell (2017). According to Richards and Renandya, (2002), there are three types of inappropriate behavior commonly occurring in the language classroom, such as: 1) the back-row distractors, who always sit at the back and distract others; 2) the nonparticipants, that include some students who are not taking part in the assigned class activities; and 3) the over-exuberant students, who are smart but very dominant and monopolize all activities in the classroom. Then, Charles (2007) added disruptive types that are commonly found in classes, i.e., 1) annoying others such as disturbing and making a noise; 2) moving around in the class during learning activity; 3) carelessness not showing some attention in class; and 4) stealing and taking something. Other statements on the types of disruptive behavior from Richard and Farell (2017) are 1) late coming to class; 2) sleeping during class; 3) distressed other students; 3) challenges to the teacher; and 4) eating. From the three explanations above, throughout this thesis, the researcher will focus on Richards and Renandya (2002) because its context is in the language classroom.

2.4. Review of Relevant Studies

Recognizing the importance of how to deal with disruptive behavior in the language class, the researcher focuses on how the teachers deal with disruptive behavior in language class. Several studies were conducted by the previous

researchers, which identified the behaviors students carried out in class. Habits that are found show the attitude of delinquency that is usually found in the classroom. This attitude can make learning in the classroom ineffective and disruptive. The reasons for conducting this research have various reasons, one of which is to prevent or overcome disruptive behavior in English classes. The researchers conducted studies in different countries, different contexts, and different participants, to further study the types of disruptive behavior and how to overcome them. The following review is compiled from different years from the beginning to the most recent.

Debleri and Ishanova (2019) conducted a study at three universities in northern Cyprus, Turkey. They conducted this study to find out the types of disruptive behavior that are in the foreign language classroom and how the teacher can deal with it. There are 44 foreign language teachers. Their ages range from 23 to 44 years and have experience teaching English for about three years. Then divided into 32 females and 12 males. The study found four types of disruptive behavior and how to deal with the disruptive. However, when the teacher did the handling in class, it was found that some of the strategies used were not very effective and some teachers did not use some of these strategies when in class only as theory.

Additionally, Wangdi and Namgyel (2022) investigated the common types of disruptive behavior exhibited by EFL class students. The intervention strategy is expected to help overcome disruptive behavior and discover students' perceptions of disruptive behavior in the classroom. This research was conducted in a public

school in Bhutan. Participants were recruited using convenience techniques. A total of 32 middle school students participated. Among them were 20 male students and 12 female students aged between 12-14 years. The study found that six types of disruptive behavior are found in EFL classes. The cause of this behavior is associated with the classroom management system and teacher control in dealing with this behavior.

Bernadeta (2022) conducted a study on teacher strategies for managing students' misbehavior in EFL classrooms at private vocational schools in Yogyakarta. The participants in this study are English teachers and grade 12 students who carry out learning activities through electronic engineering major videos. This observational study found four types of disruptive behavior and the teacher's strategies for dealing with disruptive behavior problems, and the strategies provided by the teacher are considered effective in alleviating misbehavior. However further research is needed so that students do not repeat delinquent behavior.

2.5. Conceptual Framework

Debleri and Ishanova (2019), find strategies to deal with disruptive behavior in language classes as seen in *Figure 2.1* which include (1) using classroom rules; compiling regulations in accordance with a mutual agreement (2) no punishment; punishing students will not solve the problem (3) increasing volume; raising intonation to get students' attention (4) being positive; refers to teachers' constructive reactions to the students such as explaining what they did was

inappropriate and how they ought to behave. The purpose of this research is to examine students' behavior, especially disruptive behavior in English classes after the pandemic, and whether the strategies given by the teacher can reduce disruptive behavior in language class students. Also, Richards and Renandya (2002) describe three types of inappropriate behaviors commonly found in language classes, as seen in *Figure 2.1* including: 1) the back-row distractors, who always sit at the back and distract others; 2) the non-participants, which include some students who are not taking part in the assigned class activities; and 3) the over-exuberant students, who students very energetic that make interfere in the classroom.

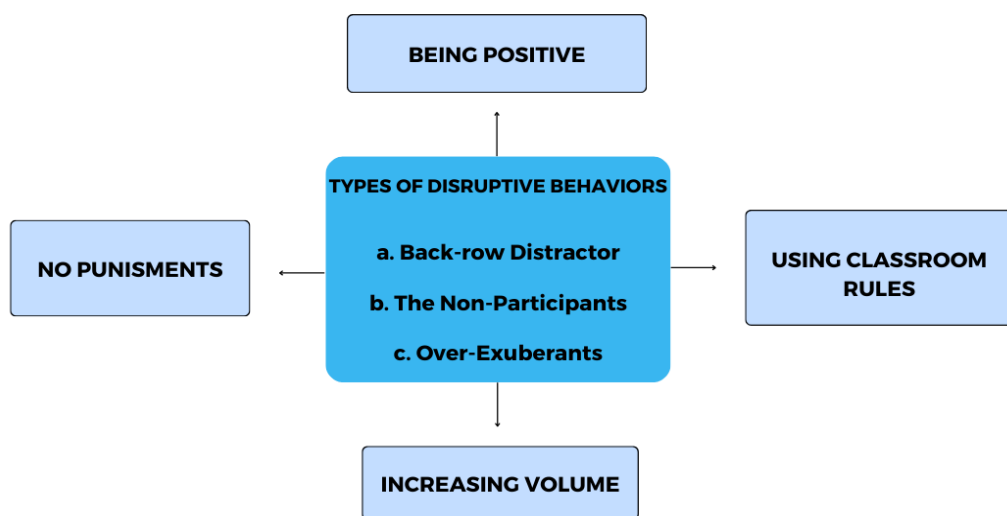


Figure 2.1. Conceptual Framework of Types of Students Behaviors According to Richard and Renandya (2002)

Conceptual Framework of The Strategies for Dealing With Disruptive Behavior According to Debreli and Ishanova (2019)

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This study is an observational study which is qualitative in nature. Observational study was chosen because it requires an in-depth investigative approach to determine the problem to be studied. Observational study is the collection of data, information, and open knowledge that directly involves individuals in groups directly at the research site (Creswell, 2011). In this case, observation is carried out directly by observing an individual or group, or place without being manipulated. Qualitative research is more thorough and extensive from various sources because it is rich in a deeper understanding of data, perspectives, attitudes, and opinions of each individual (Nassaji, 2015).

3.2. Data Preparation

This data preparation includes several points: participants and settings, source of the data, and informed consent.

3.2.1. Setting and Participants

The participant of this research was an English teacher at a vocational high school in Yogyakarta. This participant is a teacher who has been teaching English for more or less five years. In this study, the teacher was observed when she taught

students from grade 10. In this case, this teacher has faced different student characteristics when teaching and changes in character before and after the pandemic.

The reason why the researcher recruited this participant was because the participant already knew the characteristics of each student. Additionally, school is the only choice for students to study because they go to school only to get a graduation statement, and after graduation, they have to find a job. Mostly, students come from low-income to middle-class families. This was proven when the researcher did a class observation in the fourth semester. During the lesson, there were students sleeping in class because they had to work first to make a living. The observation video also shows how participants explained English material very actively, but there were some students who did not pay attention, interrupted conversations, said something rude, and were noisy. From these several things, the teacher can find out the characteristics of some of his students and can make strategies to reduce disruption in the language classroom.

3.2.2. Types of Data

The type of data in this study was qualitative data. Qualitative data can collect perspectives from each individual in a comprehensive and structured way.

3.2.3. Source of Data

The researcher collected the information through observation. When conducting observation, the researcher attended two classes in grade 10 (*Teknik*

Instalasi Tenaga Listrik) and TKRO (*Teknik Kendaraan Ringan Otomotif*). Also the researcher recorded the learning process there. Two videos were collected from these classes with the duration of 86 minute and 120 minute, respectively.

3.2.4. Informed Consent

Informed consent is required prior to this research. The participant was asked to fill out an explanation and approval before the researcher collected the data.

3.3. Data Collection Technique

For the data collection, the researcher observed two classes from grade 10. The researcher observed the teacher and the students by taking some videos. After collecting the data, the researcher then transcribed and coded the data. The researcher used the observation research instrument and checklist as seen in Table 3.1 and Table 3.2 to collect the data.

Tabel 3.1. Observation research instrument

Construct	Component	Code	Definition
The types of disruptive behavior	The back-row distactor	BRD	The students always sit at the back and distracts the other students
	The non-participant	TnP	Some students who are not taking part in the assigned class activities.

	The over-exuberant	OVER	The students who are smart but very dominant and monopolize all activities in the classroom.
The ways to overcome disruptive behavior	Using classroom rules.	UCR	Using classroom rules to handle student behavior problems in class.
	No punishment	NP	No punishment to deal with disruptive behavior because it can trigger conflict between students and teachers, it is better to use constructive methods.
	Increasing volume	VOL	Increasing volume as a sign and a means of telling students that their behavior is inappropriate.
	Being positive	BP	Being positive by not using anger, will solve the problem and give "respect" to the teacher. Even though being positive doesn't mean students can break the rules given by the teacher.

Tabel 3.2. Observational checklist

Construct	Components	Tally	Total (N)
The types of disruptive behavior	The back-row distactor (BRD)		
	The non-participant (TnP)		
	The over-exuberant (OVER)		
The ways to overcome disruptive behaviors	Using classroom rules (UCR)		
	No punishment (NP)		
	Increasing volume (VOL)		
	Being positive (BP)		

3.4. Data Analysis Techniques

In this study, the researcher analyzed the data through classroom observation and video recordings of learnings that were carried out by the teacher to find out the disruptive behaviors from the students and teacher strategies to overcome disruptive behaviors from the students. The researcher used the qualitative data analysis framework from Creswell (2014) to process data. When carrying out the analysis, the researcher followed these stages:

1. preparing and organizing data for analysis: the researcher transcribing recording field results from classroom observations, then organizing data according to different types.

2. reading or viewing all the data: the researcher read all the data and provides a general description of the data and then reflects on the overall meaning.
3. starting coding all of the data: the researcher wrote and provides brackets in sentences into categories and then provides labels.
4. using coding to generate themes for analysis: the researcher used coding to generate several themes. These themes would be the main findings of the research.
5. making interpretations of findings: the researcher wrote down findings obtained from information obtained from literature or theory.

3.5. Trustworthiness

Trustworthiness or rigor, is a belief that refers to the data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014). To find out that research is considered feasible and reliable, it takes conceptual criteria from Guba (1985) to become a reference for trust in the contents of the research. The criteria consist of credibility, dependability, and confirmability.

3.5.1. Credibility

In this research, the researcher made persistent observations by collecting data continuously to add depth to the detailed research. Then the researcher re-examine the research subjects by re-watching the observational videos and giving participants the opportunity to provide responses and comments, as well as clarify the conclusions that have been made.

3.5.2. Dependability

The researcher explained the results of the study in detail by presenting the findings in accordance with data collection. And also to increase reliability, this research was directly supervised by the lecturer.

3.5.3. Confirmability

Confirmability is to find out whether the results of the data are objective or not. In this process, the researcher checked the confirmability results with the supervisor.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

The researcher obtained the data of this research by observing two classes in grade 10 at a vocational school in Yogyakarta with an English teacher who taught in the same class. Data collection was carried out twice within two weeks. The researcher conducted direct observations of two classes by recording and taking notes on teacher and student activities during English language learning after the COVID-19 pandemic. Table 4.1 shows the result of the observation. It can be seen from the table that the types of disruptive behaviors described by Richards and Renandya (2002), such as back row disaster, the non-participants, and over-exuberance all occurred in the two English classes. Then, of all the types of behaviors that exist, the ones that students did most often are *the non-participants* which happened 32 times. To overcome those behaviors, it can also be seen from the table that all the methods by Debleri and Ishanova (2019) such as classroom rules, no punishment, increasing volume, and being positive are carried out by the teacher. The most often-used method by teachers to overcome disruptive problems was *increasing volume* which occurred 19 times.

Tabel 4.1. The result of observation

Constructs	Components	Frequency	Total (N)
The types of disruptive behavior	The back-row distactor (BRD)	14	52
	The non-participant (TnP)	32	
	The over-exuberant (OVER)	6	
The ways to overcome disruptive behaviors	Using classroom rules (UCR)	9	46
	No punishment (NP)	5	
	Increasing volume (VOL)	19	
	Being positive (BP)	13	

4.1.1 Teacher Strategies to Manage Disruptive Behaviors in English Classroom

4.1.1.1 Using classroom rules

In the two classes observed by the researcher, the teacher started the lesson by giving classroom rules. The rules given depend on how the teacher provides rules according to class needs. The teacher uses classroom rules to create a conducive and orderly classroom environment in the classroom. One example of classroom rules used by the teacher includes the use of smartphones in the classroom. The teacher provides rules for using smartphones according to the instructions given by the teacher. Even though using classroom rules is not included

in overcoming disruption, this strategy is used to prevent students from carrying out disruptive actions. The example of a teacher using classroom rules is shown below.

T: "Today we are using smartphone but the instructions are based on me"
(OBS/V1/T/UCR/003)

*T: "ya I'll take the attendance first. Using a smartphone, the instructions by me. You can play the game later. (It's) me the one who has the instructions."
" (OBS/V2/T/UCR/008)*

4.1.1.2 Non punishment

No punishment is one way to overcome disruptive behaviors carried out by students. From the results of two classroom observations conducted by the researcher, when students carried out disruptive actions, the teacher did not punish the students but used constructive methods to overcome this. This is done so that students are not more arrogant when given punishment. The *no punishment* strategy is used by the teacher to overcome *disruptive non-participants* and *back-row distractors*. The teacher provides constructive methods in the form of making sentences using verbs and solving multiple choice questions. The example of no punishment is shown below.

S: "cipa cipi la la la la... (There was a sound from the TikTok application that the students were playing)" (OBS/V2/S/TnP/186)

T: "(approaches a student who is playing on his cell phone and tells him to put his cell phone away) Now number 5, Mas Dava, please read the question! (OBS/V2/T/NP/187)

S: "(the students at the back talk very loudly)" (OBS/V2/S/BRD/071)

T: "Heyyy attention please... (touching the noisy student's shoulder) make a sentence with the words you said earlier" (OBS/V2/T/NP/072)

4.1.1.3 Increasing volume

As shown in Table 4.1, the method most often used by teachers to overcome the problem of disruptive behaviors carried out by students is by *increasing the volume*. Increasing volume is a method used by the teacher to increase her voice loudly. Teachers use *increasing volume* as a sign that things done by students are inappropriate. The teacher used *an increasing volume* strategy to overcome all disruptive behavior by students, there are *back-row distractors*, *the non-participants* and *the over-exuberants*. There are some examples of a teacher increasing her volume.

S: “HAHAHAHAHAHA (students laugh very loudly)”
(OBS/V1/S/TnP/154)

T: “SYUTTT (reprimanded students that laughing)”
(OBS/V1/T/VOL/155)

S: “(students at the back keep talking)” (OBS/V1/S/BRD/229)

T: “HEY please stop.... I am tired” (OBS/V1/T/VOL/230)

S: “(the one of the students always keep talking)” (OBS/V2/S/OVER/234)

T: “HEYY can you stop talking please... (the teacher increasing her volume) okay thank you We continued to number 12”
(OBS/V2/T/VOL/235)

4.1.1.4. Being positive

To overcome other disruptive behaviors, the teacher is positive toward students who engage in disruptive behaviors. *Being positive* means not using anger when dealing with disruptive behaviors but rather with advice. The teacher uses

this method to menangani disruptive the non-participants. *Being positive* strategy is proven from observation below.

S: “(the students still play their cellphone)” (OBS/V2/S/TnP/163)

T: “can you not playing cellphone please!? Your will be play the cellphone based on my instruction.” (OBS/V2/T/BP/164)

T: “I allow you to work using your cellphone, right?”

S: “yes, it's allowed”

T: “You usually use it to search and observe... you can use a cellphone but from the instructions I gave (advising students) high school people are intelligent people. If it's time to play games, you can play games. When it's time to eat, eat. That's called time management. “If the only time you use is playing on your cellphone...then as Reno said...then you can hold your cellphone, you can play with it, you can use it, right, but its appropriate function is as good as possible.”(OBS/V2/T/BP/S284)

4.1.3. Emergent Findings

Based on the observation, the researcher also found two types of disruptive behaviors excluded from the types disruptive proposed by Richards and Renandya (2002). In addition to that, there are also six ways to overcome disruptive behaviors that were not mentioned by Debrel and Ishanove (2019). Those ways and disruptive behaviors are described in the table below.

Tabel 4.2. Emergent findings

Construct	Component	Tally	Total (N)
Types of disruptive behaviors	Rude	4	
	Walks around	4	8

The ways to overcoming disruptive behaviors	Calling their names	9	
	Being assertive	12	
	Wait time	2	31
	The teacher walking around	4	
	Help students	2	
	Give solution	2	

Table 4.2 shows the emergent findings found by the researcher, namely the disruptive behaviors carried out by students including being *rude* and *walking around*. What is meant by rude is saying rude words, swearing, and so on. Then, students who cannot stay still in their seats continue to walk around the classroom without permission from the teacher. An example of this disruption is shown below.

T: “come on...please mention some verbs.”

S1: “Apoteker”

T: “Apoteker is a profession”

S2: “Huuuuu.... idiot (said harshly)” (OBS/V1/EF/S/R/087)

S1: “(Read the question number 1)”

T: “OK, after being asked to read the memo, then what happened next? (discusses the questions number 1)”

S2: “(There is one student walking around in class)” (OBS/V2/EF/S/WA/167)

In the emergent findings found by the researcher, it turns out that the teacher uses more than four ways to overcome disruptive behaviors carried out by students learning English. As in Table 4.2, the teacher attempted to *be assertive* for 12 times. *Being assertive* is done by teachers to warn students not to act disruptively. There

is also strategy, i.e., *calling students' names*. It includes calling students' names correctly as a form of relationship between teacher and student. Apart from that, other methods used by the teacher to handle disruptive actions include *wait time*, *the teacher walks around*, *helping students*, and *giving solutions*. The teacher used all the strategies from emergent findings to overcome the disruptive behaviors. The way the teacher overcomes the students' disruptive behaviors is shown bellow.

S : “(there was one student who shouted loudly)” (OBS/V2/BRD/S/191)

T: “Please leave the class if you keep shouting (giving a warning)” (OBS/V2/EF/T/BA/192)

T; “heyyy Arii...are you finished?” (OBS/V1/EF/T/CALL/319)

S: “(chatting with his friends)” (OBS/V1/TnP/S/320)

S: “(there are some students still play smartphome)” (OBS/V2/TnP/S/159)

T: “Don't play smartphome please (go around to check on students who are still playing on their smartphome)” (OBS/V2/EF/T/TWA/160/)

T: “You can try just trying. What I asked you to mention earlier.....those who are not yet Senja and Anwar, OK? How's Senja?”

S: “Okay wait a minute... (speaks unclearly. Uses Javanese)”

T: “OK, I'll give you some more time. Do you actually understand what we are talking about?” (OBS/V2/EF/T/WAIT/182)

4.2. Discussions

4.2.1 Teacher Strategies to Overcome the Disruptive Behaviors

In dealing with disruptive behaviors carried out by students, the teacher must be able to provide reactive prevention to create a positive environment for disruptive actions (Lewis & Sugai, 1999). To deal with disruptive actions, Debleri and Ishanova (2019) provide strategies to overcome disruptive behaviors, i.e., *using classroom rules*, *no punishment*, *increasing volume*, and *being positive*. From the

resulting data, the teacher more often used *increasing volume* as a way to overcome disruptive behaviors, especially for students who are not paying attention to lessons, chatting, and playing on a smartphone. The strategy used by the teacher was quite effective in making some students start paying attention to the lesson by increasing the volume when discussing learning material or calling students' names even though there were some students who were indifferent. This is in line with Umar and Khair (2022), that the teacher raised the volume and called students' names to get attention so that students stop doing disruptive things. This strategy was quite efficient because students immediately reacted and wanted to obey the teacher's orders.

The next strategy that is often used after *increasing volume* is *being positive*. The teacher used this strategy to deal with students' disruptive behaviors by providing positive things such as advice to students. For example, when students continued to play on their smartphone, the teacher approached the students and gave affirmation. Being positive is used to avoid the use of anger by resolving disruption with advice or affirmation (Debleri and Ishanova, 2019). Pekrun et al. ,(2002) stated that positive emotions are related to efficient problem-solving with secure attachment. This is to prevent students from acting rudely.

No punishment is a strategy used by the teacher to deal with disruptive behaviors. The teacher does not punish the students but uses a constructive manner. For example, students do not pay attention to the material the teacher provides, then the teacher asks students to make sentences using verbs. This method is considered

effective because it can build students' interest in learning and approach relationships between the teacher and students. This is in line with Özdere and Karacabey (2020), a non-interventionist approach that focuses on giving students responsibility for solving problems and then encouraging their potential. As stated by Da luz (2015), the relationship between the teacher and students influences students' learning motivation and experiences in the classroom.

Then, the last strategy used by the teacher is *using classroom rules*. The teacher used this strategy at the beginning of class to prevent misbehavior from students. Classroom rules are statements made by the teacher to describe acceptable and unacceptable student behavior (Alter & Hayden, 2017). As stated by Colvin, Kame'enui, and Sugai (1993), Providing rules is something that can overcome disruptive behavior in the classroom because it determines what the teacher expects, what rules should be reinforced, and what the teacher provides if disruptive behavior continues to reappear. The teacher always reminded students to use smartphones according to the teacher's instructions so that students do not use smartphones for things that are not necessary. Smartphones are used as learning tools for students to open dictionaries and look for information. As stated by Alberto and Troutman (2013), the rules in the classroom are made explicit depending on the teacher. Not only that, the rules made by teachers must also be in accordance with learning goals and frame the rules in positive ways (Brady, Forton & Porter, 2017). It's not just rules that are given verbally. In line with Pedota (2007), regulations must be accepted and reasonable. However, the rules made by the teacher are not

very efficient because there are still students who secretly use smartphones to play on social media instead of using them as learning aids.

In addition, the teachers also used strategies other than those provided by Debleri and Ishanova (2019), to overcome disruptive behavior such as; *being assertive, teacher walking around, waiting time, helping students, and providing solutions*. *Being assertive* is a strategy used by the teacher to act firmly toward students by giving warnings not to repeat disruptive actions. Assertive classroom management from teachers has a positive impact on students' perceptions of classroom activities (Yazdi, Ghanizadeh, & Mousavi, 2019). Next, the teacher walked around the classroom to check student work. This aims to monitor students who are experiencing difficulties or not. Chandra (2015) mentioned the teacher should move around the room so students have to pay attention more readily and give students non-verbal cues. Then, the teacher helped students who experience difficulties in English such as speaking, reading L1 questions, or recognizing unfamiliar words. Lastly, the teacher provided solutions to students who have difficulty learning English or are related to student behavior problems.

4.2.2 Types of Disruptive Behaviors in English Classroom

Based on the literature review of types of disruptive behaviors carried out by students in English classes from Richards and Renandya (2002), there are three types, such as the *back-row disaster, the non-participant, and the over-exuberant*. Throughout the learning activities carried out, the researcher found that in the

observed classroom, the students did all the disruptive actions that had been mentioned.

In the context of post-pandemic, the types of disruptive behaviors by the students in the classroom were also studied by Vongvilay, Fauziati and Ratih (2021), then based on the observation result of the present study the researcher also found some similar behaviors that were also happened in both this current study and also previous study by Vongvilay, Fauziati and Ratih (2021), those behaviors are class disruption, going off, and aggression. Class disruption according to Vongvilay, Fauziati and Ratih (2021) includes using cellphones, joking a lot, and shouting during the lesson. Based on the observation, the students in this study also making verbal abuse toward other students

Of the three types of disruption, the researcher found that the *non-participants* were the ones that were most frequently carried out by students, followed by *back-row distractor* and *over-exuberant*. *The non-participants'* disruptive actions found that the students were not ready to carry out learning activities because many of the students did not bring textbooks. Then, the influence of smartphones which makes students distracted and not pay attention to learning. Debleri and Ishanova (2019) also mentioned that using smartphones makes students talk more and lose concentration. A study by Umar and Khair (2022), studied teachers' strategies in reducing students' behaviors in Indonesia EFL classrooms showed that students behaved in apathy, ignored teacher orders, and did not want to be involved in learning activities due to the use of smartphones.

Back-row disasters and *over-exuberant* behaviors by students cause a commotion that can disrupt the learning process. As stated by Wangdi and Namgyel (2022), learning activities can be hampered by disruptive activities carried out by students and can disturb other students. In line with Richards and Farell (2017), distressed other students' one of the disruptive things that students do in the classroom. Staves (2013) also stated that disrupted learning activities can hinder other students' learning and the teacher's ability to operate efficiently. This result is also in line with what was stated by Bozdo and Banushi (2022), who mentioned that students lost interest in learning during the pandemic. This is proven by the types of disruption by Richards and Renandya (2002) which all happened in the language classroom observed by the researcher.

Apart from that, the researcher also found several other disruptive findings made by students during English learning. Among them are *being rude* and *walking around*. What is meant by rude is that students say rude things, curse, and behave impolitely towards the teacher and students. Students being rude does not happen often but this can be a serious matter because it concerns how student behavior is formed. This result is in line with Gokalp and Can (2022) who also reported some disruptive behaviors such as swearing or profanity, which occurred during class and they could not remain silent to let the bad behavior continue to occur. Vongvilay, Fauziati and Ratih (2021) also stated that based on observation, verbal abuse to other students and not sitting in their seats is a disturbing distraction. Charles (2007)

stated that moving around during classroom activity is also another example of disruption that always occurs in the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This research aims to determine disruptive behaviors carried out by students in post-pandemic language classes and teacher strategies to overcome them. Through direct observations in language classes, the researcher has analyzed disruptive behaviors carried out by students and teachers' strategies in dealing with disruptive actions. The researcher concluded that the types of disruptive behaviors: *Back-row distractor*, *the non-participant*, and *the over-exuberant* are disruptive behaviors that are often encountered in language classes. The most frequently encountered disruptors are *the non-participants*. Then, *back-row distractors* are disruptive behaviors that students often do. Then, *over-exuberant* is also done by students during language class. Not only that, the researcher also found other disruptive behaviors that students did in the classroom are *rude* and *students walk around*.

The results of the teacher's strategy for overcoming disruptive behaviors carried out by students include using *classroom rules*, *increasing volume*, *no punishment*, and *being positive*. Of the four strategies, *increasing volume* is often used by the teacher to attract students' attention so they can focus on following the lesson. Next, *being positive* is a strategy used by the teacher to overcome disruption by not using anger but using affirmation or advice. This is used to prevent students from acting rudely. Then, there is *no punishment* that the teacher used to deal with

disruption. The teacher does not punish students but instead uses a constructive manner by giving students problems or questions related to the material being studied. This is done to increase student learning motivation. And the last one is *using classroom rules*. The teacher provided rules at the beginning of learning to avoid disruptive actions. Not only that, the teacher also provided other strategies, there are; *being assertive, teacher walking around, waiting time, helping students, and providing solutions*. Although the teacher's strategy for dealing with disruptive behaviors carried out by students is effective, it is still not perfect for overcoming disruption as a whole so that students can contribute to learning. Further and in-depth research is still needed to overcome this problem..

5.2. Suggestions

Disruptive behaviors carried out by students often occur in the classroom, whether in language class or outside the context of language class. Also, the disruption found may also be more or less varied. Therefore, further treatment is needed to manage classes and student behavior. The use of appropriate strategies to handle disruptive behavior without punishment so that rude actions do not occur from students is suggested in this study. Then, further researchers are also advised to explore further to find out the strategies used to deal with disruptive behaviors.

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APPENDICES

Appendix 1

Richard and Renandya (2002) Types of Students' Disruptive Behaviors

semDebleri and Ishanova (2019) Teacher Strategies to overcome disruptive behaviors

Construct	Component	Code	Definition
The types of disruptive behavior	The back-row distactor	BRD	The students always sit at the back and distracts the other students
	The non-participant	TnP	Some students who are not taking part in the assigned class activities.
	The over-exuberant	OVER	The students who are smart but very dominant and monopolize all activities in the classroom.
The ways to overcome disruptive behavior	Using classroom rules.	UCR	Using classroom rules to handle student behavior problems in class.

No punishment	NP	No punishment to deal with disruptive behavior because it can trigger conflict between students and teachers, it is better to use constructive methods.
Increasing volume	VOL	Increasing volume as a sign and a means of telling students that their behavior is inappropriate.
Being positive	BP	Being positive by not using anger, will solve the problem and give "respect" to the teacher. Even though being positive doesn't mean students can break the rules given by the teacher.

Appendix 2

Video 1

Teacher 1

Class :X TITL

Duration :86 minute

T : Teacher

S : Students

Subject	Line	Transcription	Theme	Codes
T	001	Hari ini mau pakai HP?		
S	002	Pakai bu		
T	003	Hari ini kita menggunakan HP tapi instruksinya berdasarkan saya	Using classroom rules	OBS/V1/T/UCR/003
S	004	Berdasarkan HP		
T	005	Instruksinya berdasarkan saya. Sudah minumnya? Makanya sudah?. Sambung nanti.	Using classroom rules	OBS/V1/T/UCR/005
S	006	Sudah bu		
T	007	Oke. assalamualaikum wr. wb		
S	008	Walaikumsalam wr.wb		
T	009	Mozes, sit properly. Hello class how are you today	Being positive	OBS/V1/T/BP/009
T	086	Apoteker orang ahhh (meninggikan suara)	Increasing volume	OBS/V1/T/VOL/086
S	087	Huuu goblok (berkata kasar)	rude	OBS/V1/EF/S/R/087
T	088	Apoteker, kitchen, driver itu orang nya		
S	089	(ribut saling saut siswa bagian belakang) book book buku	Back row disaster	OBS/V1/S/BRD/089
S	095	Masak		
T	096	Oke one more please. Start from Anwar. Sekali lagi		
S	097	Lagi apa buu?		
T	098	Iya rolling lagi		
T	099	Anwar.. ANWARR (guru terus memanggil anwar)	Increasing volume Calling their name	OBS/V1/T/VOL/099

Appendix 3

Video 2

Teacher 1

Class : X TKRO
Duration : 120 minute
T : Teacher
S : Students

Subject	Line	Transcription	Theme	Codes
T	001	Today kita berdoa dulu lets pray together		
		Pray together		
S	005	PAKE HP....(semua siswa bersaut)		
T	006	Kalo pake hp...karena pake hp berarti instruksinya dari saya	Classroom rules	OBS/V2/T/UCR/006
S	007	(siswa bagian belakang sebelah kanan pojok ribut berbicara dengan suara keras)	Backrow disaster	OBS/V2/S/BRD/007
T	008	Ya saya presensi dulu. Pake hp nya instruksi ada di ibu. Mabar nya nanti. Hp instruksinya ad di ibu. Yang saya panggil silahkan sebutkan satu aktivitas.	Classroom rules	OBS/V2/T/UCR/008
S	009	Aktivitass yoo		
S	068	(siswa mengobrol dengan sangat keras)	The non participants	OBS/V2/S/TnP/068
T	069	(memeriksa lagi presensi yang tadi di lakukan) oke hp nya stop dulu. Oke sekarangg....	Using classroom rules	OBS/V2/T/UCR/069
S	070	(siswa paling belakang mengobrol dengan keras saat guru menjelaskan)	The non participants	OBS/V2/S/TnP/070
T	071	Heyyy perhatikan...(mencolek pundak siswa yang berisik) coba buat kalimat dengan kata-kata yang tadi kalian ungkapkan	No punishment	OBS/V2/T/NP/071

Appendix 4

Categorizing the data

Video 1 and 2

Teacher 1

Observation Checklist

Construct	Components	Tally	Total (N)
The types of disruptive behavior	The back-row distactor (BRD)	IIII IIII IIII	14
	The non-participant (TnP)	IIII IIII IIII IIII IIII IIII II	32
	The over-exuberant (OVER)	IIII I	6
The ways to overcome disruptive behaviors	Using classroom rules (UCR)	IIII IIII	9
	No punishment (NP)	IIII	5
	Increasing volume (VOL)	IIII IIII IIII IIII	19
	Being positive (BP)	IIII IIII III	13

Emergent Findings

Construct	Component	Tally	Total (N)
Types of disruptive behaviors	Rude	III	4
	Walks around	III	4
The ways to overcoming disruptive behaviors	Calling their names	IIII III	9
	Being assertive	IIII IIII II	12
	Wait time	II	2
	The teacher walking around	III	4
	Help students	II	2
	Give solution	II	2

Appendix 5



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Nomor : 061/DEK/70/DAA/II/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah dan Guru Bahasa Inggris SMK 1 PIRI

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 : DHEA EKA SYAFITRI
Nomor Induk Mahasiswa : 20322046
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Banatul Murtafi'ah, S.Pd., M.Pd.
Judul Skripsi :

"Types of Disruptive Behaviors in English Classroom Post-Pandemic and Teacher Strategies to Overcome Them."

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

Wassalamualaikum Wr. Wb

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