TEACHER'S STRATEGIES IN DEALING WITH THE STUDENTS' DISRUPTIVE BEHAVIOR IN TEACHING AND LEARNING PROCESS AT THE ELEVENTH GRADE OF SMKN11 SURABAYA

THESIS

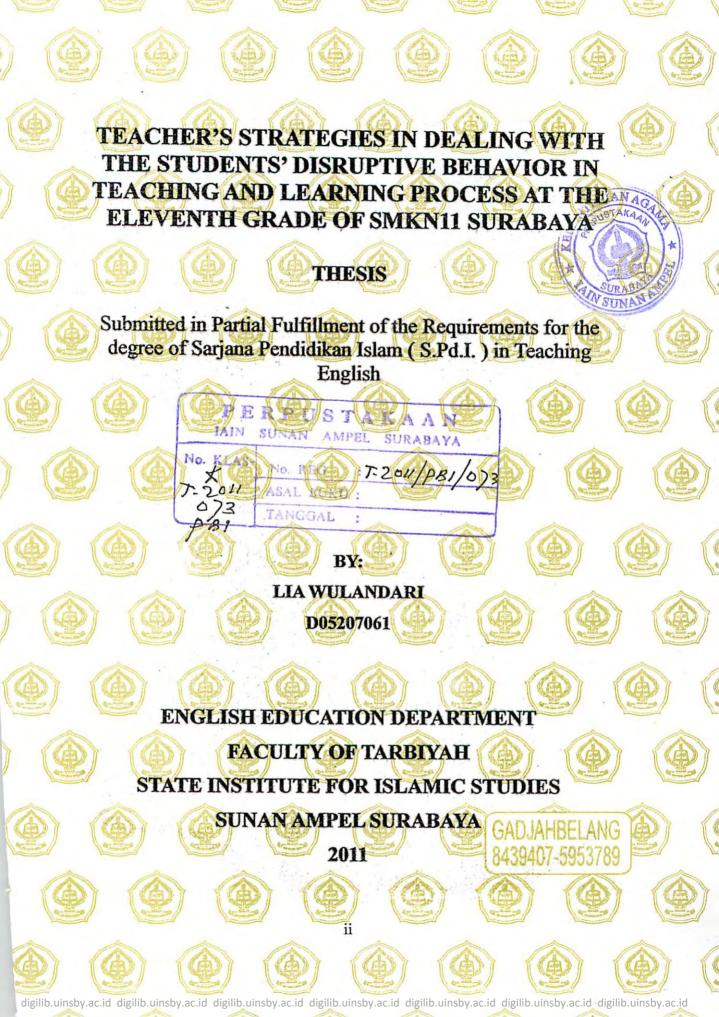
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CHAPTER I

INTRODUCTION

This chapter provides background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons problem of the study, objective of the study and significance of the study are formulated. Then, the scope and limitations of the study are presented. The definitions of key terms are given to avoid misunderstanding of those terms. Finally, the last part is thesis organizations.

A. Background of The study

Teachers do everything they can to make sure that their lessons are successful in the class. In one case, the teacher will find difficulties to deal with the students who fail to cooperate. This student can disrupt the teaching and learning process because the individual gets significantly out of control or make some troubles. As a result, lesson has to stop while the teacher reestablishes order.¹ It usually happens in the classroom activities that despite their relative success as language learners, adolescents are often seen as problem students.² The students are coming from the various cultural and economic groups. There may display for some values and behaviors that conflict with expectations in school.³ As teachers they should recognize the need to minimize the bad effects of past learning experiences that will

¹ Jeremy Harmer, *The practice of English language Teaching Fourth Edition*, (Cambridge : Pearson Longman.2007), p. 153.

² Ibid., p. 83.

³ C. M Charles, *Building Classroom Discipline Tenth Edition*, (USA : Pearson Longman. 2008), p.28.





be done by the students. The teachers have their authority to deal with the class based on their own strategies that are suitable for their students. Teachers usually behave in a manner that suggests for their students as adversaries. They attempt to lay down the law, accept no nonsense, using commands and fierce facial expressions.⁴

Teachers must have a lot of strategies in dealing with students' disruptive behavior. Thus, the advantages of those strategies are very important to deal with the students who can cause of problem in teaching and learning process. In most cases, students in the class want to get a good teacher to deal with their behavior as a means of access information and communicating socially. The teachers sometimes come down very hard on students when they become overly frustrated. This inconsistency of the teacher leaves students confused about expectations and enforcement.⁵ Teacher must have a good control for their emotion to still in a right way when the students do not stop talking. They must strongly connect with their students to reminder of the students keep or back on a right track.

In the learning process, teacher must create a good atmosphere to make the students feel comfortable. Based on the writer preliminary study in SMAN 2 Sidoarjo, the researcher has observed two English teachers there. The first teacher taught X5 and XI IPA2 that consist of almost 35 students. The second teacher taught X7 and XI IPS2. Both of them found the students' disruptive behavior while teaching and learning process. Almost all the trouble maker was from the male students. The

⁴ Ibid., p.73. ⁵ Ibid





There are two possible consequences of the students' behavior. The first consequence is the positive reinforcement to introduce of a reward. It can cause the behavior increase in frequency and will repeat in the future. The second possible consequence is punishment which is the teacher introduce an aversive or undesirable behavior. Punishment can decrease student misbehavior and is likely to discontinue.⁶ When the teachers give punishment, it caused some factors which are intent to break a law, age of the trouble maker, and previous record of behavior.⁷ One of the mistakes is about the authority of the teacher in the class. Sometimes it suggests that the teacher authorities will make the student discipline. Because of the disadvantages of using punishment in the teaching and learning activity, teachers should consider alternative procedures for reducing problem of the students' disruptive behavior. Moreover the use of sarcasm, swear words and temper tantrums need to be modified by the teacher in the classroom activity.

Psychologists consider that students continually attempt to satisfy themselves and when they cannot do so, they become anxious or frustrated and unable to devote themselves fully to the instructional activities provided for them. They may resist some troubles activities in the class and defy the teacher.⁸ There are a lot of factors to make the students disrupt the teaching and learning process in the class. They come

⁶ James M. Cooper, *Classroom Teaching Skills Ninth edition*, (USA : Wadsworth Cengage

Learning.2006), p.239.

⁷ Charles. C. M. Op.cit., p.24.

⁸ Ibid., p.25.





from various background and habitual action in their daily life. They try to make themselves feel comfortable and enjoy the lesson.

Ronald Morrish (2005), Harry and Rosemary Wong (2004) who are experts in school discipline, urge the teacher to help the students establish successful habits that they can trust on automatically.⁹ Discipline is an important thing to make the behavior of the students will cooperate in teaching and learning English in the class. Morrish points out that for over three decades discipline experts have erroneously claimed that the students have much choices leads to self-reward or self-esteem, responsibility and motivation to achieve.¹⁰ In real discipline the teacher must conduct the students to behave properly. When the teacher gets the disruption in the class, they should intervene in a way that can end the disruption quickly and go back the students make them focused on the lesson.¹¹ The students' disruptive behavior must be taking away to avoid and reduce failure of teaching and learning in the class.

This research conducted in SMKN 11 because it is one of the favorite vocational high school in Surabaya. SMKN 11 Surabaya is a one of the RSBI School in Surabaya. There are a lot of classes where the students are all males. Moreover, this school has a good quality to be a favorite school in Surabaya, it is shown from the high grade to be a student's requirement. The researcher does the research in the second grade because the students have known about the condition of their school. They do not have to make some adaptations with their classmates and the atmosphere

 ⁹ Ibid., p.26.
 ¹⁰ Ibid., p.84.
 ¹¹ Ibid.,p.161.





in the class. So, they behave not as a new student during teaching and learning process.

The researcher must take a sampling early of research because of some factors such as expense, time and accessibility frequently that prevent researcher from gaining information from the whole population.¹² This research is conducted in the English classroom activity because the researcher is from the English department and has done the observation in the English Classes. English is important subject that will be requirement of the graduation in Senior high school. The students usually think of unimportance of English because it is not a prominent language in Indonesia. Most of the students do not like English because they feel it is difficult to study English.

Considering these facts, the writer intends to do research to investigate the strategies and the difficulties of the teacher in dealing with the students' disruptive behavior.

B. Problems of The Study

In line with the background of the study, the study is directed to investigate the strategies and the difficulties of teacher to deal with the student with disruptive behavior of eleventh grade of SMKN 11 Surabaya. Therefore, the problem of this study can be formulated as follows:

1. What are the strategies of the teacher in dealing with the students' disruptive behavior in SMKN 11 Surabaya?

¹² Cohen Louis, *Research Method in Education, fifth Edition*, (London and New York : Tylor and Francis Group. 2000), p.92.





2. What are the difficulties faced by the teacher in implementing certain strategies to deal with the students' disruptive behavior?

C. Objectives of the study

Derived from the above questions, the study is aimed at:

- 1. Analyzing the strategies of the teacher in dealing with the students' disruptive behavior.
- 2. Investigate the difficulties of the teacher in implementing certain strategies to deal with students' disruptive behavior.

D. Significance Of The Study

Looking at the objective stated above, this study is trying to analyzing the teacher's strategies in dealing with students' disruptive behavior that is going to use by the teacher in the class also kinds of the students' disruptive behavior and try to describe the difficulties of the teacher in implementing certain strategies to deal with students' disruptive behavior. The results of the studies are expected to:

- give a contribution to development of teaching English in class to deal with the disruptive behavior of the students with effective strategies.
- 2. provide the writer with scientific knowledge on handling the disruptive behavior of the students in the class.

E. Scope and Limitation

This research focuses on teaching and learning process in the class. The first concern is about the English class the research takes place. The second concern is





about the strategies of teacher in dealing with the students' disruptive behavior. The third focuses on the difficulties of the teacher in implementing the strategies to deal with the students' disruptive behavior. It includes disruptive behavior according to Paul Wadden and Sean Mc Govern list which is about disruptive talking, inaudible responses, sleeping in the class, tardiness and poor attendance, failure to do homework, cheating in test and unwillingness to speak in the target language¹³ and the strategies to deal with students' disruptive behavior according to Linda Albert's book with the title "Cooperative Learning".

F. Definition of key Terms

Disruptive behavior: disorders involve consistent patterns of behaviors that break the rules.¹⁴ Cause disruption, trouble making or disturbing confusion.¹⁵ Disruptive behavior usually was done by the students in the teaching and learning process. Those are disrupting the lesson and the other students in the class.

Strategy: Strategy is a plan some short of consciously intended course of action, set of guidelines to deal with situation.¹⁶ Some strategies were done by the teacher to deal with the students' disruptive behavior to make the lesson run effectively.

¹³ Jeremy Harmer, Op.cit., p.153.

¹⁴ Http://www.mhawestcheschester.org/diagnosechild/cbehavior.asp (accessed : November 2nd 2010 at 9.38am)

¹⁵ Http://thesaurus.com/browse/disruptive (accessed : November 8th 2010 at 14:37)

¹⁶ Http://www3.uma.pt/filipejmsousa/ge/Mintzberg,%201987.pdf)accessed : April 27th 2010 at 7:59pm)





Teaching: the activities of educating or instructing, activities that impart knowledge or skill.¹⁷ Teaching is about the transmission of knowledge from teacher to student, or is it about creating conditions in which, somehow, students learn for themselves.¹⁸ The teacher share their knowledge as the way to make the students know about new information.

Learning : the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes.¹⁹ The students paid attention to the teacher's explanation in the teaching and learning process in the class as the way to absorb the knowledge well.

G. Thesis Organizations

This thesis is divided into three parts. Chapter I is introduction. This chapter provides background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons problem of the study, objective of the study, and significance of the study are formulated. Then, the scope and limitations of the study is presented. The definitions of key terms are given to avoid misunderstanding of the used terms. Finally, the last part is Thesis Organizations.

Chapter II is Review of Related Literature. This chapter reviews the theory used in the study concerning with teaching and learning process and the strategies of

 $^{^{17}}$ Http://www.thefreedictionary.com/teaching (accessed : November 2^{nd} 2010 at 9.49 am)

¹⁸ Jeremy Harmer, Op.cit., p.107.

¹⁹ Http://www.missiontolearn.com/2009/05/definition-of-learning/ (accessed : April 27th 2010 at 8:44 pm)





teacher toward the behavior of the students. To be more specific, this review discuss about: (A) The Theoretical Background : 1. Teaching and learning process; 2. The role of teacher; 3. Classroom management; 4.Students' behavior, a. The concept of students' behavior, b. Problems of the Students' behavior, c. Disruptive behavior of the students, d. The theory about causes of students' disruptive behavior, 5. The strategies to deal with students' disruptive behavior, (B) Review of Related Study.

Chapter III is Research Methodology. This chapter focused on a description of the research design, research setting and subject, source of the data, population and sample, data collecting technique, data collecting instrument, and data analysis.

Chapter IV is about findings and data analysis technique. In this chapter the researcher analyzes the data that have been collected during the research. The first data contains kinds of students' disruptive behavior. The second data contains causes of students' disruptive behavior. Third data contains teacher's strategies in dealing with students' disruptive behavior and the last is about the difficulties to manage them. All of the data are taken using interview, observation, and questionnaire. This is aimed to know the teacher's strategies and the difficulties in dealing with students' disruptive behavior.

Finally, Chapter V is about conclusion and suggestion.





CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theory used in the study concerning with teaching and learning process and the strategies of the teacher toward the behavior of the students. To be more specific, this review discuss about: (A) The Theoretical Background : 1. Teaching and learning process; 2. The role of teacher; 3. Classroom management; 4.Students' behavior: a. The concept of students' behavior, b. Problems of the Students' behavior, c. Disruptive behavior of the students, d. The theory about causes of students' disruptive behavior, 5. The strategies to deal with students' disruptive behavior, (B) Review of Related Study.

A. Theoretical Background

1. Teaching and Learning Process

Teacher is a great power of school in teaching and learning process. As a teacher they have to be democratic and let the student participate as the way to make more effort and organization that control the class from the front.²⁰ In teaching and learning process, classroom condition is important that has a special characteristic to support the atmosphere of the school. Those can build the different characteristic of the student who needs full of energy when they are studying. The teacher must create

²⁰ Jeremy Harmer, Op.cit., p.107





a good atmosphere in the class. Brunner said that in teaching and learning process there are three kinds of steps:²¹

- Information : In each course we get some of information that can improve or broaden our knowledge even though it will be opposite with everything that we know before.
- 2. Transformation : The teacher is needed to help the students to make a transformations of the knowledge in the abstract or conceptual to make those knowledge larger.
- 3. Evaluation : After the first and the second step, it is necessary to evaluate those process to know about the knowledge that can absorb with the students and the process of information and transformation will useful for other indication or not.

In the psycho educational field, it is believed that classroom atmospheres facilitate or interfering students learning. Some research have investigated and evaluated the environment in the classroom. The purposes of the research are as follow:²²

1. Evaluating the implementation of the learning program.

2. Investigating the correlation between the processes of learning with the graduation.

²¹ S Nasution M.A, *Berbagai Pendekatan dalam Proses Belajar dan Mengajar*, (Jakarta :Bumi Aksara.2000), p.9.

²² Suharsimi Arikunto, *Pengelolaan Kelas dan Siswa*, (Jakarta : PT. Raja Grafinso Persada. 1996), p.78.





The teacher must have a good management for their classroom. It is to support the success of teaching and learning process and make the student comfortable to do the lesson. One of the most important ways of creating a good environment in the classroom is to make it easy for the teacher to transfer their knowledge to the students.

2. The Role of Teacher

The role of teacher as the subject of the class is presenting of the conscience of the student that have a motivation and desire during teaching and learning process. When the student comes into the educational form, they get a teacher as their parents help in their home. The teachers in the school have a main aim to do the transmission of knowledge to development of student's brain.²³ Teacher has a specific purpose in teaching and learning in the classroom. These are the roles of teacher as follow:

The Teacher as a Controller a.

The teacher as a controller, they are in charge of the class and of the activity taking place and are often leading from the front class. Controllers have the role to tell students things, organize drills, read aloud and in various other ways exemplify. The qualities of a teacher focused in the fronted of the classroom. Teacher as a controller is needed when giving explanations, organizing question and answering work, lecturing, making announcement or bringing a class to order.²⁴

²³ Jeremy Harmer, Op.cit., p.108.
²⁴ Ibid., p. 108





The Teacher as a Prompter b.

The teacher as a prompter, the teachers are sometime involved in a role play activity and find the students lose of what is going on, or they are lost for words during the learning process. The teachers are adopting some kinds of a motivation role and keen to encourage the students to think creatively rather than have them hang on our every word just to do everything that teachers asks. Often the teachers have to prompt students in monolingual groups to speak English rather than use their mother tongue. When the teachers motivate the student, they need to do it sensitively and encouragingly but above all, with discretion. If they are too adamant or static, it will risk taking initiative away from the student, if on the other hand, they are too tiring the teacher may not supply the right amount of encouragement.²⁵

c. **Teacher as a Participant**

Teacher as a participant, the teacher lets the students get on with the discussions, role plays or group decision making activities and only intervenes later to offer feedback to correct mistakes. It means that the teacher can live things up from the inside instead of always having to prompt or organized from outside the group. The teacher can join in an activity not only as a teacher but also as a participant in their own right. The danger when teachers act as participants, of course is that they can easily dominate the proceedings in a group work.²⁶

²⁵ Ibid., p. 109 ²⁶ Ibid., p. 109





d. Teacher as a Resource

Teacher as a resource, in some activities it is inappropriate for the teacher to take on any of the roles. They have to think more. In such situations, having the teacher take part, or try to control the students, even turn up to prompt them might be entirely unwelcome, the students still have need of their teacher as a resource to improve their knowledge. The really important job for teacher is to encourage the students to use resource material for them and to become more independent in their learning generally. Thus, instead of answering every question about what a word or phrase means. The teacher can instead direct students to a good dictionary. If the teacher does not know the right answer as an alternatively, the teacher needs to have the courage word to say with their students. They do not know about the answer right now, but the teacher will tell to the student tomorrow. It means that the teacher will have to give them the information in the next day otherwise they may begin to lose confidence when teaching in the class. When the teachers are acting as a resource, they will want to be helpful and available, but at the same time we have to resist the urge to spoon feed our students so that they become over reliant on the teacher.²⁷

e. The Teacher as a Teacher

The teacher as a teacher, the teachers are pointing the students in directions they have not yet thought of taking place in the class. In such situations, the teachers are combining the roles of prompter and resource in other words, acting as a tutor in

²⁷ Ibid., p. 110





learning activity. When the students are working in small groups or in pairs, the teacher can go round the class and staying briefly with a particular group or individual, offer the short of general guidance teachers are describing. Care needs to be taken, however, to ensure that as many individuals or groups as possible are seen, otherwise the students who have not had access to the tutor may begin to feel sad.²⁸

Accordingly, the teacher needs to be able to switch and combine between the various roles above, when it is appropriate to use one or other of them. The teachers need to be aware of how they carry out that role, how they perform when teaching in the class.²⁹

Bouring Carr and West Burnham (1997)³⁰ suggested that the diagnosis of style in learning that is fun and interesting is that it can help student because that diagnosis identify the maximum atmosphere in learning process, encourage using an appropriate of learning strategies and related to necessity of learning with style of teaching.

3. Classroom Management

One of the most important tasks that teachers have to perform is organizing students to do various activities. The first thing that needs to do when organizing something is to get students involved, engaged and ready to study. It means that the activity in the class is going to be enjoyable, interesting or beneficial to their brain.

²⁸ Ibid

²⁹ Jeremy Harmer, Op.cit.,p.110.

³⁰ Sue Law Glover, Derek, *Improving Learning Professional Practice in Secondary School*, (Jakarta : Grasindo.2005), p.107.





Once the students are ready for the activity, the teacher will give any instructions, tell what students should do first, what they should do next as clear as possible. An important tool in instruction is for the teacher to organize a demonstration of what is to happen. Demonstration is almost always appropriate and will almost always ensure that students have a better grasp of what they are supposed to do than an instruction is.³¹

Teacher should think about content feedback just as much as they concern themselves with the use of language forms in form and use feedback. When organizing feedback the teachers need to do what they say what they are going to do whether this concerns the prompt return of homework or our responses at the end of an oral activity. Students will judge the teacher by the way they fulfill the criteria they offer them.³²

4. **Students' Behavior**

The students do a lot of activities in the class. It will be constant or change day by day because they have a different background of live and environment. The students' behavior can influence from a lot of factors such as environment, friends, and their family life. Those they bring their own behavior and habitual action in the classroom activity.

 ³¹ Jeremy Harmer, Op.cit., p.110.
 ³² Ibid.





a. The Concept of Students' Behavior

In the book called verbal behavior, the psychologist Bernard Skinner suggested that the same process happens in language learning, especially first language learning.³³ In language learning, misbehavior is evident when students are asked to repeat sentence correctly and are rewarded for such correctness by teacher's praise or some other benefits. The more often this occurs the more the learner is conditioned to procedure the language successfully on all future occasions. Behaviorism is sometimes derided and its contribution to language teaching practice heavily criticized.³⁴ When the student behaves, that behavior is followed by a consequence either positive or negative.³⁵ The negative consequence can emerge the disruptive in the classroom activity that can disrupt the other students or the lesson.

The development of student's morality is signed with the ability of them to understand about the rule, norm, and ethics. Piaget (1965) shared the development of norm into three steps :³⁶

- Premolar : in this step children can not use the morality consideration for their behavior.
- 2. Moral realism : in this step children's behavior for the rule starts growing. Their behavior are influenced by the rule around them and about the consequences that have to be guaranteed over their behavior.

³³ Ibid.p.52.

³⁴ Ibid.

³⁵ M. James Cooper, Op.cit., p.239.

³⁶ Slamet Suyanto M.Ed, *Dasar-dasar pendidikan anak Usia Dini*, (Yogyakarta:Hikayat.2005),p.67.





 Moral relativism : in this step children are based on a lot of morality consideration that are very complex inside them.

b. Problems of Students' behavior

Teachers consider dealing with students' behavior to be equally one of the greatest challenges and greatest skill deficits. Many times are teachers unaware of how their own behavior, what the teachers say and do in the classroom, affects students' behavior. The teacher must show to the student when they make a mistake and how to $\frac{1}{40}$ act properly then practice it until they understand to minimize or take away their mistake. ³⁷ A teacher trained in psycho education understands that teacher's behavior strongly influences student's behavior, often contributes to the classroom climate that inadvertently fosters and creates disruptive behavior.

Rose Senior (2006) ³⁸ points out that when students come to the class they bring with their own personalities and their learning expectations. Their behavior will also be influenced by their current circumstances and by what happens in the lessons. There is always, as well, the possibility of interpersonal tensions between students and their teacher.

c. Disruptive Behavior of the Students

The behavior is learned procedures from the activities that the students do repeatedly so often and it can do automatically without having to think.³⁹ Charles⁴⁰

³⁷ C.M Charles, Op.cit., p.87.

³⁸ Jeremy Harmer, Op.cit., p.153.

³⁹ C.M Charles, Op.cit., p. 26.

⁴⁰ Http://adulted.about.com/od/teachers/a/disruption.htm(accessed : November 1th 2010 at 15:27)





defines misbehavior as behavior that is considered inappropriate for the setting or situation in which it occurs. Misbehavior for further classified into one of five different types: aggression, immorality, defiance of authority class disruption and goofing off. Some of these behaviors might occur inadvertently while others can be intentional.

The violations that happen in the classroom are also categorized as disruptive behaviors. In more severe forms, the disruption to the learning environment is substantial and may threaten the welfare and safety of the individual student, teacher, or other students. The example of several form of disruptive behaviors are physical aggression, property destruction, and verbally abusive behavior.⁴¹ Disruptive behavior in the classroom includes the actions that interfere with instruction or activities of the students in the classroom as an individual or a group.⁴²

According to Kagan, the disruptive behavior of the students are as aggression, breaking rules, confrontation, or disengagement :⁴³

- Aggression : there are two kinds of aggression, they are physical aggression (hitting, kicking, biting, pinching, pulling, and slapping) and verbal aggression (put downs, swearing, ridiculing, and name calling).
- 2. Breaking Rules : the students' behavior in ways to break the class rules when they are unable to meet certain needs satisfactorily.

⁴¹ Ennio Cipani, *Classroom management For All teachers* (Plans for Evidence based Practice) third edition, (USA : Pearson.2008), p.28.

⁴² Cecil D.Mecer, *Students with Learning Disabilities Second Edition*, (USA:A Bell & Howell Company.1983), p.417.

⁴³ C.M Charles, Op.cit., p.159.





- 3. Confrontation : the student try to get their way or show dominance over another person. The power struggles often occur among students or between student and teacher.
- 4. Disengagement : the students may have something more interesting in their minds, feel incapable of performing the task, or find the task boring or meaningless. They may disengage lesson for those variety reasons.

Kagan identifies that to the best help for disruptive students, teacher must be able to identify the seven positions of the students that are coming from and then apply a structure that helps the student return to the behavior properly. The seven positions are attention seeking, avoiding failure or embarrassment, angry, control seeking, energetic, bored, and uninformed.⁴⁴

Behavior problem from students can take many forms: Paul Wadden and Sean Mc Govern list about disruptive talking, inaudible responses, sleeping in the class, tardiness and poor attendance, failure to do homework, cheating in test and unwillingness to speak in the target language.⁴⁵

d. The Theory about Cause of Students' Disruptive Behavior

Each of the theory will give a contribution to help the comprehension about the psychology of the students. In teaching and learning activity students do some interaction with other students that is part of their activity. William Glasser the creator of reality therapy in early 1960s developed choice theory. He defines that the

 ⁴⁴ C.M Charles, Op.cit., p.160.
 ⁴⁵ Ibid.





individuals are responsible to choose their thoughts and behavior that can influence their feelings and psychology. Choice theory assumed that behavior came from within or such an internal psychology. The psychological problems can lead to an unsatisfying relationship with god. Human was born from the 5 genetically encoded needs : survival, love and belonging, power, freedom and fun. These are the definition about 5 genetically encoded needs :⁴⁶

a. Survival

Glasser addresses this issue in choice theory, noting that sexual pleasure, a genetically wired-in human response, is a very effective means of insuring species survival. For Glasser, individual survival needs are expressed through total behavior (including our thoughts, behaviors, feelings, and physiology).

b. Love and Belonging

Glasser has made many interesting statements about the need for love and belonging that can help individuals address their needs in this very important area. The need for love and belonging in humans' runs strong and deeply. It includes sexual love, friendship love, and romantic love. In other words, according to choice theory, love relationships are often derailed by the human need for power.

c. Power (achievement)

Wubbolding has emphasized that power needs are often viewed in a negative manner. He prefers the use of more positive descriptors of this basic human need,

⁴⁶ John Sommers Flanagan, Rita Sommers Flanagan, *Counseling and psychotherapy theories in context and practice*, (Canada : John Wiley & Sons.inc. 2004), p. 326-330.





such as achievement, inner control, or accomplishment. Excessive striving for power or experiencing oneself as powerless may result in unhappiness and a need for counseling. Glasser describes part of this process in the case of Jackie, a teenager featured in Unhappy Teens:

"If she's unable to satisfy her need for love and belonging, she turns to the two needs, power and freedom, that may seem easier to satisfy but which will further disconnect her if she succeeds in satisfying them. She uses all that violent language for gaining both power and freedom. If she can't find a way to get connected again, she'll stay the same or get worse."

d. Freedom (independence)

Choice theory postulates that creativity in humans is directly connected to freedom .For example, if you're unable to express yourself or if no one listens to you when you do express yourself, you may channel your creative impulses into a destructive behavior pattern or an illness. In a case of a college age woman who was experiencing auditory hallucinations, Glasser (2000) writes:

"Rebecca is fearful that the life she is choosing to lead . . . will alienate her from her mother and family. This fear, coupled with all the pressure she is putting on herself to give up that satisfying life, is triggering her creativity to produce the voices (auditory hallucinations). My task is to create a good-enough relationship with her so that I can encourage her to live the life she wants".

e. Fun (enjoyment)

Glasser (1998) believes that "the need for fun became built into our genes".

He directly links the need for fun to play, and, even further, he links playing to

learning, asserting that "the day we stop playing is the day we stop learning."





Glasser believes that the need to love and belong is the primary need. Choice theory also assumes that each of us has what is known as our quality world that we store everything or everyone we meet in life that makes us feel good or imagine would make us feel good.

These are some causes of students' disruptive behavior:⁴⁷

1. Internal factors

a. Internal conflict is a mental stress and anxiety that impedes students' adaptation with demand of the environment.

b. The wrong input of internal psychology for every experience that can cause the wrong expectation, imagination, illusion, and demand as a consequence produce the disruptive behavior such as hopeless, force, fight over, etc.

c. Use a negative reaction, the students tried to defend with irrational action and reaction.

2. External factors

a. Family

Family has an important role to raise the children that can cause negative or positive students' behavior.

 $^{^{47}}$ Http://id.shvoong.com/social-sciences/education/2134640-penyebab-perilaku-menyimpang-siswa/#ixzz10kdZQdBO. (accessed : June 8^{th} 2011 at 9.52am)





b. School environment

School is educational places that is source of the psychologies problems that make easy to the students do some disruptive behavior.

c. Milieu

The environment not only gives a positive influence but also it can be negative. The environment occupied with a various people from the different behavior and background.

In the psychology of education, behaviorism is an ideology of psychology that ensures the individual's behavior has to do with every individual's activity that has been researching. Those are not in a hypothesis that happened in their self. J. B. Watson in 1913 in his theory sure about concept of stimulus and responds (S - R) in psychology. Stimulus is every object that source from the environment. Responds are every activity as an answer of stimulus. Human behavior is a result from learning, so the environment is the important aspect.⁴⁸

Albert Bandura considers that an individual's behavior is not only from the automatic of reflects from the stimulus but also the reaction from the result of interaction between environment and cognitive schema of their own. This theory considered the importance of conditioning with reward or punishment as an

 $^{^{48}}$ Http://akhmadsudrajat.wordpress.com/2008/07/08/behaviorisme/ (accessed : June $~20^{\rm th}$ 2011 at 7.52pm)





individual will think and decide about the social behaviorism which one is the best to do.⁴⁹

5. The Strategies to Manage Students' Disruptive Behavior

Teacher should make the rules and there is no need to ask to the students if they agree with them. Students are supposed to learn rules, not determine them. The teacher must explain the rules to the students. Morrish does not suggest that punishment never be used, but he does point out that punishment does not teach cooperation or responsibility and that it sometimes produces unwanted side effects.⁵⁰ Teachers have a power of authority that is coming from teacher's knowing the students' ability, knowing why their student setting limits, and knowing what the aspects have been learned by the students. It is usually conveyed by the teacher with tone of voice, choice of words, and the way teachers present themselves.⁵¹ The teachers also must show their approval and appreciation when the students follow the rules cooperatively, along with what the teacher will do when the student does disruptive behavior in the class.⁵² If the rules and the agreements are broken, these interventions which should be no punitive, are intended to stop the students' disruptive behavior and get the student's mind back on a class work.⁵³

A fundamental operating principle in Glasser's approach claims if the teachers are having trouble with a students, they can be absolutely sure that the student is

⁴⁹ C.M Charles, Op.cit., p.160.

⁵⁰ Ibid., p.88.

⁵¹ Ibid., p.89.

⁵² Ibid., p.125.

⁵³ Ibid., p.148.





unhappy in the class and they are likely unhappy in school. Glasser identifies the deadly habits as criticizing, blaming, complaining, nagging, threatening, punishing, and rewarding students to control them.⁵⁴

Tom Daly⁵⁵ the teacher and adjunct professor in San Diego, California said that teachers who experience troubling behavioral issues with students should begin by acknowledging that the solution to the problem often lies within themselves, not their students. One of the efforts of Tom Daly features is establishing strong personal relations with the few students in each classroom who cause most of the trouble. The teacher must stop thinking of confronting or controlling students' behavior and turn their attention to replacing unacceptable behavior with acceptable behavior. That replacement is best accomplished in a process akin to coaching or personal training.

The teachers first establish a personal connection with students and then progressively coach them in how to behave appropriately. A good way to begin is to show the teacher's enthusiasm for teaching and for the students the teacher to be helping. Just be sure that the teacher always displays a positive outlook toward the students' disruptive behavior. It will not change their personalities instantaneously, but it will progressively free up their innate desire to do well and encourage them to become more cooperative fairly quickly.⁵⁶

 ⁵⁴ C.M Charles, Op.cit., p. 149.
 ⁵⁵ C. M Charles, Op.cit., p.224.

⁵⁶ C.M Charles, Op.cit., p.224.





To manage the disruptive behavior of the student there are many techniques needed as particularly appropriate with the student. There are many intervention techniques that are useful for the students' disruptive behavior, they are :⁵⁷

Strategy 1 : Minimize the attention

- Refuse to respond: the students usually will abandon their effort do misbehave after a few tries when they receive the anticipated attention.
- Give the eye: the teacher uses the eye contact to receive the students' attention and they may not use words just look.
- 3) Stand close by: the teacher simply moves to stand next to the misbehaving students. In this way the teacher no need to give the eye contact or words to say.
- Use name dropping: the teacher periodically inserts the students' name into the context of the lesson.
- 5) Send a general signal: the teacher use signals to help the students realize that their behavior choice at the moment is inappropriate.
- Send a secret signal: a modification of secret signal is to establish a secret signal with one student.
- 7) Give written notice: the teacher knows that tomorrow will be faced with students misbehaving for attention, the teacher prepare the stack of notes and they no need to utter words and the note says it all.

⁵⁷ Linda Albert, Ph.D, *Cooperative Discipline*, (USA:AGS (American Guidance Service, Inc).1996), p.29-39.





 Use an I-message: the teacher attempts to talk how they feel briefly. It will be effective because the student will be clearly understandable, businesslike, and mutually respectful.

Strategy 2 : Clarify Desired Behavior

- 1) State grandma's law : the teacher use an expression "when....then...."
- Use "target-stop-do" : the teacher give in a calm, matter of fact tone of voice, targets the student by name, identifies the behavior to be stopped, and tells the student what he or she is expected to do at that moment.

Strategy 3 : Legitimize The Behavior

- Create a lesson from the misbehavior: most students are quick to stop a misbehavior when it is legitimized and turned into work by the teacher.
- 2) Go the distance: going to the distance is effective with many similar harmless yet annoying behaviors. The teacher asks to the students about the disruptive behavior that has done by the students in the class (ex: standing in front of the class, talk continually for a few minutes). It will be done by the teacher after the class ends.
- Have the class join in: the teacher asks to all of the students in the class to do the misbehave of the student and it may cost some minutes of teaching time.
- 4) Use a diminishing quota: this technique works only with attention seeking behaviors. The teacher tries to make a deal with the teacher about the number of students' disruptive behavior that can decrease day by day.





Strategy 4 : Do the Unexpected

- Turn out the light : the teachers can flick off the lights and wait silently for a few moments.
- Play a musical sound : the teachers can use a music, bell, cymbals, or a tambourine at the moment of misbehavior.
- Lower the teachers' voice : the teachers lower their voice to make the students pay attention and strain to hear the teacher.
- Change the teachers' voice : the teachers can chant or sing words, talk in a monotone, speak in a high or low pitch or mix the two.
- 5) Talk to the wall : this technique may decide the teacher for a mental health leave. The teachers talk to the wall not to the students.
- 6) Use one liners : any quick quip will distract the misbehaving of the students when it is uttered in fun, without a hint of sarcasm.
- 7) Cease teaching temporarily : the teacher interrupts a lesson to "do nothing" for a few minutes, the teacher send students a powerful message to change their behavior.

Strategy 5 : Distract the student

- Ask a direct question : direct question not only distract the students from their misbehavior but also focus their attention on the lesson at hand.
- Ask a favor : the teacher ask the students to do a favor as their reward for misbehaving.





- 3) Give choices : the teacher gives some choices to the students about the activity that they can do while the lesson.
- Change the activity : the teacher tries to change the students misbehavior for example clean the desk, listen to new instruction, or take out the different books.

Strategy 6 : Notice Appropriate Behavior

- Use proximity price : the teacher be grateful to the student who is doing just what the teacher want the misbehaving student to be doing.
- Use compliance praise: when the proximity praise has desired effect on the misbehaving student, take a moment to be grateful to make the student choosing to cooperate.
- Make recordings: the student writes the names of those students who are behaving appropriately on the whiteboard.
- Give a standing Ovation : break up the routine, add a little movement and fun to the class, and redirect a misbehaving student at the same time by announcing.

Strategy 7 : Move the Student

- Change the Student's Seat : the teacher change the students' seat who make a disruptive behavior in the class.
- Use the thinking Chair : the teacher place a thinking chair in a quiet area of the room, out of the direct line of vision between the teacher and the rest of the class.





B. Review of Related Study

The researcher found three similar themes about the title of the writer's thesis. It is about students' disruptive behavior and the strategy to deal with them. The first study that was done by Muhammad Sholahuddin with the title "*Studi Tentang Kenakalan Siswa Dan Pemecahannya Di Sekolah Lanjutan Tingkat Pertama (SLTP) Islam Brawijaya Trowulan Mojokerto*". He designed the research as a qualitative design. He used observation that was about the condition of school and spread the questionnaire to the students about the influence of their daily activity in the outside of school with their behavior in the school. Moreover, he did an interview with the headmaster, religion teacher and counseling teacher about their strategy to deal with students' disruptive behavior. And the last, he used documentation as collecting the data (the name of the students and the member of school).

The second study that was done by Shoima Zuli Fitria with the title " *Upaya Guru PAI Dalam Mengatasi Kenakalan Siswa Di SMPN 1 Kerek Kecamatan Kerek Kabupaten Tuban*". She designed the research as a qualitative design. She tried to do the interview with the headmaster, religion teacher, and counseling teacher about kind of students' disruptive behavior and the strategy to deal with them. Also she tried to interview the students about kind of students' disruptive behavior. Moreover, she tried to do the observations about the physic condition of school and tried to focus about three strategies to deal with students' disruptive behavior. Those are preventive, repressive, and curative.





The third study that was done by Nasidah with the title "Aplikasi Manajemen Pengelolaan Kelas Dalam Upaya Prefentive Kenakalan Siswa Di Madrasah Aliyah Negeri Sidoarjo". She designed the research as a qualitative descriptive. The instruments of collecting data are observation, interview, and documentation. Observations are about the physic condition of school. The Interview with the head master, religion teacher, and counseling teacher is about the management of class to solve students' disruptive behavior. Documentation is about the list of teacher's name, amount of the students and the list of students' name with disruptive behavior. The strategies to deal with students' disruptive behavior focus on planning, organizing, controlling, and evaluation.

For those three previous studies they have some similar concern. Firstly, those researches try to find students' disruptive behavior in their daily activity in school. Secondly, those researches involve the head master, religion teacher, and counseling teacher to deal with the students' disruptive behavior. Moreover, the students' parents have responsibility to deal with their children when they make some troubles in school. The researcher tries to get more information about kind of students' disruptive behavior from them. The observations just try to observe about the physic condition of school. These are about the location, the building and the condition of class. The sample is all of the students in the school who make some troubles. These researches have the way to make students on the right track both in outside or inside of the classroom activity.





Those three researchers are different from the writer's thesis. This research will conduct in English class and design the research as a descriptive. First, the writer tries to focus on the classroom activity that consists of male students. The writer takes a one class as a sample and focuses on the students with disruptive behavior. It does not include the headmaster, religion teacher, counseling teacher and student's parent to deal with students' disruptive behavior. Second, this research tries to focus on the teacher's strategies in the class when teaching and learning process with students' disruptive behavior that can disrupt the lesson. So, this research focuses on the students' activity in the class when teaching and learning process and the teachers' strategy to deal with them. As the way to give alternative strategies for all the teachers when teaching in the class and their students make some troubles.





CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on a description of the research design, research setting and subject, source of the data, population and sample, data collecting technique, data collecting instrument, data analysis. All of those elements are discussed as follows:

A. Research Design

The research is classified as a descriptive. This method is accordance with and empty into research problem and objectives that can be observed. The descriptive research contains with the description, data recording, analysis, and interpretation of every conditions that happen with the purpose to describe everything that happens. The description and interpretation are about the condition or correlation, opinion that have grown, the process, the effect that happen or expanded of tendency. In a descriptive research commonly the researcher finds the problem that has no answered before and tries to find new information.⁵⁸ It systematically gives the current fact as the way to solve the recent problems and gathered the data or the information to arrange, explain and analysis.⁵⁹

Since it deals with the classroom management, this research is directed to develop the teaching strategies for the teacher to find out the best solution to deal with the disruptive behavior of the student and investigate what the difficulties of

⁵⁸ Sumanto M.A, *Metodologi Penelitian Sosial dan Pendidikan*, (Yogyakarta : PT. Andi Offset. 1990), p.77-79

⁵⁹ S Margono, *Metodologi Penelitian Pendidikan*, (Jakarta : Rineka Cipta. 2007), p.8





teacher to deal with them that can be a classroom's problem in teaching and learning process. To cope with those reasons, the researcher is going to investigate the strategies of the teacher in the classroom when teaching and learning process in the right way. Descriptive method is coming true considering the purpose of this research.

B. Research Setting and Subject

The setting of this study conducts at SMKN 11 Surabaya, Jl. Siwalankerto Permai 1A Surabaya. In this vocational high school, there are almost classes consisting of male students and they have different levels and strategies in teaching English in the classroom. In a preliminary study of the researcher in SMAN 2 Sidoarjo the main problem who made some troubles are male students.

The subject of this study is the eleventh grade of SMKN 11 Surabaya at Wood Craft A class especially the students with disruptive behavior to make the data more complete about students' disruptive behavior and the strategies to deal with them. Disruptive behavior of the students according to Paul Wadden and Sean Mc Govern list are about disruptive talking, inaudible responses, sleeping in the class, tardiness and poor attendance, failure to do homework, cheating in test and unwillingness to speak in the target language. ⁶⁰ According to the English teacher, the atmosphere of the class and the behaviors of the students in Wood Craft A Class are the most crowded than the others.

⁶⁰ Jeremy Harmer, Op.cit., p.153.





C. Source of The Data

In a field of research, source of the data is important. The information about fact is called data.⁶¹ Sources of the data of this research are as follows :

- 1. The English teacher of eleventh grade at Wood Craft A Class at SMKN 11 Surabaya is Elfira Fikriana S.Pd. The English teacher will complete the instrument of the study. The researcher will observe and interview the English teacher about teaching and learning process in the class. The certain topic is about the strategies to deal with students' disruptive behavior and the difficulties of the teacher in implementing the strategies. For those instruments, the kinds of students' disruptive behavior and the strategies to deal with them will be answered.
- 2. The eleventh grade of the students in Wood Craft A Class at SMKN 11 Surabaya which consists of 29 students. The researcher focuses on the students with disruptive behavior. Wood Craft A Class is the most possible object in this research because they are the most crowded and attractive students. All of them are male students in SMKN 11 Surabaya.

D. Data Collecting Technique

This research takes the data from interview, observation, and questionnaire. The techniques that are used by the researcher to collect the data are as follows :

⁶¹ Taliziduhu Ndraha, *Research Teori Metodologi Administrasi*, (Jakarta : PT. Bina Aksara. 1985), p.58.





1. Observation

Observation is a monitoring and data recording systematically for the phenomenon that will be researched.⁶² As the way to get the illustration of the social life that will difficult to find with another technique.⁶³

The researcher observes the aspects that are relevant with the problems and significance of the study. The researcher as a participant that only observes the students' behavior in the teaching and learning process in the class and does not pretend as a member or include the activity in the class. Observation is conducted in the teaching and learning activity in English class. The researcher observes the strategies of teacher to deal with the students' disruptive behavior in the class. Then, She observed the behavior of the students during teaching and learning process. The researcher uses a note taking to make a note for every condition that happens in the class. That is focusing on disruptive behavior that can be a source of trouble maker for other students in learning activity.

The researcher focuses on the disruptive behavior of the students according to Paul Wadden and Sean Mc Govern list which are about disruptive talking, inaudible responses, sleeping in the class, tardiness and poor attendance, failure to do homework, cheating in test and unwillingness to speak in the target language.⁶⁴

⁶² Sutrisno Hadi, M.A. *Metodologi research jilid 2*, (Yogyakarta : Andi Offset. 1980), p.136.
⁶³ S Nasution, M.A. *Metode Research (Penelitian Ilmiah)*, (Jakarta : Bumi Aksara.1996), p.106.

⁶⁴ Jeremy Harmer., Op.cit., p.153.





2. Interview

The famous expert G.W. Allport said:⁶⁵

" if we want to know how people feel, what their experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do-why not ask them?"

Interview is data collecting technique that is asking some questions verbally to be answered verbally too. Meeting in person or face to face between the interviewer (information hunter) and interviewee (information supplier).⁶⁶Interview is important to discover or catch the information or opinion directly from the source. The researcher uses personal interview that is done between the interviewer and interviewee as a personal.⁶⁷

Firstly, the researcher interviews the English teacher about the difficulties of the teacher in implementing the strategies to deal with students' disruptive behavior that can cause trouble for English learning process. Also about the kind of disruptive behavior that was done by the students that can be a source of problem in learning activity. The interviewer and interview guidance are the main components of this data collecting technique, which cannot be found in the observation. The interview data completes the data and minimize the mistake that may happen in the observation. Those are as follows:

⁶⁵ Sutrisno Hadi, M.A., Op.cit., p. 192.
⁶⁶ S Margono, Op.cit., p.165.

⁶⁷ Taliziduhu Ndraha, Op.cit., p.136.





- a. The kinds of students' disruptive behavior in the teaching and learning process.
- b. The strategies of the teacher in dealing with students' disruptive behavior.
- c. The difficulties of the teacher in dealing with students' disruptive behavior.

Secondly, the researcher interviews the students about the causes of the students making some troubles or disruptive behavior in the class. It is to know what kinds of students' disruptive behavior in the class and causes of the students who make that disruptive behavior. Moreover, it is used to make a list of question in the questionnaire as the way to make the students understand about the question in the questionnaire and about the answer.

3. Questionnaire

The other data collecting technique is about question list called questionnaire. Questionnaire is distributed to the sample of the study that has been mentioned above. Questionnaire is about the list of questions that is constructed systematically and distributed to the respondents.⁶⁸

The data from the questionnaire completes the data taken from the interview about knowing the student's opinion. Those are as follows:

- a. Teacher's strategies to deal with students' disruptive behavior in teaching and learning process in the class.
- b. Kinds of students' disruptive behavior in the class.

 ⁶⁸ Bungin Burhan, *Metodologi Penelitian Kuantitatif*, (Jakarta : Kencana Prenada Media Group. 2009),
 P. 123.





c. Causes of students who make some troubles or disruptive behavior in the class.

E. Data Collecting Instrument

The instrument of this research takes from the interview guidance, observation check list and questionnaire. Instruments of the study are used in this research as follows:

1. Observation Check List

The observation check list is the list of the subject's name and the factor that will be observed. Observation check list will make sure that the researcher notice every condition that happens in the research in accordance with problems of the study.⁶⁹ The observer just puts check mark to the indication that will appear.

The observation check list is used to guide the researcher in observation about the kinds of students' disruptive behavior and teacher's strategy to deal with them. There are two tables. The first table is about kind of students' disruptive behavior. The second table consists of the list of 7 strategies from the Linda Albert's book with the title "Cooperative Discipline." The researcher puts all of those strategies in a table and put A check mark for the strategies that were done by the teacher to deal with the students' disruptive behavior in the class.

⁶⁹ Sutrisno Hadi, M.A, Op.cit., p. 151.





2. Interview Guidance

Interview guidance is about the guideline that consists of the questions for the teacher about the strategies used to deal with students' disruptive behavior, the difficulties of the teacher in implementing the strategies in the class and kind of students' disruptive behavior that usually happen in the class. Those can be a source of problem in teaching and learning activity.

The interview guidance for the students is about kinds of students' disruptive behavior in the teaching and learning process and causes of the students do some troubles or disruptive behavior in the class.

3. Questionnaire

The results of questionnaire are used to know the students response towards the teacher's strategies in dealing with student's disruptive behavior in teaching and learning process. The researcher gives some questions with Yes or No answer. The students are asked to choose an appropriate answer from the options.

The researcher uses a close questionnaire. Wallace said that :⁷⁰

" Close questionnaire is a questionnaire the respondent may be choose from a limited range of possible answer."

In other words, close questionnaire lets the students to choose the answer provided by the researcher. In this questionnaire the indicators are measured based on student's response as follow:

⁷⁰ Michael Wallace, *Action Research for Language Teachers*. (Cambridge : Cambridge University Press. 1998), p. 134.





- a. About the teacher's strategies in dealing with students' disruptive behavior.
 - (1-5) Students' response on their interest in the English subject when teacher implement some strategies in dealing with students' disruptive behavior.
 - (6-9) Students' response about the advantages of teacher's strategies in dealing with student's disruptive behavior in the class.
- b. About causes of students who make some troubles or disruptive behavior in the class.
 - (10-15) Student's opinion about condition of their family life and the influences of their environment with their behavior.
 - (16) Students' opinion about 5 genetically for human encoded needs : survival, love and belonging, power, freedom and fun according to William Glasser.

F. Data Analysis

There are four kinds of data gathered in this study.

The first data are concerning with the result of observation data. The observational check list will check out as the way to investigate that all of the research problem will be answered. Data from observation is about the teacher's strategies to deal with students' disruptive behavior and kinds of students' disruptive behavior. The researcher uses the 7 strategies from the Linda Albert's book with the title cooperative discipline and the students' disruptive behavior according to Paul





Wadden and Sean Mc Govern. The researcher puts A check mark for the strategies that is used by the teacher in the class and make the tabulation to make a list from the result of observation. Those produce two columns about kinds of students' disruptive behavior and the strategies to deal with those disruptive behaviors. Below is the table that is produced from the observation.

3.1 Table from the observation :

kinds of students' disruptive behavior	The strategies in dealing with students' disruptive behaviors

The second data are those concerning with the result of the interview with the English teacher and the students. The question is appropriate with the right order about the condition of respondent in the real context of interview.⁷¹ The researcher records what the respondent answer from the question. After that the researcher collects the data from the interview guidance and tape recorder to recognize whether the strategies of the teacher and what the difficulties are encountered by the teacher in teaching English. The researcher makes a tabulation to put the data in a table to make a list from the result of interview. Tabulation means that arrange the table start from the main table consist of all of the data or information that gathered with the list of questions. The special table is truly form determining and the content is appropriate

⁷¹ Jeremy Harmer, Op.cit., p.87.





with the significance of the study. Those are called as a table analysis.⁷² The tabulation from the teacher's interview produces three columns. Those are about strategies of teacher to deal with students' disruptive behavior, the difficulties of teacher in implementing the strategies and kind of students' disruptive behavior. The tabulation from the students' interview produces two columns. Those are about kinds of students' disruptive behavior and causes of the students who make some troubles or disruptive behaviors.

3.2 Table from the teacher's interview :

Kind of students' disruptive behavior	Strategies of teacher to dealing with students' disruptive behavior	The difficulties of teacher to in implementing the strategies

3.3 Table from the students' interview :

Kinds of students' disruptive behavior	Causes of the students who make some troubles or disruptive behaviors.

The third data are concerning with the result of questionnaire. Data from the questionnaire is the students' response about teacher's strategies in dealing with

⁷² Suparmoko, M.A, Ph.D, *Metode Penelitian Praktis (untuk ilmu-ilmu social, ekonomi dan bisnis)*, (Yogyakarta : BPFE. 1999), p.83.





students' disruptive behavior in the class and causes of students do some troubles or disruptive behavior in the class that is about students' opinion about 5 genetically for human encoded needs : survival, love and belonging, power, freedom and fun according to William Glasser. Those produce the table that described the frequency of students' response through questionnaire.

The questionnaire will be analyzed uses formula below:

$\mathbf{P} = \mathbf{F} \mathbf{x} \frac{\mathbf{100\%}}{\mathbf{N}}$
P = The total score (Percentage)
F = Number of frequency of the respondent answer
N = Number of respondent

Finally, the researcher combines the data from the observation and interview. Put all of the data in a table that is about kind of students' disruptive behavior and teacher's strategies to deal with them. Moreover, the researcher puts the result of note taking that may add about kind of strategies and students' disruptive behavior beside the 7 strategies from the Linda Albert's book with the title cooperative discipline and students' disruptive behavior according to Paul Wadden and Sean Mc Govern. The result of the research is about the description kinds of students' disruptive behavior and the teacher's strategies to deal with them in the class.





CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher analyzes the data that have been collected during the research. The first data contains kinds of students' disruptive behavior. The second data contains causes of students' disruptive behavior. Third data contains teacher's strategies in dealing with students' disruptive behavior, and the last is about the difficulties to manage them. All of the data are taken using interview, observation, and questionnaire. This is aimed to know the teacher's strategies and the difficulties in dealing with students' disruptive behavior.

Previously, the researcher is going to describe the general description of SMKN 11 Surabaya. The general description is described as follows:

A. General Description of School

SMKN 11 Surabaya is RSBI that was founded in 1989. It was only one skill program divided into two which are art and graphic. SMKN 11 Surabaya was known as SMSR (School for Fine Arts) which was the only arts school in East Java and including in 7 arts school in Indonesia. In 1994 SMKN 11 Surabaya established textile craft, wood craft (1995) and metal craft (1996). After some years, in the line with preparing human resources to face the Globalization Era, SMKN 11 Surabaya took initiative to open new skill program that is related with technology. That is the reason why in 2001 SMKN 11 Surabaya was successful to organize new skill





program. Those are information technology (Multimedia) and industrial machine program and graphic design.⁷³

Nowadays, SMKN 11 Surabaya has 10 skill programs and still exist to educate the students in science, arts, and technology to be a competence and able to face the globalization Era that suitable with Vision and Mission of SMKN 11 Surabaya. SMKN 11 Surabaya was built on 1,7 ha. The equipments were imported from Spain. It provides complete facilities such as laboratory studio for extracurricular and supporting facilities for the students. The overall number of students in SMKN11 Surabaya at the eleventh grade is 712 students, consist of 22 classes and 10 skill programs.⁷⁴

1. Vision of SMKN 11 Surabaya:

Prepare the professional workers in arts, craft, and technology so that they are able to complete and develop themselves in globalization era.

- 2. Missions of SMKN 11 Surabaya. Those are as follow:
 - a. Realizing the challenge that have IMTAQ (faithful), noble character, be competent, be an entrepreneur, and able to continue to the high level..
 - b. Increasing the function of SMKN 11 Surabaya as a center education of skill and technology (PPKT) in a autonomy era and renstra dikmenjur.
 - c. Supporting the vision and mission of the government in developing of the resources with the spirit of autonomy.

 $^{^{73}}$ http://www.smkn11sby.com/ (accessed : August 2^{nd} 2011 at 9.38am) 74 Observation, Friday , 27^{th} Mei 2011 at 08.00 am.





- d. Using the foreign language especially English in SMKN 11 Surabaya as Language Conversation Club (LCC).
- e. Making the SMKN11 Surabaya as a school with the high value of arts and culture.

B. Kinds of Students' Disruptive Behavior

During teaching and learning process in the class, there were a lot of varieties of the students' characteristic. They have their own behavior to show themselves to other students. Sometimes they made some mistakes either consciously or not. They can disturb the learning process when they made some troubles in the class. These are the list of students' disruptive behavior that happened in the learning activity and it also kinds of students' disruptive behavior according to Paul Wadden and Sean Mc Govern that happen in the class during teaching and learning process:⁷⁵

- 1. Kinds of students' disruptive behavior that happened during the learning process.
 - a. The students' disruptive behavior that disrupted the teacher while explaining the lesson.
 - The student asked the teacher on and on although the teacher had explained it. The students were left behind in writing because they did not write quickly and keep talking with their friends.

⁷⁵ Observation, 19th - 27th Mei 2011.





- b. The students' disruptive behavior that disrupted the teaching and learning process.
 - 1) The student came late to the class. The students did not come to the class until the beginning pray was finished and the lesson just started.
 - 2) The student did not bring the English book. They have the English book but usually they forgot to bring it or have been borrowed by their friend in another class.
 - 3) The student did not want to open the book in learning process. They looked lazy to follow the lesson and just talked to their classmate. Sometimes they was lying down their body and doing nothing on their seat.
 - 4) The student did not write the answer of the question in the English text book. They were left behind because they did not write the answer quickly. One of them did not bring the pen and some of them just talked to their friends.
 - 5) The student mocked the other students with strong voice. They answered back and forth to mock their friends during the teaching and learning process.
 - 6) The student translated the English word into Indonesia incorrectly. They did not know the correct meaning but tried to answer spontaneously.





7) The student felt down from his seat that made the other students laugh. In the back of class was heard somebody felt down. All of the students turn back and laugh together because one of their friends sat on the floor and his face showed illness.

c. The students' disruptive behavior that disrupted the other students.

- The students comb his hair. There was One student trying to tidy up his hair during the teaching and learning process. This made the student who sat on the back feeling disturbed because of blocking his sight to the front.
- 2) The student mocked the other student's writing in the white board. One of the students was not good in hand writing that cause a mockery for other students.
- 3) The student threw a bottle to the front class that surprised the other students. The bottle that had been thrown made a strong voice. It made the students who wrote on the white board surprised.
- 4) The student threw a ball to other students. The ball that was used to play football in the rest time was thrown to other student and hit the student's head.
- 5) The student laid a fart in the middle of the lesson. Everybody could hear it because the class was a silent.
- 6) The student threw a paper to other student. The student rolled the paper and threw it to other students.





7) The students fan his body because they felt hot and tried to dry his sweat using the book. It made the other students who sit on the back blocked.

d. The students that were busy with their own self during teaching and learning process.

- The student used a mobile phone during teaching and learning process in the class. The mobile phone was placed under their seat and they hide it with their book, so the teacher did not know what they were doing.
- 2) The student changed their seat to other places. They moved their seat in order to sit in a group of three or even four.
- 3) The student slept in the class. They pretend to hold the book but they laid down their body and close their eyes in their seat.
- 4) The student took a walk around the class. They did not sit on their own seat but they walked around the other students' seat to make their conversation.
- 5) The student stood up continuously during the teaching and learning process. They came to another student's seat and stood behind. Sometimes they just stood on their own seat without doing anything.
- 6) There were a group of the female students pass through their classroom, the students directed to the female students outside the class. One of the students tried to greet that girl calling her name.





- 7) The table was broken and there were some parts that can be put it off. The students lift the table and used it as an instrument of music. They were singing pretending to be a singer. The students used it as a music instrument such as a guitar or drum.
- 8) The student did the other activity while the teacher explained the lesson. The student tried to practice drawing a picture during the learning process.

e. The students are talkative in the class.

- 1) The student made some noisy and poor attention of the teacher explanation. They made some jokes and laugh together.
- The student made their own discussion in the class. They just talked to their friends about their own story.
- 3) The student was talkative. They gave a response the teacher with a joke or something else that was not connected with the lesson.
- 4) The student hit their seat and sang a song. They made some melody from their seat and hit it with their hand. They made a small group to sing a song while the teacher checked their work in front of the class.
- 5) The student liked to talk dirty. They talked dirty spontaneously with a strong voice because one of his friends tried to disturb him.
- 6) The student was singing with a strong voice. Unconsciously, one of the students sang with a strong voice when the class was silent. So, his





voice was heard very loudly that made the other students pay attention to him.

7) The student pretends to be a seller in a train with a strong voice. They were expert to do as a seller in a train to offer some food and drink to other students in the class.

From the teacher's answer through the interview 76 , it is known that there were a lot of kinds of students' disruptive behavior and almost all of the students did some disruptive behaviors. Kinds of disruptive behavior that usually happened are noise. They made some noise when the teacher explained the lesson in the class. They made some conversations with their classmate and did not open their English book until the teacher came to the students' seat and asked them to open it.

The limits of the teacher's patience were exceeded when the students did not respect the teacher's command to keep silent and listen the teacher explanation about the lesson. Because the class consists of male students, it was hard for the teacher to control them when they were in a high of their mischief. The other disruptive behavior in the class was about using mobile phone while the lesson and did not bring their book. Positively the students have never done some violations in the classroom such as fight as an individual or group.

From the student's answer through the interview⁷⁷, it was known that they realized that they made disruptive behavior in the class and it commonly happened.

 ⁷⁶ Interview, Thursday, 19th Mei 2011 at 09.00 am.
 ⁷⁷ Interview, Thursday, 14th July 2011 at 08.00 am.





Kinds of disruptive behavior were making some noise with their friends in the class, did not do their homework, cheating in a test and go out from the class during the lesson, going to the canteen or playing football with the other students in the field. They realized that they usually did not pay attention to the teacher's explanation and did the other things during the lesson. All of those disruptive behaviors were done by the students in their daily activity in the English class or the other subject.

2. Discussion

The students came from the different background. They have their own behaviors or habits. The environment around them can influence their behavior and can be either positive or negative. In the class, they have friends that can influence their behavior also the teacher that can change their negative behavior to be a good one. Rose Senior (2006) ⁷⁸ points out that when students come to the class they bring their own personalities and their learning expectations. Their behavior will also be influenced by their current circumstances and by what happens in the lessons.

The behavior is learned procedures from the activities that the students do repeatedly so often and it can do automatically without having to think.⁷⁹ The student will do their behavior in their classroom activity continually as the consequence they will produce a negative act in the class to the other students.

The students will make some troubles in the class continually although the teacher has asked them to stop their disruptive behavior. They have their own way to

⁷⁸ Jeremy Harmer, Op.cit., p.153.
⁷⁹ C.M Charles, Op.cit., p. 26.





make the lesson more interesting although their way will disturb the other students. Those disruptive behaviors will be much various if the students come from the different background.

C. Causes of the students do some disruptive behavior

The students are from the different background that can be sources of the students to do some disruptive behavior in the class. They come from the different background of family, economy and environment. They also have their own need and different way to meed their needs.

1. Causes of the Students who Make Some Disruptive Behaviors in the Class.

From the students' answer especially the students with disruptive behavior in the classroom through the interview⁸⁰ it is known that most of the students did not live with their parents but some of them live with their grandmother. Their parents got divorced and their father got married again with the other women or their father passed away. Moreover, one of them did not have a good communication with their own mother because he did not like if his mother get married with a wrong guy the neighborhood. They felt lack of love from their parents and have to work to make money for a living. They felt that school is the pleasure place to make some jokes with their friends. All of those students with disruptive behavior never got some violence from their parents or grandmother.

⁸⁰ Interview, Thursday, 14th July 2011 at 08.00 am.





The main cause they did some disruptive behaviors in the English class is about they felt difficult to speak or to write in English and usually they felt hard to understand the lesson that made the student felt lazy to study English. They choose to do another thing that is making some noise with their friends. They moved their seat to the other place and do the other things for example singing, hit the table or etc. They felt difficult not to make some disruptive behaviors because they have a friend that influenced him to make some troubles in the class.

They loved English and are interested in the teacher's strategy to teach in the class. Therefore, the main cause of their disruptive behaviors was coming from their own self and their environment around them. It is also supported by the students' answer of the question in the questionnaire, as shown in the following table.

				Answer	ons	Total		
No.	Variable	Ν		Yes		No	N	%
			F	%	F	%		70
1.	Students life is full of love	7	6	85.71%	1	14.29%	7	100%
2.	Students' relationships with their parents are good.	7	5	71.43%	2	28.57%	7	100%
3.	Students helped their parents to make money.	7	5	71.43%	2	28.57%	7	100%
4.	Students' school is disturbed because of helping their parents to collect the money.	7	5	71.43%	2	28.57%	7	100%

 Table 4.1 Students' opinion about their condition in their family life

and environment.





5.	Their environment (friends,							
	parents and social life) gives	7	5	71.43%	2	28.57%	7	100%
	a lot of influence on their							
	behavior.							

The table above shows that the students' life is full of love because 85.71% said that their life is full of love from their family and 14.29% is less of love from their family. 71.43% said that their parents have a good relationship with them and 28.57% said that they did not have a good relationship with their parents. 71.43% of the students have worked to fulfill their own finance and the school fee but 28.57% said that they do not work and their parents still have a responsibility to fulfill their need. 71.43% said that they felt disturbed if they helped their mother to make money because they are students that still need a lot of time to study, do their homework, and the rest, 28.57% did not feel disturbed to help their mother to make the money.

The majority of the students felt that their behavior was influenced by their environments. There was about 71.43% saying that their behaviors are influence from their environments (friends, parents and social life). It means that their environments gave a lot of influence for their behavior in school or home. Moreover, that was about 28.57% of the students who said No.

Finally, from the result of the questionnaire above it showed that more than 50% of the seven students with disruptive behavior in Wood Craft A Class have a good relationship with their parents and their life is full of love. Therefore, the main cause of the students who make some disruptive behaviors were not because of less





of love and bad relationship with their parents. Moreover, the school time was disturbed because of helping their parents to make money and their environment gave a lot of influenced on their behavior. It means that they felt tired to make money at night and have to study in the morning. They do not have a lot of motivations to study hard in the classroom because they felt sleepy during the lesson. Therefore, those might cause the students do some disruptive behaviors in the class.

However, besides their environment as the cause of problem in their behavior, they also have a different needs based on their background of life. That is showed in the table below:

No.			Answer Options	Answer Options				,	Total
	Variable	Ν		Yes		Yes No		No	N
			F	F %	F	%	11		
1.	The students need survival.	7	3	42.86%	4	57.14%	7	100%	
2.	The students need love and belonging.	7	1	16.67%	6	85.71%	7	100%	
3.	The students need power.	7	1	16.67%	6	85.71%	7	100%	
4.	The students need freedom.	7	1	16.67%	6	85.71%	7	100%	
5.	The students need fun.	7	1	16.67%	6	85.71%	7	100%	

 Table 4.2 Students' opinion about 5 genetically for human encoded needs :

From the table above it was showed that 42.86% of the students said that they need survival in their life. The important thing in this world is about how to survive





because if the human need survive in this world they will do a lot of things they want. 16.67% said that they need love and belonging. Some of them did not get the love from their parents and the people around them. Therefore, they need love to make their live happier and meaningful.

About 16.67% said that they need power to do a lot of things in this world. If they have a power they can survive in this world and with the power they can have the freedom to do a lot of things to get more fun. Moreover, 16.67% of the students said that they need to feel freedom because if they are free for everything they can get a happiness and more easy to go this life. They did not like to be a burden for doing everything they want. Finally, 16.67% said that they need fun because if they are always feeling happy they can do everything easily and it more be easy to through their life.

From the data above, it can be concluded that the causes of the students with disruptive behaviors were not because they lack of love, less power, never felt free and their life was not fun anymore. It is because most of them need to survive as the important thing in their life. Therefore, that is about 42.86% of the students with disruptive behavior do everything for their survival in this world.





				ANSWER OPTIONS				TOTAL	
NO.	VARIABLE	N	YES			NO		%	
			F	%	F	%	Ν	70	
1.	The students respond that the strategies of the English teacher in the learning activity are interesting.	7	7	100%	0	0%	7	100%	
2.	The students respond that the strategies of the English teacher in the learning activity made the students more active, creative, and innovative.	7	6	85.71%	1	17.29%	7	100%	
3.	The students respond that the strategies of the English teacher in the learning activity made the students explore the idea in their own mind.	7	5	71.43%	2	28.57%	7	100%	
4.	The students respond that the strategies of the English teacher in the learning activity helped the students understand the material that had been explained by the teacher.	7	4	57.14%	3	42.86%	7	100%	
5.	The students respond that the strategies of the English teacher in the learning activity made the students be motivated to get a good grade in English.	7	5	71.43%	2	28.57%	7	100%	

Table 4.3 Students' respond about their interest in the strategies that was done by the

English teacher.

Based on the questionnaire, it has shown that during the English class the students have their own opinion. That is about 100% of them felt that they are interested with the strategies that was used by the teacher in the English class. The strategies had made the students follow the lesson until the end. However, 0% of the





student said that the strategies that were used by the teacher are not interesting. All of them felt that the teacher strategies are interesting. It means that those are the beginning to make the students pay attention to the lesson.

However, 85.71% of students said that the teacher's strategies made the students more active, creative, and interactive but 14.29% of the students say the opposite. It can make the students do everything positively during the English lesson. Besides being interesting and make the students more active, creative and interactive, 71.43% of students said that the teacher's strategies help them use their idea and 28.57% of the students say the opposite can make the lesson more interactive in the English class and the students can absorb the knowledge well because 57.14% of the students said that the teacher's strategies do not help the students to understand about the English material and 42.86% said that the teacher strategies do not help the students become motivated because the teacher's strategies were encouraging and make the students motivated to get a good grade in English. However, 28.57% of the students say the students find it easy to absorb the knowledge, it is possible if the students will get a good grade in English.

The main causes of the students' disruptive behavior in SMKN 11 at the eleventh grade especially at Wood Craft A Class were not from the English teacher, the way of how they were teaching in the class. Based on the answer from the questionnaire, it has showed that more than 50% of the students answer that the strategies of the English teacher in the learning activity were interesting, made the





students more active, creative, and innovative, allow them to use their idea in their mind, helped the students understand the material, and get the students motivated to get a good grade in English subject. The main causes of the students with disruptive behavior are not because they lack of love in their life. It is because 85.71% of the students with disruptive behavior said that their life is full of love and 71.43% of the students with disruptive behavior said that their relationship with their parents is good. Moreover, just about 16.67% of the students said that love and belonging is the important thing in their life.

2. Discussion

In teaching and learning process the students do some interaction with the other students. The interaction among themselves can cause the various in their behavior. Students do some interaction with other students as part of their activity during teaching and learning activity in the class. It is reinforced by Homans who defines that interaction is an activity of the students and the other students who gives a stimulus for the action. In the classroom the students' behavior can be influenced by their friends or the teacher, but they have life outside of the school. That was at home, there are many kinds of individual and habitual action. The students adopted some of the behavior from the people's habit around them. Based on these reasons, the environment can influence the students' behavior.

However, they have a friend in the classroom. They can influence each other to do a lot of things. Those can be either positive or negative behavior that can disturb





the teaching and learning process in the class. Love is not the primary need for the students with disruptive behavior in SMKN 11 Surabaya. The lack of love is not the best reason for them to make some disruptive behaviors.

Finally, the disruptive behavior that have done by the students with disruptive behavior in SMKN 11 Surabaya came from the influence of their environment and came from their own self that have a habitual and background of life. I agree with the choice theory that assumed that each of us has what is known as our quality world that we store everything or everyone we meet in life that makes us feel good or imagine it would make us feel good. Those can make everyone has a habitual action based on their own self and they have different behavior and background of life. Choice theory also assumed that behavior come from within or such an internal psychology. The psychological problems can lead to an unsatisfying relationship with God.

D. Teacher's Strategies to Deal with Students' Disruptive Behavior

The researcher gets some strategies from the teacher when the students did some troubles in the class activity through observation. The researcher has observed five meetings in wood Craft A Class in SMKN 11 Surabaya. The class consists of male students in which each student make some troubles. The teacher has to make the class effective as long as the learning process as the way to make the lesson run effectively and the student can absorb the knowledge well.





1. Teacher's Strategies in Dealing with Students' Disruptive Behavior in the Classroom.

These are the teacher's strategies that have been done by the English teacher in the class in dealing with students' disruptive behavior based on the categorizing of the strategies in Linda's Albert book with the title "Cooperative Learning" that was observed by the researcher in the classroom⁸¹. Also the student's response when the teacher implemented those strategies in the classroom.

a. Strategy 1 : Minimize the attention

1) Refuse to Respond:

a) Teacher did not answer the student's question when they asked about the answer of the question in the text book because the teacher has dictated to the students for many times. The students stop asking the teacher and ask their friend who has answered the question in the text book.

2) Send a General Signal

 a) Teacher gave a general signal using closed mouth with board marker.
 It means that the students have to keep silent. The student realized that the teacher was serious and then they stop talking. Some of the students just hold out for a while and make some noise again later on.

⁸¹ Observation, 19th - 27th Mei 2011.





3) Use Name Dropping

- a) Teacher called the students' name who made some noise by hitting the table. The teacher used some ridiculous names to call the student who did it. The student stopped their Misbehavior and went back to listen the teacher explanation.
- b) Teacher called the students 'name that did not want to sit on their own seat and directly asked them to go back to their own. The student back to their own seat and they tried to keep silent.
- c) Teacher called the students' name loudly to wake up the student who slept in the class. The student thus woke up from his sleep then came to realize and try to give his attention to the teacher.

4) Give the Eye

- a) Teacher gave an eye contact to the students who made some noise while the teacher explained the lesson. Some of the students realized and stopped their but some of them did their behavior again and laugh.
- b) Teacher gave an eye contact to the students who like to talk dirty by saying "astagfirullah" loudly three times. The student to be faithful to the teacher's command and stop their behavior with saying "astagfirullah".





5) Stand Close by

- a) Teacher came to the student' seat who did not pay attention and the teacher gave some advice for their activity. The students have come to realized and stopped not to do it again.
- b) Teacher came to the students' seat to check whether the student bring their English textbook or not.

b. Strategy 2 : Clarify Desired Behavior

1) Use "Target Stop Do"

- a) Teacher warned the student to silent their mobile phone during teaching and learning process. During the lesson, there was no mobile phone ringing.
- b) Teacher warned the student who changed their seat to come back to their own. Immediately, the student came back to their own seat but some of them choose to exchange their seat with the other friend.
- c) Teacher gave an advice to the student who did not give attention to the teacher while the teacher explained about the lesson. The student realized and gave their attention to the English teacher.

c. Strategy 3 : Legitimize the behavior

1) Go the Distance

a) Teacher asked the student who came late to come forward in front of the class and say "PASSWORD" that is praising the teacher in English





and ask for apologize. Sometimes the teacher asked the students to read verses of the Koran.

- b) Teacher uses piercing voice to call the students' name who came late. asks him to come to the class quietly, and stand in front of the class and gives a punishment to read some verses of Koran and said "astagfirullah" three times and call the students' name who came out of the class while the teaching and learning process is taking place.
- c) Teacher scratches the student who made some noise his face with board marker. The student felt embarrassed and stop making some noise.
- d) Teacher asked to the student who did not finish their homework to write "I will finish my homework and do not do this again" in their book about 200 times. The student felt to be cured of their habit and tried to finish their homework in spite of copy their friends' work.

d. Strategy 4 : Do The Unexpected

1) Cease Teaching Temporarily

a) Teacher kept silent for a while (do nothing) because the student did not give their attention to the teacher. They made a lot of noise continuously. As long as the students realized and apologized to the teacher then stopped their Misbehavior and did not make any noise again.





2) Use One Liners

- a) Teachers made a joke of the students' name when they answer the question incorrectly. All of the students laugh and the student tried to correct his answer in a white board.
- b) Teacher sulked to the students when they still make some noisy and poor of attention continuously. The teacher stopped the lesson and did not want to teach again. As long as the students realized and apologized to the teacher then stop their Misbehavior and did not make some noise again.

e. Strategy 5 : Distract the Student

1) Ask a Direct Question

a) Teacher asked to the student who made some noise and called their name to answer the question in the text book. The student felt confused to answer the question and the teacher asked the student to keep silent, and pay attention to the teacher's explanation. Then the student felt embarrassed and stopped his behavior.

f. Strategy 6 : Notice appropriate behavior

1) Make Recording

 a) Teacher used a file card for every student as the way to make a note for every student's disruptive behavior and activity that have been done by the student in the class (see on the appendix 6). It influenced the final score in the end of the semester. The student felt afraid to





make some troubles in the class and tried to do the best they can during the English teaching and learning process.

- b) Teacher used colorful of board marker that is used to give a cross in the students' file card for the students who make some disruptive behaviors (make some noise, less of attention) in the class.
- c) Teacher gave a signature in the file card for the student who answered the question in the text book and write in the white board.

g. Another strategy that was used by the English teacher in the class:

- Teacher hit with board marker on the student's seat when they were starting to make some noise. The students felt surprised and stop their behavior. This strategy is not including in the violence or sarcasm because the teacher hit the students' seat to make them give their attention to the lesson. The teacher did not try to injure the students.
- 2) Teacher threw the pen slowly to the student that continuously made some noise although they have been noticed by the teacher for many times. The students felt surprised and stop their behavior. This strategy is not including in the violence or sarcasm because the teacher threw the pen slowly as the way to make them give their attention to the lesson and stop their disruptive behaviors.
- 3) Teacher confiscated the battery of mobile phone and SIM Card for the student who used it during the teaching and learning process. It made





students afraid to use their mobile phone in the class and silent their mobile phone during the teaching and learning process.

4) Teacher made some different questions in the students test and each student must answer one question in front of the class. The students have to study hard and make effort to answer the question in the test. This technique prevents the students from cheating in the examination. The purpose was to avoid the student from cheating in test and make every student take responsibility to learn about the material to get a good score from their own ability.

From the teacher's answer in the interview⁸² it is known that the teacher need some strategies to make the students pay attention to the lesson. It was to make the material easy to absorb and the target material in the final examination will be achieved. The teacher used the file card method as a strategy to control the students' behavior. There are a lot of advantages to deal with students' disruptive behavior. It is to control the students' behavior when they want to make some troubles in the class (e.g make some noise, did not do their homework) the teacher used file card to make a note of the students' behavior by giving a cross line and the teacher's signature. It is to make the students think more when they want to start some troubles because it will give an impact to the grade of English subject in the end of the lesson.

For the student who used their mobile phone in the class, the teacher will confiscate the battery and the SIM card. Their parents are invited to the school and

⁸² Interview, Friday, 20th Mei 2011 at 11.00 am.





take responsibility to take them back. This strategy has a purpose to make the students be cured of their habit using the mobile phone during the learning process.

The other strategy is about asking the students to write "I will not do this again" for 200 times. It was created for the students who did not do their homework. So far those strategies have been useful to reduce the students' disruptive behavior and give a spirit for the student to reach a good grade. If those strategies were not effective in the classroom, the teacher did the last strategy that was about showing the teacher's feeling by doing nothing until the students' realized that their behavior was very disturbing the lesson. The teacher will continue the lesson if the students realize and stop their disruptive behavior.

Based on the teacher's strategies taken from the observation and the answer from the teacher's interview, the teacher has done a lot of strategies to deal with students' disruptive behavior. Whether those strategies are effective or not, it can be shown from the questionnaire below :

		N	Answer Options				Total	
No.	Variable		Yes		No		N	%
			F	%	F	%		
1.	Students respond that teacher's strategies in dealing with students' disruptive behaviors have motivated the students to	27	16	59.26%	11	40.74%	27	100%

Table 4.4 Students' response about the advantages of teacher's strategies in managing student's disruptive behavior in the class.





		1					1	
	pay attention to the teacher while explaining the lesson.							
2.	Students respond that the teacher's strategies in dealing with students' disruptive behavior have motivated the students to be a good, active, and diligent in the classroom.	27	15	55.56%	12	44.44%	27	100%
3.	Students respond that the teacher's strategies in dealing with students' disruptive behavior are good for the students' psychology and did not include the violation in the class.	27	19	70.37%	15	29.63%	27	100%
4.	Students respond that the teacher strategies in dealing with students' disruptive behavior made the student felt comfortable to follow the English lesson in class.	27	19	70.37%	8	29.63%	27	100%

Those are some advantages of the teacher strategies in dealing with students' disruptive behavior in the English class. About 59.26% of the students said that the teacher strategies made the students motivated to pay attention while the teacher explain the lesson, but 40.74% of the students said No. 55.56% of the students said that the teacher's strategies made the students be good students, active, and diligent in the classroom, but 44.44% of the students said No.

In addition, 70.37% of the students said that the teacher's strategies ARE good for the students' psychology and did not include the violation in the class, but there are about 29.63% of the students said No. As long as the students follow the





lesson in the English class, the majority of the students, about 70.37% felt that the teacher's strategies make the students feel comfortable in the class, but the rest 29.63% said that the teacher's strategies did not make the students feel comfortable during the lesson. It means that the teacher's strategies are effective to make the students feel comfortable during the lesson.

Finally, from the result of the questionnaire above, it is showed that the teacher's strategies in dealing with students' disruptive behavior are effective for all students of the eleventh grade of SMKN 11 Surabaya especially in Wood Craft A class because more than 50 % of the students said that the teacher's strategies in dealing with students' disruptive behavior are motivating the students to pay attention while the teacher explain the lesson, motivated the students to be a good, active, and diligent in the classroom, good for the students' psychology and did not include the violation in the class, made the student feel comfortable to follow the English lesson in the classroom.

Hopefully that the students got the advantages from the teacher strategies that was done in the classroom.

2. Discussion

The teachers have a responsibility to show the right rules and act properly in front of the students who made some trouble in the class until they understand and decrease their disruptive behavior, even they stopped their disruptive behavior. to minimize the students' disruptive behavior, the teacher combined the role of the





teacher. Sometimes the teacher acts as a controller, prompter, participant, resource or a teacher.

The teacher as a controller controls the students by telling them what they have to do in the class. The teacher as a prompter gives motivations to the student and they do not know what they have to do. The teacher as a participant comes to the students group to join and give a feedback or correct the mistake. The teacher as a resource shares knowledge to the students. Finally the teacher as a teacher takes their position to the students as a direction for the students who do not take place in the class.

Teacher has a power and authority to carry out their strategy to make the lesson easy to absorb and make the atmosphere in the class comfortable for teaching and learning process. The teacher first establishes a personal connection with students and then progressively coaches them in how to behave appropriately. It is reinforced by Tom Daly⁸³ the teacher and adjunct professor in San Diego, California said that established strong personal relations with a few students in each classroom who cause most of trouble is the efforts that have to do with the teacher.

The teacher's strategies in dealing with students' disruptive behavior do not include the violation. They are still in the right tracks that do not break the students' psychology. The teacher gave a punishment to the student who did some troubles in the class. Kinds of punishment have educational qualities that make the student think more before making the disruptive behavior again. It is reinforced by Morris who

⁸³ C. M Charles, Op.cit., p.224.





suggested that punishment is never used, but he does point out that punishment does not teach cooperation or responsibility and sometimes produces unwanted side effects.⁸⁴ The teacher also must show the teacher's approval and appreciation when the students follow the rules cooperatively, along with what the teacher will do when the student do disruptive behavior in the class.⁸⁵ If the rules and the agreements are broken, these interventions which should be no punitive, are intended to stop the students' disruptive behavior and get the student's mind back on a class work.⁸⁶

E. The Difficulties of the Teacher in Dealing with Students' **Disruptive Behavior**

As findings in the observation the teacher tried to make some strategies to deal with students' disruptive behavior. The strategies go effectively that can make the students stop their disruptive behavior and go back on a right track to give their attention in the teacher's explanation in the class but the students have their own needed and behavior in the class. So, some of them keep doing some disruptive behaviors in the class although the teacher has done some strategies to deal with them. They can disrupt the learning process in the class.

- ⁸⁴ Ibid., p.88.
 ⁸⁵ Ibid., p.125.
 ⁸⁶ Ibid., p.148.





1. The Difficulties that was Found by the Teacher in the Classroom Activity.

From the teacher's interview⁸⁷ it is known that although the teacher has a lot of strategies to deal with students' disruptive behavior but sometimes it is found that some of strategies have some difficulties to do. There are some difficulties when the teacher used file card about the students who really did not care about the lesson, this strategy is useless. The students did not need a grade in their lesson and he really did not care with everything that happened in the lesson. The students ignored the rule in the file card because they felt that the result in the file card will not give too much impact on their grade. For this type of the student, the strategy of the teacher in dealing with students' disruptive behavior using file card will be useless.

The other difficulties are about the students who used their mobile phone in the learning process. Although the teacher has a strategy to confiscate the battery and the SIM Card, the student still used their mobile phone secretly. They put their mobile phone under the book and used it while the teacher was explaining the lesson. It seems that the student pay attention to the lesson when they were looking at the book, but in fact they used their mobile phone. The teacher did not know about their behavior because he focused on giving an explanation in front of the class.

Sometimes the students' disruptive behavior happen repeatedly although the teacher has done some strategies for example gave an eye contact, called the students' name or gave an assignment for them. Their disruptive behavior will stop for a while

⁸⁷ Interview, Thursday, 26th Mei 2011 at 09.00 am.





and it will occur again. It occurred repeatedly while the learning process in the class. These are more specific explanation about the difficulties of the teacher in implementing certain strategies to deal with the students' disruptive behavior based on the categorizing of the teacher's strategies in Linda's Albert book with the title "Cooperative Learning" through the answer from the English teacher interview:

a. Strategy 1 : Minimize the attention

1) Refuse to Respond

This strategy has difficulty when it was applied in the classroom. it still make the class crowded with the voice from the students who asked to the other friends who knew the answer because the teacher tried to keep silent with the students who asked about the answer from the other friends.

2) Send a general Signal

The teacher felt difficult to apply this strategy when the students did not realize about the signal to keep silent. This strategy just hold out for a short time then the students will make some noise again.

3) Use Name Dropping

The teacher felt difficult to apply this strategy when the students ignored the teacher when calling their name to stop their disruptive behaviors. Those are because the voice of the teacher was low. After the teacher louder her voice, the students gave their attention to stop their behavior.





4) Give the Eye

The difficulties of this strategy were from the students who do not afraid when the teacher gave the eye contact to the student with disruptive behaviors. This strategy just holds out for a short time and the students made some disruptive behaviors again after the teacher took away her eyes contact.

5) Stand Close By

This strategy was effective to make the students stop their disruptive behavior but the difficulties of this strategy appeared when the teacher left the students' seat, they continued their behavior again.

b. Strategy 2 : Clarify desired Behavior

1) Use "Target Stop Do"

The difficulties of this strategy were appearing when some of students did not obey what the teacher asked to do (to silent their mobile phone, to come back on their own seat, did not hear when the teacher gave an advice to them). Those need resoluteness from the teacher when asked the students to obey their command.

c. Strategy 3: Legitimize the Behavior

1) Go the Distance

This strategy was difficult when there were many students who came very late to the class. Sometimes some punishments that were given by the teacher to the students with disruptive behavior will not seriously prevent the students from their bad habit.





d.Strategy 4 : Do The Unexpected

1) Cease Teaching Temporarily

This strategy was difficult when the lesson have to stop for a while and made the English subject did not go effectively.

2) Use One Liners

The teacher felt difficult to use this strategy when the teacher make a joke of the students' name (e.g fat, the abbreviation of their name) as the way to make them stop their behavior. Sometimes it made the other students laugh out lot that made the lessons not run effectively.

e. Strategy 5 : Distract The Student

1) Ask a Direct question

This strategy was more effective than the other because it also check the students' understanding of the material. Sometimes this strategy did not make the students realized that their disruptive behaviors have to stop.

f. Strategy 6 : Notice Appropriate Behavior

1) Make Recording

The teacher felt difficult to apply this strategy when the students who really did not care with the lesson, this strategy were useless. The students did not need a grade in their lesson and he really did not care with everything that happened in the lesson. He ignored the rule from the teacher because they felt that whether they obey the rule or not will not give much impact on their grade. For this type of the student,





the strategy of the teacher in dealing with students' disruptive behavior will be useless.

2. Discussion

Teacher consider in dealing with student behavior to be equally one of our greatest challenges and greatest skill deficits, many times unaware of how our own behavior, what the teacher said and did in the classroom, affects students behavior. The teacher must to show to the student who made a mistake how to do act properly and practice it until they understand to minimize or take away their mistake. ⁸⁸ A teacher trained in psycho education understands that teacher behavior strongly influences student behavior, often contributing to a classroom climate that inadvertently fosters and creates disruptive behavior.

However, the teacher tried hard to deal with students' disruptive behavior although their strategy is useless. They cannot stop or feel give up when their students are difficult to control because the students continually make some troubles for many times and make the lesson stop. Those can make the material for their examination will not complete. It can cause the students got a low grade in their final test.

The strategies that were used by the teacher sometimes found the difficulties in dealing with students' disruptive behavior. The teacher must have the alternative way or tactics to make the students stop their disruptive behavior. Those strategies

⁸⁸ C.M Charles, Op.cit., p.87.





can be effective if the students be ready to follow the rule as the way for fluency of the lesson. The students have to realize that they have a rule to be obedient and they are students that need a teacher as a leader to control their behavior and go back them on a right track if they do some troubles in the class.





CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusions

The researcher assured that this research will be useful for other people if it has a conclusion. After all of the data have been analyzed, the conclusion will help the reader to understand about this research and what should be done next. These are some conclusions in this research :

1. The teacher always does some strategies to deal with students' disruptive behavior but not all strategies were effective because they have a different atmosphere in the class every day. Therefore, the students have a different behavior day by day or it can be constant. Kinds of the students' disruptive behavior are: a) disrupting the teacher while explaining the lesson, b) disrupting the teaching and learning process, c) disrupting the other students, d) being busy with their own selves during teaching and learning process, e) keep talking in the class. The teacher has an alternative way to adjust the strategy with the disruptive behavior of the students. The strategies implemented by the teacher in dealing with all the students' disruptive behavior such as refusing to response, sending a general signal, using name dropping, giving the eye, standing close by, using target stop do, going the distance, ceasing teaching temporarily, using one liners, asking a direct question, making recording, and another strategies such as teacher hit with board marker and throw the pen to the students who made some troubles in the class, the teacher confiscated the battery and





SIM card of the students' mobile phone, and the teacher made some different questions in the students test. Those all strategies are effective in dealing with students' disruptive behavior but sometimes it lasts very shortly then the students will make some troubles again. Moreover, those disruptive behaviors and the strategies in dealing with the students' disruptive behavior happened in SMKN 11 Surabaya especially in the second grade at Wood Craft A Class. Every school that has a different characteristic of the students.

2. The difficulties of the teacher in dealing with students' disruptive behavior came from the students who really did not care with English. So, they do not care everything that happened with the teacher's strategies in dealing with them although their disruptive behavior will decrease the score in their final test. They are like English and love the ways the teacher teach in the classroom. They felt lazy to follow the lesson because they have a problem in understanding the meaning and speaking in English. They can make the student do another thing because they felt difficult to follow the English lesson such as making a conversation with their friends during the teaching and learning process or do some disruptive behaviors. One of the factors is coming from their friend, when their friend does some disruptive behaviors, the other students will follow their behavior as solidarity or want to get more fun together. Their environment is the most important aspect that can influence the students' behavior in the classroom activity.

The environment gives a lot of influences to make them do some troubles in the learning activity. The teacher control the situations around the classroom with





their strategies. The difficulties in dealing with students' disruptive behavior surely happened in every strategy that has been applied by the teacher. Sometimes those strategies just last for a short time then the students will make some troubles again. Every student has different characteristic and the teacher has different strategy in dealing with their behavior.

B. Suggestion

At the end of the study there are some suggestions. There are three parts of suggestions. Those are for the English teacher, students and for further researcher.

1. For the teacher

Teacher should have many kinds of strategies in dealing with the students' disruptive behavior. They also have to be more creative to make the lesson interesting and students find it easy to understand the material. It is the best way if the teachers know about the characteristic of the students especially the students with disruptive behavior and know the causes of the students who make some disruptive behavior in teaching and learning process. Moreover, building a good relationship with the students will make the teacher easy in dealing with the students' disruptive behavior. The teacher may not give up when the students are hard to control. The teacher must have other strategies that are appropriate in dealing with students' disruptive behaviors until the teaching and learning process runs effectively.





2. For the students

Students should be able to control their own behavior that can disturb the lesson and always concentrate on the English class. They may not be lazy to study because English is the important subject that will be a requirement of the students' graduation. They have to listen what the teacher ask to them as a leader to make the students know about the English material. They should know when the effective time to learn in the classroom and when the time to make some jokes with their friends.

3. For the other researcher

The other researchers are expected to conduct another study or overcome the weakness or complete this study through teacher's strategy in dealing with students' disruptive behavior in the classroom activity. Those can make the teacher easy in dealing with the students' disruptive behavior. Wish to make the students in Indonesian capable in English.





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