

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

THESIS

Submitted in Partial Fulfillment of the Requirements for the
degree of Sarjana Pendidikan Islam (S.Pd.I.) in Teaching
English



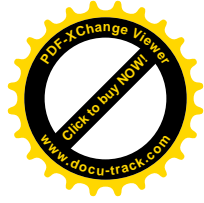
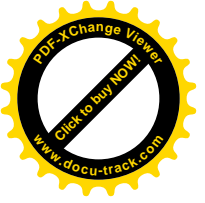
BY:

LIA WULANDARI

D05207061

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA**

2011



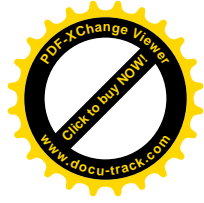
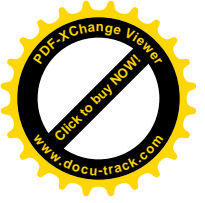
There are two possible consequences of the students' behavior. The first consequence is the positive reinforcement to introduce of a reward. It can cause the behavior increase in frequency and will repeat in the future. The second possible consequence is punishment which is the teacher introduce an aversive 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.



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.

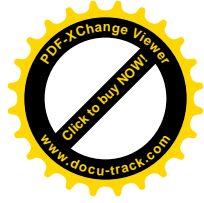
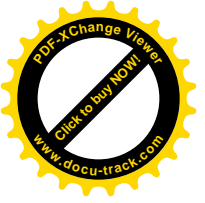
Strategy: Strategy is a plan some short of consciously intended course of action, set of guidelines to deal with situation.¹⁶ Some strategies were done by the teacher to deal with the students' disruptive behavior to make the lesson run effectively.

¹³ Jeremy Harmer, Op.cit., p.153.

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

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

¹⁶ [Http://www3.uma.pt/filipejmsousa/ge/Mintzberg,%201987.pdf](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

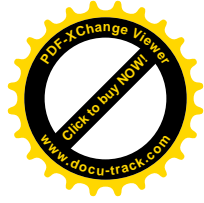
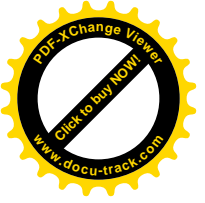
This thesis is divided into three parts. Chapter I is introduction. This chapter provides background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons problem of the study, objective of the study, and significance of the study are formulated. 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](http://www.thefreedictionary.com/teaching) (accessed : November 2nd 2010 at 9.49 am)

¹⁸ Jeremy Harmer, Op.cit., p.107.

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



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

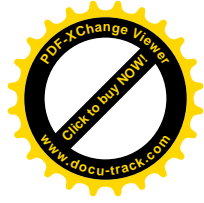
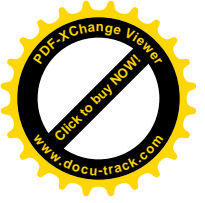
1. Information : In each course we get some of information that can improve or broaden our knowledge even though it will be opposite with everything that we know before.
2. Transformation : The teacher is needed to help the students to make a transformations of the knowledge in the abstract or conceptual 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.



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.

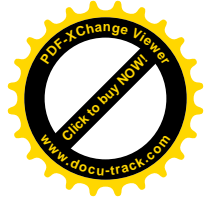
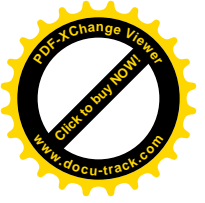
3. Classroom Management

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.



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

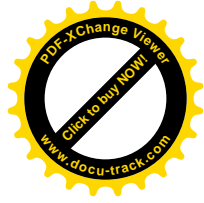
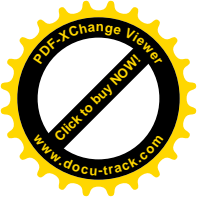
1. Premolar : in this step children can not use the morality consideration for their behavior.
2. Moral realism : in this step children's behavior for the rule starts growing. Their behavior are influenced by the rule around them and about the consequences that have to be guaranteed over their behavior.

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.



3. 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 ~~do~~ 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

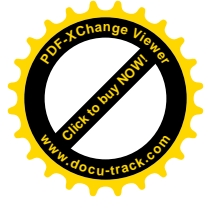
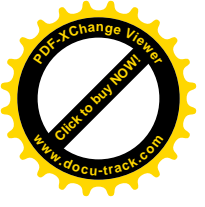
The behavior is learned procedures from the activities that the students do repeatedly so often and it can do automatically without having to think.³⁹ Charles⁴⁰

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://adulthood.about.com/od/teachers/a/disruption.htm](http://adulthood.about.com/od/teachers/a/disruption.htm)(accessed : November 1th 2010 at 15:27)



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.

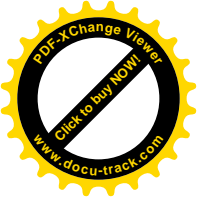
c. Use a negative reaction, the students tried to defend with irrational action and reaction.

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/#ixzz1OkdZQdBO](http://id.shvoong.com/social-sciences/education/2134640-penyebab-perilaku-menyimpang-siswa/#ixzz1OkdZQdBO). (accessed : June 8th 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.

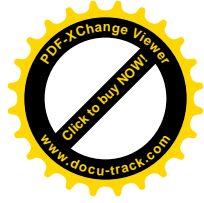
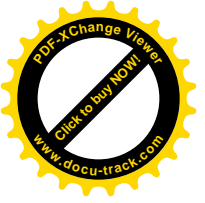
c. Milieu

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

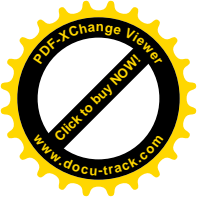
Albert Bandura considers that an individual's behavior is not only from the automatic of reflects from the stimulus but also the reaction from the result of interaction between environment and cognitive schema of their own. This theory considered the importance of conditioning with reward or punishment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

⁴⁸ [Http://akhmadsudrajat.wordpress.com/2008/07/08/behaviorisme/](http://akhmadsudrajat.wordpress.com/2008/07/08/behaviorisme/) (accessed : June 20th 2011 at 7.52pm)

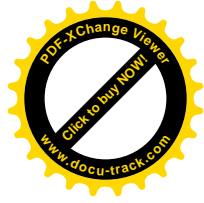
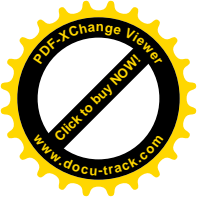


The third study that was done by Nasidah with the title “*Aplikasi Manajemen Pengelolaan Kelas Dalam Upaya Prefentive Kenakalan Siswa Di Madrasah Aliyah Negeri Sidoarjo*”. She designed the research as a qualitative descriptive. The instruments of collecting data are observation, interview, and documentation. 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:

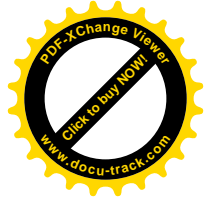
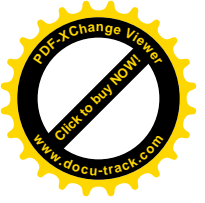
A. Research Design

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



C. Source of The Data

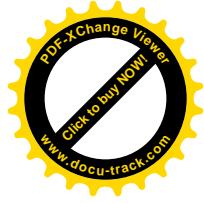
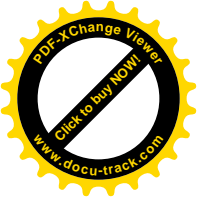
In a field of research, source of the data is important. The information about fact is called data.⁶¹ Sources of the data of this research are as follows :

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

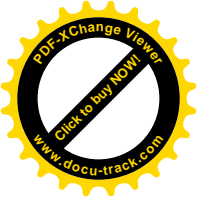
The researcher observes the aspects that are relevant with the problems and significance of the study. The researcher as a participant that only observes the students' behavior in the teaching and learning process in the class and does not pretend as a member or include the activity in the class. Observation 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?”

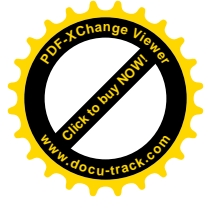
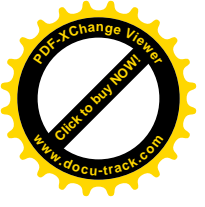
Interview is data collecting technique that is asking some questions verbally to be answered verbally too. Meeting in person or face to face between the interviewer (information hunter) and interviewee (information supplier).⁶⁶ Interview is important to discover or catch the information or opinion directly 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.

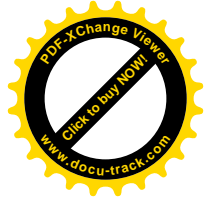
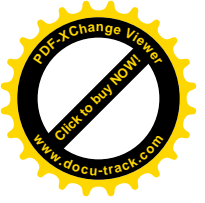
3. Questionnaire

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.



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 :

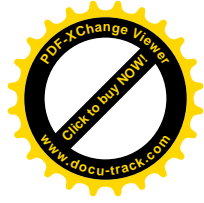
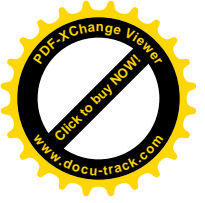
Kind of students’ disruptive behavior	Strategies of teacher to dealing with students’ disruptive behavior	The difficulties of teacher to in implementing the strategies

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 : BPF. 1999), p.83.



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:

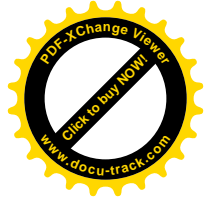
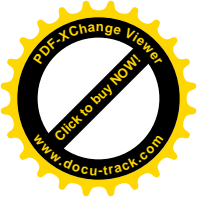
Prepare the professional workers in arts, craft, and technology so that they are able to complete and develop themselves in globalization era.

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 2nd 2011 at 9.38am)

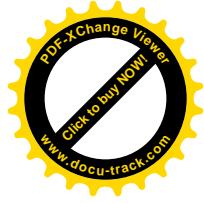
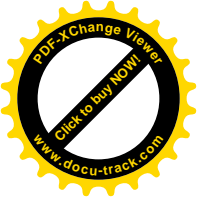
⁷⁴ Observation, Friday , 27th Mei 2011 at 08.00 am.



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.

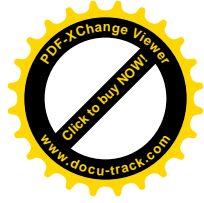
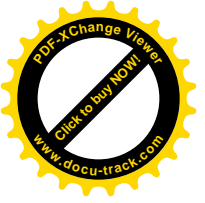
From the data above, it can be concluded that the causes of the students with disruptive behaviors were not because they lack of love, less power, never felt free and their life was not fun anymore. It is because most of them need to survive as the important thing in their life. Therefore, that is about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



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 helped the students to understand about the English material and 42.86% said that the teacher strategies do not help the students to understand the English material. Based on those reasons, 71.43% of 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 opposite. Because 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



- Sumanto, M.A. 1990. *Metodologi Penelitian Sosial dan Pendidikan*. Yogyakarta : PT. Andi Offset.
- Suparlan, M. Ed. 2005. *Menjadi Guru Efektif*. Yogyakarta : Hikayat.
- Suparmoko, M.A, Ph.D. 1999. *Metode Penelitian Praktis (untuk ilmu-ilmu social, ekonomi dan bisnis)*. Yogyakarta : BPFÉ.
- Sutrisno. 2005. *Revolusi Pendidikan Di Indonesia (Membedah Metode dan Teknik Pendidikan Berbasis Kompetensi)*. Yogyakarta : Ar-Ruzz.
- Suyanto, Slamet. M.Ed.2005. *Dasar-dasar pendidikan anak Usia Dini*. Yogyakarta : Hikayat.
- Tanlain, Wens, M. Pd, dkk. 1992. *Dasar-dasar Ilmu Pendidikan*. Jakarta : Gramedia Pustaka Utama.
- Wallace, Michael. 1998. *Action Research for Language Teachers*. Cambridge : Cambridge University Press.
- W. Best, John. 1982. *Metodologi Penelitian Pendidikan*. Surabaya : Usaha Nasional.