

Resolving Students' Disruptive Behavior: Learning from the Experience of Indonesian Pre-service Teachers

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Abstract

Disruptive behavior is one of the factors that can hinder the success of learning. Hence, disruptive behavior must be identified and handled for the learning process to function smoothly. This study has two objectives: (1) to identify EFL students' disruptive behavior during the learning process, and (2) to investigate the strategies employed by pre-service teachers to reduce it. This case study used qualitative research approach. Class observation and in-depth interviews with 10 pre-service teachers were used to gather the data, which were later analyzed using Thematic Content Analysis. The results reveal that students' disruptive behavior includes classroom diversion, aggressive behavior, and frittering away. To address this issue, the preservice teachers employed a number of strategies, including rewards provision, establishing class norms, giving motivation, incorporating students' hobbies and extracurricular interests into classroom activities, and supervising students to prevent disruptive behavior. This study is hoped to add insight and provide an overview of solving student's disruptive behavior for pre-service teachers as a provision for teaching practicum.

Keywords: *Classroom management, Disruptive behavior, EFL pre-service teacher, Teaching practicum*

I. Introduction

One of the factors contributing to successful learning is a positive learning atmosphere. To foster a positive learning environment, teachers need to have good classroom management, which covers some aspects including teacher-student and student-student interactions as well as how students behave

during the teaching and learning activities in the classroom. With good classroom management, teachers can establish an effective and conducive learning environment, which at the end may improve students' learning outcome [1]. Unfortunately, creating positive learning atmosphere is an issue that many teachers face in their classrooms due to several factors, one of which is students' disruptive behaviors.

Student's disruptive behavior has become a hot topic among educators and other educational professionals. It is a widespread phenomenon in any educational context, thus, both teachers who have years of experience and those who have just entered the teaching profession view student's disruptive behavior as an issue that needs special attention. Teachers often encounter students' disruptive behavior in their classes, even from things that are pretty trivial yet can prevent learning activities from being carried out satisfactorily [2]. Thus, specific evaluation needs to be taken to respond to this issue.

Disruptive behavior is defined as students' inappropriate classroom conducts that interfere with learning and teacher instructions [3]. It is characterized by their emotional nature and involves a degree of defiance, hostility, and lack of respect for others [4]. The disruptive behavior of students has extremely negative effects not only on other students and teachers [5], but also on the surrounding environment [6], which can jeopardize the success of teaching and learning activities [7].

Empirical evidence has shown the insidious impacts of disruptive behavior. Disruptive students can cause other students to become indecisive and insecure in class [8]. This behavior can spread throughout the learning environment and affect other students. Furthermore, student disruptive behavior can increase both teacher's and students' stress levels [9]. The focus of attention can also be shifted from academic tasks to distractions caused by disruptive behavior [10]. Lastly, disruptive behavior can negatively affect learning results by interfering with learning objectives and procedures. The greater the frequency of disruptive behavior in a classroom, the worse students' outcome can be [11].

Student disruptive behavior is a global phenomenon. Grainger [12] reported that 5.5% of students aged 4-16 years in Ontario, Canada was considered to have behavioral disorders. Similarly, 6.7% of student's aged 10 years in Queensland, and Australia 6.9% of students aged 7 years, in Dunedin, New Zealand were identified to exhibit disruptive behavior. In Indonesia itself, even though there are no definite figures, disruptive behavior is common issues taking place in the school sphere.

Researchers around the world have tried to identify the types of student's disruptive behavior: According to Charles et al. [13], the most common types of disruptive behavior in classroom include: 1) aggression: physical use towards other student's; 2) immoral: students who cheat on their friends' assignments, lie to the teacher; 3) defiance: refusing to obey the teacher's orders; 4) class disturbances: students talk loudly, throw objects around them; 5) Play games: do not complete the teacher's

assignments. Umar and Khair [14] identified additional disruptive behaviors, including inattention, apathy, moving around the room, annoying others, cheating, superfluous talk, shouting (yelling), and exaggeration talk.

Since disruptive behavior can interfere the teaching and learning process, teachers may use a wide range of strategies for dealing with it. The strategies carried out in dealing student's disruptive behavior involve, first: general relations in which the teacher must be able to establish good relations with his students including; being friendly, and respect students' opinions, second: relationship skills: providing motivation to student's, paying more attention to students, frequently converse with students in order to shape close relationships, thirdly relationships with parents: this is an effort to establish communication with parents, so that good cooperation is established in the development of students. The teacher must monitor student's activities to be able to control student's behavior [15]. Other strategies include the provision of rewards for accomplishments so that students will be more motivated to excel in this learning process, and the use of punishments to rectify bad behavior so that students feel deterred [16].

Although a plethora of studies has been conducted to investigate diverse aspects related to student's disruptive behavior, such as disruptive behavior in the foundation phase of schooling [17], teachers' strategies to reduce student's disruptive behavior [18] [19] [20], and the impact of students' disruptive behavior [21], very few have focused on both identifying the types and offering the resolving strategies student's disruptive behavior from the experience of Indonesian pre-service teachers. The identification of student disruptive behavior should be acted upon, thus research on finding and developing the best strategies for teachers to manage students' disruptive behavior effectively needs to be encouraged. For this reason, this study was conducted to shed light to find out how pre-service teachers dealing with student's disruptive behavior during teaching practice so this becomes learning for other pre-service teachers. This research was made to cover the existing Gap and was obtained by two questions, namely:

1. What are the types of student disruptive behavior from the experience of Indonesian pre-service teachers?
2. How do the pre-service teachers resolve student's disruptive behavior?

II. Method

This research used qualitative case study design to explore the phenomenon of disruptive behavior among students in EFL classroom and the experience of preservice teachers in dealing with such behavior. Ten students of English Education department who were doing their teaching practicum were purposefully selected to participate in this study. The ten participants were placed in different schools

at the junior high school level which provide more nuanced data based on their experiences in their respective places. As ethical consideration, the participants were assigned numbers (P1, PII, PIII, PIV, etc) to maintain their anonymity,

The data were collected through class observation and semi-structured interviews. The observation was conducted in each of the participants' classrooms for one class meeting (approximately 70 minutes). Since interviews, as one of the most essential sources in qualitative research for gaining profound insights into how people experience, feel, and understand the social world [22], could provide the opportunity for the researchers to clarify, confirm, and dig further explanation regarding the strategies used by the teachers, the interview with each participant was conducted after the observation was completed. The interviews were audio recorded with the participants' consent and then transcribed verbatim prior to data analysis process.

Thematic content analysis [23] was employed for data analysis. The observation field notes and the transcripts were first read and reread to gain familiarity. Initial codes were generated by organizing the data in a meaningful and systemic way. The codes were then scrutinized to select those fitted together into preliminary themes. The themes were later reviewed, modified, and/or developed through iterative process until no new themes emerged from the data. The observations refer to [13] theory, which suggests there are three categories of student's disruptive behavior:

1. Classroom diversion

Classroom diversion is the act of diverting or deviating from activities during the learning process. As for those included in classroom diversion, playing cellphones during the learning process, making the material taught by the teacher as a joke, treating the teacher impolitely, screaming, ignoring the teacher, Needless talk, and leaving the class without permission.

2. Aggressive behavior

Aggressive behavior is the behavior that is directed with the aim of hurting other living things both physically and psychologically. These include: naughty behavior, bullying, hitting friends, slamming doors, pushing, rioting and all kinds of behavior that leads to acts of violence.

3. Frittering away

Frittering away is the act of spending time without any results or wasting time, such as: daydreaming, drawing in English lessons, playing games during learning, doing homework in class.

III. Results and Discussion

Result

1. Types of students disruptive behavior

Based on the data from observations and interviews regarding the various types of disruptive behavior that the students conducted during the learning process, the results are depicted in figure 1 in the form of the following diagram.

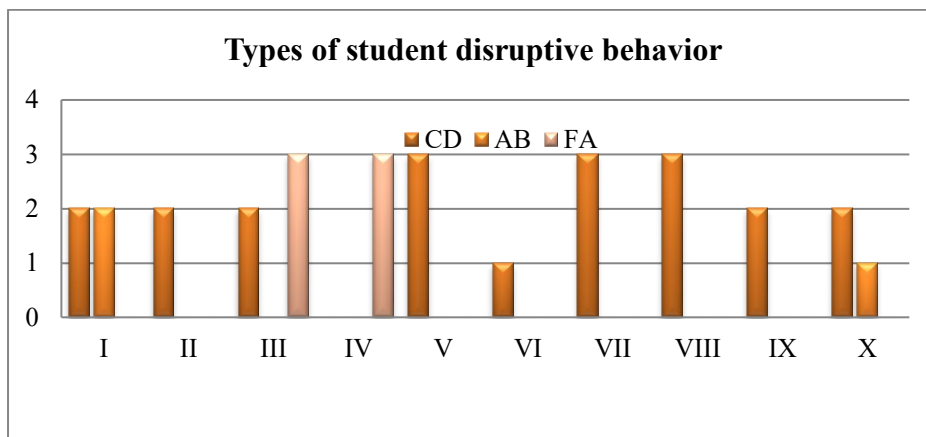


Figure 1. The frequency observation data

Note: CD stands for Classroom Diversion, AB stands for Aggressive Behavior, and FA stands for Frittering Away.

The results revealed that classroom diversion is the most prevalent types of student's behavior which has a negative impact on the teaching and learning process. Almost all participants claimed to have this type of disruptive behavior in their classes except Participant IV. Table 1 provides detail information on the categories of student's disruptive behavior observed during the teaching and learning process.

Table 1. Types of students' disruptive behavior

Participant	Types disruptive behavior		
	Classroom diversion	Aggressive behaviour	Frittering away
I	Hyperactivity, shouting	hitting peers, throwing paper	-
II	Ignoring the teacher, disturbing peers	-	-
III	Leaving the class without permission, inciting friends	-	Drawing during English lesson, playing cell phone, doing homework in class
IV	-	-	Daydreaming, doing homework in class, playing cell phone
V	Being Naughty, noisy, inattentive	-	-
VI	Being noisy	-	-
VII	Being inattentive, sleeping during the learning process, coming late to class	-	-
VIII	Being impolite, trivial to the teacher, making the material taught by the teacher as a joke	-	-
IX	Being noisy and lazy	-	-
X	Being noisy, cheating	bullying	-

2. Strategies to reduce Students' Disruptive Behavior

To answer the second research question, the interview data was analyzed to identify the strategies employed by the teachers in managing classroom and reducing students' disruptive behavior. The findings revealed five distinct themes, namely the provision of rewards, establishment of class norms, motivation provision, integration of students' hobbies and extracurricular interests into classroom activities, and supervision to prevent disruptive behavior.

Rewards Provision

Giving students rewards is one of the most efficient and effective methods for reducing disruptive conduct in the English classroom [24]. Some preservice teachers employ this particular strategy to overcome the disruptive and disinterested behavior of students. In order to provide a reward, the preservice teacher initiates a challenge, which upon successful completion by the students, results in the pre-service teacher dispensing the previously designated reward.

In class, I make rewards One example of this is that after each lesson, students record the vocabulary written on the whiteboard, and then at the next meeting before starting to learn, I ask about the vocabulary given at the previous meeting. Students who can answer the vocabulary questions will be given a star on their notes, that's how it is at each meeting.

Rewards will be given at the last teaching meeting, so that in each meeting they compete to get as many stars as possible. (P1)

After I explain the lesson, I ask students questions about what has been explained, students who answer correctly are rewarded with praise and a small gift from me, therefore, students will pay closer attention when i explain the next lesson so they can answer questions and receive rewards. (P2)

The preservice teachers in this study acknowledge the importance of rewarding students for their achievements. This strategy aims to make students more engaged in learning and less bored. Additionally, it can reduce and surmount students' disruptive and disrespectful behavior.

Establishment of class norms

Establishing class norms is a prevalent approach employed by teachers to manage their classes and foster a conducive learning environment. Class norms are distinct from classroom rules in that they are co-created by students in an effort to reduce classroom management issues, such as disruptive behavior. The participants in this study also employed this strategy, as illustrated in the subsequent excerpts.

Before beginning the lesson, my students and I agreed on a rule prohibiting students from speaking outside the context of the lesson material, with repercussions for those who violated. To determine which student violated the rule, I instructed two other students to record the name of their companion who did so. (P3)

Students who are frequently disruptive tend to sit in the back row; to counteract this, I manage the class by suggesting the idea of revolving seating position; for example, students who sit in the back row move to the front row, and I change the seating U formation. (P4)

Employing this strategy of establishing class norms helps the preservice teachers to organize and manage classes in a simpler way, as well as deal with students' disruptive behavior. Additionally, this strategy can prevent potential delinquency from occurring.

Giving motivation

Giving motivation is an internal state that prompts students to act, guides them toward particular behaviors, and helps them maintain that arousal and action with regard to actions that are significant

and relevant to the learning environment [25]. The preservice teachers believe that based on practical experience, giving motivation is often carried out in teaching process to soften the hearts of students from being naughty to being obedient, from being lazy to being diligent, from failing to being successful, motivating by giving praise so that students' enthusiasm for learning increases and this motivation also greatly influences student learning outcomes.

Many students dislike English classes, which results in a great deal of misbehavior in the classroom; others believe that learning English is difficult; and there are numerous other reasons. Hearing their reasons, i attempt to provide input or motivation, introduce and remind them that English is an international language, and that learning English is not as challenging as one might believe. (P5)

The majority of students exhibit poor conduct during the final hour of class, they appear lazy and indifferent to learning and do not pay attention to the teacher's explanation. If questioned about why they are tired, bored, sleepy, etc. They will respond with a variety of reasons. So there, i motivated them through a lecture, i asked them again why they were attending school, and i reminded them how difficult it was for parents to be able to send their children to school. (P6).

Some pre-service teachers employ this strategy to motivate and inspire students to improve their academic performance, as well as to modify undesirable behaviors, so that educational objectives can be met.

Incorporating students' hobbies and extracurricular interests into classroom activities

When students exhibit interest in the learning materials and activities, they are more likely to remain fully engaged throughout the learning process, thereby reducing the likelihood of disruptive behavior. The preservice teachers in this study employ a pedagogical approach that involves integrating students' hobbies and extracurricular interests, particularly those of students who display disruptive behavior, in order to create engaging learning activities.

There are many students in the class whose hobbies include singing, so I took the initiative to provide a variety of learning opportunities. Students are given time to listen to English songs, then they are given a sheet of paper with the song's lyrics, but many of the lyrics are left blank. After listening to the song, student assignments consist of filling in the blanks based on what was heard. (P7)

Some of my students answered that talking is their hobby, so I drew from their responses the idea that at every meeting they should have a conversation with their neighbor about the day's material, and I told them I would randomly select who would be in front of the class. (P8)

As seen in the excerpts, Participants 7 and 8 integrating their students' hobbies and interest in the class activities, such as singing and chit-chatting with other people. These activities allow students to practice listening skills as well as correct English pronunciation and writing while remaining relaxed and focused.

Supervision for disruptive behavior prevention

This is perhaps the most direct strategy employed by the teachers to deal with student disruptive behavior. They deliberately employ this strategy to prevent student disruptive behavior in order to make the classroom conducive. In this situation, the teacher can perform an oversight as a form of prevention, and must also act swiftly to determine the action to be taken effectively and efficiently.

For example, to facilitate supervision during the exam, I arranged the student seats further apart and positioned the supervisor in an area where delinquency typically occurs. (P9)

There are students at a table who like to tell stories and cause disturbance during study hours; they have been reprimanded numerous times but continue to do so. To prevent this, i separate them and change their deskmates before each lesson begins. (P10)

The preservice teachers reported that this strategy is effective for monitoring and preventing aggressive behavior, cheating, and disrupting peers.

Discussion

This study examines various types of students' disruptive behavior and how pre-service teachers deals with them. On the basis of the findings, it can be concluded that disruptive behavior is a student issue that cannot be considered trivial, and that the forms of disruptive behavior among students in each class are quite diverse. It is in line with Gómez Mármol et al. [3] and Närhi et al. [26], who describe disruptive behavior as students' inappropriate classroom behavior that interfere with learning and teacher instructions. Regarding the types of disruptive behavior conducted by the students, this study categorizes them based on [13], which is grouped into 3 types of disruptive behavior: classroom diversion, aggression, and frittering away. This study's findings reveal that students engaged in the

three types of disruptive behavior as categorized by [13]. Specifically, the students conducted a variety of disruptive behavior such as hyperactivity, shouting, hitting peers, throwing paper, leaving the class without permission, inciting friends, drawing during the lesson, playing cell phone, doing homework in class, etc. This study's findings are consistent with those of Bidell & Deacon [27] who assert that students behave almost identically to classroom diversion as not participating in class, disregarding the rights of others, seeking attention, ignoring teacher, leaving seat without permission, making noise, etc. Similarly, Oktaviani et al. [28] reported that the aggressive students behavior they noted in their study was almost identical to the findings of this study, which included aggressive behavior hitting, kicking, using harsh language, and stealing peers' money. In agreement with Charles et al. [13], students play around instead of doing the assigned task, including frittering away.

Furthermore, the analysis of the data revealed five strategies employed by the preservice teachers to address disruptive behavior. The first is provision of rewards. According to Rosyid [29], teachers recognize students for exemplary behavior through the use of incentives. Teachers use rewards as a form of positive reinforcement to demonstrate their appreciation for students' abilities and achievements, thereby increasing their motivation. This assertion is supported by Aras & Arhas [30] Asy'ari & Ikhsan [31] research findings. Teachers must employ engaging methods, approaches, strategies, and media. However, learning methods and strategies alone are insufficient to motivate students to actively engage in the learning process; additional factors are necessary. One is by providing rewards. Several participants also mentioned establishing class standards as a second strategy. Discipline issues in the classroom can be reduced by establishing rules and procedures, which is one of the most important classroom management activities Marashi & Azizi-Nassab [32]. Some preservice teachers agree that this technique makes it easier to maintain a more organized and orderly classroom. In addition, the strategy employed by several pre-service instructors to reduce disruptive student behavior motivates students to alter their negative behavior in order to achieve learning objectives. According to the findings of Zulfiqar et al [21] research, students should receive additional encouragement to achieve their goals. As a consequence, students will exhibit positive behavior. Incorporating students' passions and extracurricular interests into classroom activities is the next strategy. The relationship between extracurricular activities and the development of student character education is positive. The correlation between participation in extracurricular activities and the development of student character education is typically constructive and reciprocally beneficial [33]. The implementation of this strategy is based on the students' preferences to enhance their comprehension and acquisition of the presented material. This can make the students more relaxed, yet focused. As the final strategy, monitoring students to prevent disruptive behavior is mentioned. This is done to prevent aggressive student behavior that hinders learning, as well cheating and not

complying with assigned tasks. Supervision is a pedagogical practice that involves the monitoring and observation of student behavior by the teacher during classroom instruction. This opinion is corroborated by Colvin et al [16] who posit that monitoring allows teacher to recognize each student so that classroom activity can be properly regulated. Monitoring students requires more pacing around the classroom than snapping at them in front of the class because teacher's supervision of the learning process seeks to create a more favorable and conducive environment for learning activities [34].

It is believed that the five strategies mentioned by the pre-service teacher in this study are capable of overcoming the types of student's disruptive behavior that have been observed during the teaching and learning process. In reality, however, the strategies employed in one context differ from those employed in other contexts [35]. Each class must have a unique strategy for overcoming disruptive behavior because their requirements vary depending on the disruptive behavior they exhibit.

IV. Conclusion

The present research posits that the issue of disruptive behavior among students poses a major challenge in the teaching and learning process in junior high school classrooms, with a particular emphasis on the challenges faced by preservice teachers. Students may conduct a range of disruptive behaviors in the classroom setting. Nevertheless, if teachers are able to recognize and identify such behaviors, they are more likely to be equipped with appropriate strategies to effectively manage them. The scope of this study is limited to the investigation of disruptive behaviors demonstrated by students as identified by the preservice teachers and the strategies that teachers can utilize to effectively manage such behaviors. Since investigating the factors contributing to this behavior is critical, students can also offer valuable insights. Thus, it is essential to involve students as research participants in future studies aimed at identifying the root causes of disruptive behavior to inform teachers in developing tailored instructional approaches that cater to their specific needs.

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