ANALYSIS OF STUDENTS' BEHAVIOR PROBLEM IN EFL CLASSROOM:

A QUALITATIVE STUDY AT LANGUAGE CLASS PROGRAM

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM MALANG STATE ISLAMIC UNIVERSITY

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To compile thesis in Undergraduate Program English Education Department

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2023

APPROVAL

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Malang, 22 June 2023

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APPROVAL SHEET

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Malang, 22 June 2023

The Researcher,

Moh. Bagas Qossam Syahzindah

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DEDICATION

First of all, I dedicate this thesis to my parents, namely Ahmad Nasih and Lutfiyatur Robbaniyah and my sister Talitha Elian Nabilah, who have supported me in every step I took. Second, I dedicate this thesis to my extended family, namely my grandmother, grandfather, aunt, uncle, and cousin. Third,I would like to thank the lecturers of English education, especially mam Mala who hasguided me from the beginning to the end of this thesis. Finally, I would like to thankful and grateful to My Support System namely Hakiki Rikza Irnaini Al Badri**.** Last but not least I would like to thank my friends Jabbar, Deni, Ismail and all my friends for their support Hopefully, this early stage can lead to my success in the future.

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This thesis is submitted as a requirement for the Degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Through the process of completing this thesis, the researcher has learned the values of perseverance, patience, hard work, and sincerity.

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TABLE OF CONTENT

ABSTRAK

Syahzindah, Moh. Bagas Qossam. 2023. Analisis Masalah Perilaku Siswa di Kelas EFL: Studi Kualitatif di Program Kelas Bahasa, Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Wahyu Indah Mala Rohmana, M.Pd

Kata kunci: Analisis, Masalah perilaku siswa, Kelas EFL

Penelitian ini bertujuan untuk menganalisis masalah perilaku siswa pada program kelas bahasa di Man 1 Banyuwangi. 30 siswa dipilih sebagai sampel penelitian ini. Responden dalam penelitian ini dipilih dengan menggunakan purposive sampling. Instrumen yang digunakan dalam pengumpulan data adalah observasi dan wawancara. Observasi digunakan untuk mengidentifikasi masalah perilaku siswa ketika belajar bahasa Inggris dan wawancara digunakan untuk menemukan beberapa solusi dalam menghadapi masalah tersebut. Berdasarkan kesimpulan yang ditarik dari penelitian, tesis ini menyelidiki berbagai jenis perilaku siswa dan mengidentifikasi perilaku mengganggu sebagai satu-satunya perilaku yang secara konsisten terjadi di antara empat jenis yang dipertimbangkan. Selanjutnya, penelitian ini mengidentifikasi tujuh masalah perilaku yang lazim dalam program kelas bahasa, antara lain berbicara selama proses pembelajaran, menelepon temannya, menggunakan ponsel atau teknologi lain di kelas, berbisik kepada teman sebaya, tidak memperhatikan, tidak mengikuti instruksi guru, dan melempar benda. Sebagai seorang guru, beberapa strategi disarankan untuk menangani masalah perilaku. Pertama, disarankan untuk menyediakan fasilitas yang ada seperti gadget, meskipun ada batasan dalam penggunaannya. Kedua, disarankan untuk mengadopsi pendekatan yang dipersonalisasi untuk setiap siswa, terutama mereka yang menunjukkan kecenderungan kecanduan. Selain itu, motivasi terus menerus dari setiap siswa dengan menekankan kesenangan belajar bahasa Inggris sangat penting. Terakhir, disarankan untuk menciptakan suasana kelas yang menyenangkan melalui kegiatan seperti menggunakan gadget untuk belajar bahasa Inggris, memberikan apresiasi dan presentasi, atau mendorong diskusi kelompok. Melalui penerapan strategi ini, diharapkan para guru akan lebih siap untuk mengatasi masalah perilaku dan menciptakan lingkungan belajar yang efektif di kelas bahasa.

ABSTRACT

Keywords: Analysis, Students Behavior Problem, EFL Classroom

This study aims to analyze students' behavior problem in language class program at Man 1 Banyuwangi. 30 students were selected as the sample of this study. The respondent of this study was chosen by using purposive sampling. The instruments used in data collection were observation and interview. The observation was used to identify students' behavior problem when learning English and interview was used to find some solutions in dealing with the problems. Based on the conclusions derived from the study, this thesis investigates various types of students' behavior and identifies disruptive behavior as the only behavior that consistently appeared among the four types considered. Furthermore, the study identifies seven behavior problems prevalent in language class programs, including talking during the learning process, calling out to other friends, using mobile phones or other technologies in class, whispering to peers, not paying attention, not following teacher's instructions, and throwing objects. As a teacher, several strategies are suggested to overcome these behavior problems. Firstly, providing existing facilities such as gadgets is recommended, although limitations in their usage exist. Secondly, adopting a personalized approach to each student, particularly those who display addictive tendencies, is advised. Additionally, continuous motivation of every student by emphasizing the enjoyment of learning English is crucial. Lastly, creating a fun classroom atmosphere through activities like utilizing gadgets for English learning, offering appreciation and presents, or encouraging group discussions is recommended. Through the implementation of these strategies, it is anticipated that teachers will be better equipped to address behavior problems and create an effective learning environment in language classroom.

مستخلص البحث

شة زندة، محمد باغاس قسم ٢٠٢٣ تحليل مشكلات سلوك الطلبة في فصل اللغة الإنجليزية كلغة أجنبية: دراسة في برنامج فصل اللغة. قسم تعليم اللغة الإنجليزية كلية علوم التربية والتعليم جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة وحي إندة مالا رحمانا الماجستير.

الكلمات المفتاحية: تحليل، مشكلا سلوك الطلبة، فصول اللغة الإنجليزية كلغة أجنبية

تهدف هذا البحث إلى تحليل مشكلات سلوك الطلبة في برنامج فصل اللغة في مدرسة الثانوية الإسلامية الحكومية الأولى بانيووانجي. تم اختيار ٣٠ طالبا كعينة من هذا البحث. تم اختيار المستجيبين في هذا البحث باستخدام أخذ العينات الهادفة. الأدوات المستخدمة في جمع البيانات هي الملاحظة والمقابلة. تستخدم الملاحظة لتحديد المشكلات السلوكية للطلبة عند تعلم اللغة الإنجليزية ويتم استخدام المقابلة ايجاد بعض الحلول للتعامل مع هذه المشكلات. بناء على الاستنتاجات المستخلصة من البحث، تبحث البحث الجامعي في أنواع مختلفة من سلوك الطلبة وتحدد السلوك التخريبي باعتباره السلوك الوحيد الذي يحدث باستمرار بين الأنواع الأربعة التي تم النظر فيها. وثم حدد البحث سبع مشكلات سلوكية سائدة في برامج فصول اللغة، بما في ذلك التحدث أثناء عملية التعلم والاتصال بالأصدقاء واستخدام الهواتف المحمولة أو غيرها من التقنيات في الفصل والهمس للأقران وعدم الانتباه وعدم اتباع تعليمات المعلم ورمي الأشياء. كملمين، يتم اقتراح العديد من الاستراتيجيات للتعامل مع المشكلات السلوكية. أولا، ينصح بتوفير المرافق الحالية مثل الأدوا، على الرغم من وجود قيود على استخدامها. ثانيا، ينصح باعتماد نهج شخصي لكل طلبة، خاصة أولئك الذين يظهرون ميولا إدمانية. بالإضافة إلى ذلك، فإن الدافع المستمر لكل طلبة من خلال التأكيد على متعة تعلم اللغة الإنجليزية مهم جدا. أخيرا، ينصح بخلق جو لطيف في الفصل الدراسي من خلال أنشطة مثل استخدام الأدوات لتعلم اللغة الإنجليزية أو تقديم التقدير والعروض التقديمية أو تشجيع المناقشات الجماعية من خلال تنفيذ هذه الاستراتيجيات من المأمول أن يكون المعلمون مجهزين بشكل أفضل لمعالجة المشكلات السلوكية وخلق بيئة تعليمية في فصل اللغة.

ANALYSIS OF STUDENTS' BEHAVIOR PROBLEM IN EFL CLASSROOM: A QUALITATIVE STUDY AT LANGUAGE CLASS PROGRAM

CHAPTER 1
INTRODUCTION

The background of the study, reseach questions, objectives, significance, scope and limitation of the study and then definition of the key terms are explained in this chapter.

1.1 Background of The Study

Students' behavior is behavior that created by students while having learning process at classroom because they are observed and learn their surroundings and it all happened continuously to get satisfying learning outcomes. According to Staddon (2014), behaviorism is a person's habit of doing something with a specific purpose through an impulse called action. Behavior includes 3 basic human traits, namely knowing, feeling, and doing. When they want to take action, these three things will be done continuously to achieve their goals (Watson, 2017). Thus, it can be concluded that students' behavior is habits that often occurred because of doing some activity continuously using certain patterns and methods so that it created individually. Students' behavior problem is an intentional activity which is carried out by students for certain reasons also brings bad impact for their environment.

On the other hand, some experts state that students with behavior problems can be seen by the way individuals act and react in relation to their environment and individuals who are part of spreading bad behavior to influence (Giulio & Gianfranco, 2021). Behavior problem is bad behaviors which often do by students while receiving and understanding lessons eventually transferred it into many forms hence, that lower students achievement (Kremer et al., 2016). From the statements above, it can be concluded that not all students like all lessons with enthusiasm, there must be some

who do not like certain lessons because of many things. One of them is because they are an EFL students or English as a foreign language students.

English is a foreign language for language learner in Indonesia because English is learned only at schools and they would not speak the language in the society (Imaniah & Gunawan, 2017). Therefore, many educational institutions encourage to explore and study English for communication and for other functions. This happens because English is an international language and Indonesian people have an interest in foreign cultures that often use English as the language of daily communication. Furthermore, English is a compulsory subject with the aim that the Indonesian people understand English even though only at the basic level of the language, especially in education.

In education, most Indonesian students are taught English as an EFL language. There are many cases where the students that has problems in accepting and absorbing knowledge turn into bad behavior. It is proved by the thesis entitled "The Analysis of Students' Learning Behavior in Isolated School of SMPN Satap Tojabi" written by (Suryadi, 2020). In this thesis, students who have behavior such as do not do the homework on time, disturb their friends who start to work, do not come at class on time, and keep the class noisy, has less discipline and less concern about their education.

Another thesis written by Kirkpatrick (2019) said that there are many students and children who are experiencing depression and anxiety that stem from many different reasons. Then, it affects their learning behavior in the classroom. This is because the pressure from students' parents therefore they have bad behavior such as aggressiveness, lazy to do assignment at school, disturbing classmates while learning so most of them feels lack of motivations while having class.

In addition, according to the thesis entitled Student's Response and Behavior in the Classroom Environment written by Joshi et al (2012) mentions that there are several factors that cause effects for students like they lacked of focus while learning because they feel unable to study longer. Moreover, several students feel unsuitable with some teacher lesson plan. It disturbs other students learning process. These three previous studies focused on the response of students' behavior after having class and mention only two major problems why it can happen. They lacked in motivation and focus. There is no discussion about mentioning various types of students behavior problem especially in English as a foreign language class. This research will also explore the best strategy to overcome their behavior problem as well as teacher's strategy to handle students' behaviour problem.

All of research statements relate the above explanation with one hadits by Abu Daud which contains "Teach your children to worship in a good and right way but if it goes wrong find the problem and fix it" same with my research goals "If in education especially at class there is a problem with students' behavior there must be something wrong and we must find and fix the problem with best solutions.

حَدَّثَنَا مُحَمَّدُ بْنُ عِيسَى يَعْنِي ابْنَ الطَّبَّاعِ حَدَّثَنَا إِبْرَاهِيمُ بْنُ سَعْدٍ عَنْ عَبْدِ الْمَلِكِ بْنِ الرَّبِيعِ بْنِ سَبْرَةَ عَنْ أَبِيهِ عَنْ جَدِّهِ قَالَ قَالَ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ مُرُوا الصَّبِيَّ بِالصَّلَاةِ إِذَا بَلَغَ سَبْعَ سِنِينَ وَإِذَا بَلَغَ عَشْرَ سِنِينَ فَاضْرِبُوهُ عَلَيْها (رواه أبو داود : ٤١٧)

"Muhammad bin Isa bin Ali bin Abi Thalib-Thabba' and Ibrahim bin Sa'd and Abdul Malik bin Ar-Rabi' bin Sabrah they were told by their grandfather and father said that: The prophet Muhammad SAW said: "Please order your children to do worship since seven years old and if at ten years old they don't do that, you as parent must warn them and give them punishment. (Abu Daud : 417)"

From the statement above there are two obligations, first is obligation in Islam which is worship and second is obligation in education which is learn. Worship will be good if done in a proper way like we must know first what is worship, why we have to do worship every day and make sure with our steps while doing a worship which is proper or not. if there is a misbehavior in doing worship, we must find out the solution. Education is like a worship which means when we learn something like learning English, we must know first what is English education and why we must learn it at school also make sure that our behavior when learning English in classroom proper or not. If there is a mistake with our behavior while learning English so we must find out the solution to overcome. Therefore, based on the existing problems and linkages, researcher is interested in conducting more in-depth research on Analysis of Students' Behavior Problem in EFL Classroom: A Qualitative Study at Language Class Program.

1.2 Research Question

The research question of this study was formulated as follows:

1. What are students' behavior problem in efl classroom at language class program?

2. How to overcome students' behavior problem in efl classroom at language class program?

1.3 Research Objectives

In line with the research questions, the objectives of this study are:

1. To find out students' behavior problem in efl classroom at language class program.

2. To find out the best solutions to overcome students' behavior problem in efl classroom at language class program.

1.4 Significance of The Study

This study is proposed to provide benefits in three areas:

1. For Teacher

With the existence of the research that discusses The Analysis of Student Behavior Problem in the process of learning English will help educators in finding problems that occur in the process of learning English which affect students to have a bad influence on learning habits. The educators will find solutions to overcome the problem of poor student learning habits in learning English.

2. For Student

With the existence of the research that discusses The Analysis of Student Behavior Problem in the process of learning English, it will help students who have problems with learning habits and find solutions in overcoming it, especially in learning English.

3. Future Researcher

By conducting research on The Analysis of students' Behavior Problem in the process of learning English, it will increase knowledge about the habits of study and the effect in the process of learning English.

1.5 Scope and Limitations

The focus of this research is to analyze the Students behavior problem in X grade students of language class in learning English at Man 1 Banyuwangi which is carried out by the teacher. The subject is X grade students of language class at Man 1 Banyuwangi which aims to identify kinds of behavior problem in learning English. The object is the teacher which aims to identify the learning style and find solution from the teacher by doing interview.

1.6 Definition of Key Terms

To avoid misunderstandings of terms used in the research, the following definitions are provided below:

1. Students behavior problem is bad habits especially in the way they are learning but they transferred it in a wrong way without considering that the behavior of them bring some effect for themselves also around them in class.

2. Language Class Program is one of several programs conducted by school and this program has a purpose. The purpose is to make students have more capabilities specifically in learning many languages like English or Arabic.

CHAPTER II
LITERATURE REVIEW

This chapter consists of several theories that strengthen the research. It consists of several variables. They are the EFL classroom, the meaning of behavior, types of student behavior, ways to overcome student's behavior problems, previous research, and conceptual frameworks.

2.1 EFL Classroom

Learning is the process of interaction between students and teacher which also exchange information as a learning resource and learning environment. Humans must have willingness to learn something to get knowledge and solve their own problem. One of them is learning English as foreign language. According to Sander (2016), EFL is study of English by people who live in a non-English speaking to communicate only for learning.

In EFL Classroom students must have behavior of studying English and it is related to Lamatokan (2018) that states learning and teaching styles are behaviors or activities that shown by teachers and learners to exchange knowledge in learning. Beside that also there is statement from Ate et al (2021) EFL Classroom consist of students and teachers use English because it is not their first language and mother tongue. In that sense, it can be understood in conditions where they learn the language in their country where English itself is not used in their daily communication in society. On the other hand based on Si (2019), in EFL means learning English in non-English speaking countries so that EFL is mainly used by non-native English learners such as Indonesian people who learns English in their country because the audience of EFL are those whom English is not the first language or the official language of the country such as Indonesia, China, Japan and South Korea. In these countries English is not indispensable for daily communication. So EFL Classroom is class with selected students love English and they have one goal, one of them is mastered in learning English with using it to be the main interaction languages becomes new style in English

communication. That is why the researcher want to focus on what are the students' behavior learning styles in learning English as a foreign language of tenth grade students language class program at Man 1 Banyuwangi.

2.2 Behavior

Humans live in the world has behavior to achieve goals in every single day therefore they need to struggle like build some activities in a day, do it all with discipline and continuously. Besides that there are two opinions about behavior from Lazzeri (2014) that stated behavior is a behavior that arises because it is triggered by the organ system that humans have through the brain and is moved into a habit and last it strengthened by a statement from Popescu (2014), behavior is a total response of an organism in reply to living circumstances then an action appears in accordance with the surrounding circumstances experienced by the person. According to Baum (2013), behavior is choice and purposive reaction that humans do intentionally based on a reason and it always be repeated also happened anytime and anywhere. Likewise in education Students has behavior in learning which aims to get knowledge, attitudes, skills and abilities, the methods used will become a habit until studying at home.

Firstly, Students behavior appeared due to a desire such as doing all teacher's orders in class, do homework or test, presenting and explaining material in front of others. Other students also will react in every single subject different such as the way they react with other student, teachers, how they accept and understand the knowledge, how the way they do the task, the way they asking some question to the teacher and many types of students' behavior need to analyze. Therefore, in short behavior can be defined as an action that arises from the human organ system based on the surrounding conditions where they carry out activities such as for example students who are in school to learn, they must do whatever the teacher orders because one goal is that students can take a lot of knowledge that the teacher has conveyed during class as well as the teacher success in carrying out its role of educating students.

2.3 Types of Students Behavior

Students Behavior divided into fourth types, they are: Disruptive Behavior, Concern Behavior, Disability Behavior and Unexpected Change Behavior (Sullivan et al., 2014). First is Disruptive behavior which is requires teacher's constant attention to be resolved quickly and easily with minim effort. Based on statement from Petrovic and Scholl (2018), disruptive behavior is a bad behavior brings a negative effect on someone such as health, psychology, morals and disrupt student learning desires also according to teachers regularly report that low-level disruptive behaviors are the most common type of undesirable behavior that they deal with on a daily activity at class. This behavior also disturbing teachers in delivering the material. Examples of disruptive behaviors are talking during learning process, calling out loud other friend, eating in class, wearing a hat in class, using mobile phones or other technologies in class, whispering to peers , wandering around the classroom, not paying attention (Daydreaming), not following instructions (Lack of concentration) and throwing things (a ball of paper) these examples very dangerous for students as said by Alegria et al (2016), disruptive behavior effected student being ostracized in their social environment.

Disruptive behavior in class is one of the most widely expressed concerns among teachers. According to (Wangdi & Namgyel, 2022) It is believed that the presence of disruptive behavior or disciplinary problems in the classroom negatively affects student learning and reduces student achievement. It's not only students who are affected. but also becomes one of the factors that shape the teacher's attitude in teaching and can also show a lack of interest in teaching when students exhibit disruptive behavior in class. Because, this behavior is considered to have a direct adverse impact on the mental, physical and emotional well-being of teachers and can reduce the ability of teachers to educate students to some extent. Disruptive behavior can be defined as any behavior that disturbs, disrupts, disrupts or prevents normal behavior and functioning in the classroom including teaching, class activities, and students' right to pursue educational opportunities.

Disruptive behavior is defined as behavior that interferes with students' own learning, peer learning or a teacher's ability to teach efficiently in the classroom. This is found and troublesome teachers in the classroom. Disruptive behavior is a phenomenon that often occurs in the classroom and can hinder the learning process (Ali & Gracey, 2013). Disruptive behavior is the action of one or more students that threatens to block an activity or draws the class into a program of action that threatens the safety of the group or violates the appropriate class behavior norms of students or school staff or disruptive behavior is any activity that hinders student learning, student learning others, and the ability of the teacher.

Based on statement from (Stavnes, 2014) Disruptive student behavior is defined as external behavior by a student that includes verbal aggression or physical actions towards peers or adults like interrupting and arguing, disrespecting class rules and procedures, and disrupting class members carried out by students in the classroom. Student behavior that interferes with the learning process can have a negative impact on student academic achievement and emotional well-being.

According to (Noeth-Abele, 2020) Disruptive behavior is defined as the behavior of students who are uncooperative and prevent themselves and other students in the class from participating in learning or also be called all forms of deviant behavior carried out by students individually or in groups with the aim of hindering the course of learning or the process of receiving new knowledge from other students. So that the distraction succeeded in getting the teacher's attention and prevented the teacher from paying attention to other students.

Second, behavior of concern or challenging behavior is significant and must be handled by a teacher who is responsible and understands the school's goal and curriculum in order to make sound decisions for students with problems. It can be frustrating to deal with, and it might take longer to solve. Some concerning behaviors,

such as brawls, are among the most prevalent risky occurrences that occur at school. Another example is violence (fighting, punching, head-banging, biting), intentionally touching the feminine zone, theft, bullying, intimidation, using or drug dealing, and insulting other people's physical limitations (Yurtal, 2014). Moreover, it might cause students to get unhappy and irritable when they have certain activities planned for the day, or it can ruin their relationships with other friends. On the other hand, Karasu et al (2019) claimed that challenging behaviors may be described by taking into account the social context of the activity as well as its physical surroundings. It is defined in classrooms as any kind of behavior that disrupts the teaching and learning process and results in a breaking of the rules in educational settings. Students that exhibit this behavior may have a negative impact on their life in a variety of ways. For example, kids that exhibit a particular amount of demanding behavior may not profit adequately from educational chances, which may result in academic and other failures.

According to Shala (2021), there are two additional types of behaviors. They are unexpected behavioral changes and disability/disorder-related behavior. These two types are special because both of them need special treatment from teachers like patience in teaching, have a big sensitivity and often talk to students with special cases in order to make sure they feel safe and comfort in learning. Understanding the reasons behind personality changes can be challenging when a student shows unexpected behavior, such as sitting on the table, sitting under a friend's table, burping loudly while not paying attention to their surroundings, or suddenly yelling out loud during class. However, teachers can help by encouraging students to think about how their actions affect other people and how those actions might make them react. This helps students comprehend that their actions have major consequences. Students may decide not to play with them if they engage in unexpected actions at recess, such as striking or breaking the rules. Student with disability/disorder-related behavior such as having visual impairment, hearing disorders, abnormalities body and speech disorders (Sullivan et al., 2014). Students with learning disabilities are students that have difficulty with some aspect of cognitive thought due to changes in their brain structure

11

or chemistry. Learning disabilities may only affect one content area, such as math, or can be present across different subjects, such as students with reading disabilities. Having a learning disability can make school difficult and frustrating. The way that teachers interact with students with learning disabilities is essential to their success (Bastart et al., 2021).

Students learning disability may result in an emotional battering that impacts their everyday interactions with teachers and peers at school, with parents at home, and others in the community. Warning signs of learning disabilities include: Anxiety or depression, blaming teachers for bad grades, bullying their peers, physical ailments, such as stomach aches or headaches, not doing homework assignments, not wanting to go to school, not wanting to show parents homework, self-derogatory or self-critical comments, refusing to communicate to avoid confrontation, refusing to do an in-class assignment or task, refusing to follow classroom rules, saying the work is too difficult and skipping class.

2.4 Anticedant, Factors, Indicators and Consequences

Based on several statements above, it is stated that there is disruptive student behavior which consists of talking during class, calling friends in high tones, using cell phones during the learning process, whispering to each other, not focusing on listening to the teacher's orders, disobeying teachers' orders and likes throwing things in class with other friends. According to (Hosta & Zabkar, 2021) Student behavior as you mentioned can be influenced by various factors and have various consequences. Here are some indicators, factors, and consequences that may play a role in this behavior:

Behavioral indicators that may occur include talking in class, calling friends at a high pitch, using a cellphone during the learning process, whispering to each other, not focusing on listening to the teacher's orders, disobeying the teacher's orders, liking to throw things in class with other friends. other. This can give rise to several factors, according to (Kalaignanam et al., 2021) factors that can influence this behavior:

- Attention disorders: Students may have attention disorders, such as ADHD, that make it difficult for them to focus.
- Lack of interest in the lesson: Disinterest in the subject matter or feeling that the lesson is not relevant to them.
- Peers: Peer influence encourages negative behavior.
- Lack of school discipline: Lack of enforcement of rules and discipline in schools can provide opportunities for inappropriate behavior.
- Dissatisfaction with the school environment: Students may feel uncomfortable or dissatisfied with their school environment.
- Lack of supervision: Students may feel they will not be caught or sanctioned.
- Consequences of such behavior:
- Learning disruption: This behavior can disrupt the learning and concentration of other students in the class.
- Lack of learning: Students who talk too much or don't focus may not be able to grasp the material well.
- Tension with teacher: Teachers may feel frustrated or annoyed by this behavior.
- Violation of school rules: The behavior may violate school rules, which may result in sanctions or disciplinary consequences.
- Disruption to other students: This behavior can disturb other students in the learning process.
- Social learning: Students may not learn good social skills if this behavior is left unsupervised.

To overcome this behavior usually requires cooperation between teachers, schools, students and parents. Educational interventions, counseling, and consistent application of rules can help improve student behavior.

2.5 The Way to Overcome Students' Behavior Problem

Teacher is someone whose job is to teach, guide and direct children to learn. It is a special position in the world of education, he is one of the main sources of learning

because that is where students get guidance, teaching and training. The professionalism of a teacher is obtained through special teacher education or training and experience. So that, in the 1945 Constitution of the republic of Indonesia teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Therefore, in the world of education, strategy is defined as a plan that contains a series of activities designed to achieve certain educational goals. It can be concluded that the learning strategy is a series of actions that include the use of methods and the use of various sources or activities in learning. So, in the teacher's mind there is only one tip on how to educate students to become adults who are capable and useful for religion, homeland and the nation in the future. Based on the explanation above there are many ways to solve the problems that teachers face with students' behavior problem in the classroom.

Teachers' abilities differ in terms of classroom management skills. The most frequently used intervention strategies to deal with disciplinary problems in the classroom are, for example: praising, motivating, or strengthening students; maintain positive relationships with students, formulate class ground rules early in the course, adapt student-centered learning, and change seating arrangements frequently (Kusumadewi et al., 2020).

In addition, teachers also need to develop structures within schools to help overcome disruptive student behavior. It is then used to make policy recommendations and professional development to help the school community understand the impact of disruptive student behavior and find ways to reduce stress caused by disruptive student events. According to (Jones, 2020), the teacher recommends and takes a special approach to students to make it more intense, asking about the background of each student through their parents, how do parents educate them so that when at school, teachers who have responsibility for each student are able to serve and understand the nature, character and personality of students.

One of the problems is lazy student and too lazy to study will affect the intelligence of students. Not only that, laziness will kill creativity. According to Warif (2019), there are eight strategies to solve students who lazy such as first is creating learning readiness like physically, checking learning equipment before the learning process begins and psychologically, educators can create learning readiness by providing enlightenment or awareness. Second is provide motivation like appreciating what students do when learning takes place, even if only by praising their writing. In addition, educators like to read books with the theme of motivation so they can motivate students from there. Third is when a teacher confronts students with problems in an excessive way, it will only increase students' laziness to participate the learning process in class, it also can even make students afraid and at the end they have no interest to come to school.

Fourth is creating harmony like sympathy and empathy are two points elements which is important to create harmony. Having laugh between teacher with students is something that teachers always do in schools to eliminate fatigue and boredom of students in learning in class. Fifth is provide guidance as needed like guiding in terms of mastering scientific aspects, guiding in terms of mastering psychomotor aspects and guiding in terms of application of attitude (affective) aspects. This type of teacher will move towards students individually or in a group. Sixth is inserting humor as a learning transition, such as when the learning process happening, the teacher has the right to insert humorous elements to reduce the tension of learning in the classroom, of course a humorous story that educates and makes students fresh again to learn. Seventh is generating shame effect in the sense that this effect will only be used for educational purposes such as mentioning students who have not submitted assignments so that they are aware and willing to be more active in doing their next assignments. Last is giving a present to student who have passed and get a high score in every test.

Students with disruptive behavior such as distracting other students, blocking others, discontinuing work, complaining, refusing to do work, making noise verbally and sometimes nonverbally, using cell phones in class, not paying attention to teacher

conversations, feeling and expressing boredom, uninterest and moving around class without a reason are annoying. There is a point for teacher to anticipate and reduce these kinds of behavior that they must have the capacity to understand the nature and possible causes of unwanted student behavior. Classroom management is considered as a process of the teacher to maintains and creates good student behavior during the teaching and learning process. According to Niwaz et al (2021), the purpose of using classroom management skills is to increase students' academic success and to instill high social behavior in their environment.

On the other hand, command is a crucial aspect that is used by the teacher to direct and attract the attention of students to stop activities that can harm themselves and the environment. Through the right command will help the teacher to fix disruptive behavior problems in the classroom. (Pilu et al., 2019) stated that there are four kinds of orders, namely interrogation orders, question orders, ordinary orders and other orders.

The first is an interrogation order. This kind of command refers to a type of statement in the form of a question that is usually used to ask why students do persistent behaviors such as why you do that. However, this type of command is usually responded by students verbally. Second, the question order is an order in the form of a question that expects a motoric response that aims to direct student behavior, such as do you want to sit in a good position? Third, the Regular order is an order that is stated directly in the form of an imperative statement to stop destructive behavior that continues to be carried out by students such as Come on Sit statement. The last, other order are order that different with other categories mentioned above and sometimes consist of two or more types of commands, such as calling a student's name, then saying could you please stop? and fold your hands.

Second, different reward systems increase students' willingness to take part in learning activities and encourage positive habits in students. The reward given by the teacher is in the form of additional value and praise. Rewards during learning and play

an important role in solving problematic situations related to disruptive student behavior (Vongvilay et al., 2021). In dealing with this problematic behavior, before learning begins the teacher gives rewards in the form of additional value to students who can answer the teacher's questions related to English material. This is used to reduce all kinds of disruptive behavior by students during the English teaching and learning process.

Third is Determination of school rules is used to realize school expectations, especially teachers to regulate student behavior in creating a good school atmosphere. School rules applied by teachers include prohibitions on eating and drinking during lessons, prohibitions on noise, prohibitions on disturbing other friends while studying, prohibitions on arriving late to school, prohibitions on not paying attention to lessons or the teacher. Thus, reminding students about school rules is a way for teachers to prevent students from disruptive behavior in class, so that students begin to create positive habits in class.

Fourth is Providing motivation, giving attention, giving enthusiasm so that students have a strong will in learning is a way for teachers to overcome student learning problems with disturbing student behavior. Application of this motivation to generate interest in student learning. Likewise, it is also assisted by interesting learning strategies that plan teaching and learning activities well by the teacher to make students enthusiastic in participating in the teaching and learning process of English. In the end this can reduce behavior problems in English class. When students think English is fun, they can absorb English teaching material more easily with fewer distractions.

Fifth Monitoring is one of the activities of reviewing and observing student behavior carried out by the teacher when students are participating in class learning because monitoring allows the teacher to recognize each student so that student activity in the class can be well controlled. Therefore, by using a personal approach, teachers understand the characteristics of each student, so that they are able to overcome disruptive student behavior during the English teaching and learning process in class.

In addition, according to (Jati et al., 2019), there are four teachers' strategies that can be used to reduce students who have disruptive behavior such as taking a personal approach, moving students who make trouble to sit in front of the others, reprimanding students who make noise and giving warnings to students who make noises.

All of that behavior problem can be reduced. According Vijayan et al (2016), there are two ways to solve it, they are, first is positive encouragement and reinforcement which means if a teacher has high expectations for all their students then positive encouragement, feedback and praise will come naturally and students will often respect you for it and have an appreciation of learning and want to make you happy. The teacher serves as a powerful model in providing examples of ways for students to support each other with words of encouragement, questions for clarification and entries for collaboration. So, when it used to be done the teacher will be able to identify behaviors that motivate negative actions, develop alternatives to these behaviors that will give students positive feedback and reinforce positive behaviors to replace negative behaviors by helping students change their responses to the same stimuli and hoping that it will be able to redirect the student's actions by using the same energy in positive rather than negative way. Second is giving something as a reward with using praise to get positive reinforcement is one of the most important forms of reward, it can be satisfied students and affect the quantity and quality of the student's work and performance.

Other point is students with unexpected behavioral changes which likes to do and disturb other friends in a class such as sit in front of the table, screaming out loud without any reason and wandering aimlessly. This kind of behavior problem can be overcome, based on Ningsing et al (2019), there are students like that so teacher must be giving clear expectations from the start, be consistent and firm, use a loud voice, stand next to students, use eye contact, use others as good examples, discuss their bad behavior and inform them of the consequences, separate them so others can focus, talk with them to discuss their bad behavior, ask them to stop, stop the activities but if all is not working then the last course of action is to send to the principal's office.

The last category is students with special needs or disabilities, which indicates that students have unique requirements for academic, classroom, physical, and social performance (Lewis et al., 2021). Rahardja (2017) provides a variety of suggestions for instructing students who have visual and auditory impairments. The first is vision impairment; they always address visually handicapped students by their first names. This way, they will know you are talking to them and not someone else do not avoid terms like see and look. Moreover, while writing on the board, always articulate what you're writing so the student has access to the information and can play along; and do not ask a student such question, "Can you see this?" they can often see it, but it does not guarantee they can access or read it.

For students with hearing impairments, captions are used, which means that all students benefit from captions, especially those who are hearing impaired, as well as those who have English as a second language, make the use available technology since many classrooms are now integrated with innovations such as smart boards for teaching, use visual stimulation because students with hearing impairments require visual stimuli or support in their learning to guide their understanding of content. Make sure these students are situated in a position where your face is clearly visible and keep the amount of needless noise on low. Students with hearing impairments struggle to focus when they encounter background noise.

Besides, Omer (2015) pointed out that there are number of strategies for dealing with students who have speech difficulties in addition to physical disabilities or body impairments. Below is a few advice for teachers dealing with students who have physical disabilities. First, remove barriers and rearrange furniture to ensure clear access to the seating area and meeting space. Second, think of an assistive device as an implication of the person's private boundaries. Finally, if a conversation is anticipated to last longer than a few minutes, suggest a nearby location where everyone can be comfortably seated. The next set of advice is for teachers to be patient, respectful, and open to finding a way to interact with students who have speech issues. Furthermore, if you don't understand something, ask the individual to repeat it, and wherever

feasible, ask questions that may be replied with a yes or no. Allow extra time for them to make their point and wait for them complete before responding.

2.6 Previous Study

First, entitled Cheating behavior in EFL classroom a case study at elementary school in Sidenreng Rappang Regency (Asrifan et al., 2020) . The purpose of the study is to find factors that influence student cheating behavior, the strategies used by the English teacher to overcome student cheating behavior and the difference in student cheating towards gender. This study uses a descriptive qualitative method. The subject is UPT SDN 1 Rijang Panua, a sample of a school with classes from 4th grade to 6th grade. Questionnaires and interviews were used to collect data. The study revealed that there are three categories of factors that influence student misconduct: situational factors, individual factors, and teacher factors. Here are her four strategies for overcoming student misbehavior in the EFL classroom: explain the negative effects of cheating, teach character building from an early age, provide question-and-answer exercises and quizzes, and give thanks and praise.

Second, entitled Managing disruptive behavior of primary students in the efl context (Azizah et al., 2019). The purpose of this study is to identify behavioral problems in the English classroom. In addition, we describe a classification of disruptive behavior in students and examine teacher actions to overcome this behavior. Using in-depth interviews with an English teacher, classroom observations, and documentation, we collected data for her two classes of perceived perceptions and analyzed the data using an interactive model. As a result of this study, some disruptive behaviors in elementary school students can be classified as non-violent behaviors because no one is harmed by physical violence. Considering the student's age and level in school, it seems likely that it would be classified as normal behavior. In connection

with EFL, students have to master multiple English skills, so studying in a comfortable class makes them more focused and motivated.

Third, according to Puspitaloka and Syafitri's (2019) study entitled The analysis of student misbehavior in english lesson, the goals of this study are to identify the features of student misbehavior as well as the factors that contribute to student disobedience while learning English. The study took a qualitative method. Twenty students from SDN Cadaskertajaya 1 Karawang took part in this study. According to the findings of this study, there are three types of student misbehavior in English classes: inattention (daydreaming, doodling, and staring out the window), distraction (talking to friends, cracking up inappropriately, and yelling while learning), and distressing others (trying to provoke, teasing). Furthermore, internal and external variables also impact students' misbehavior. Internal influences include students, such as looking for attention and academic pressures. External elements include teachers and the society.

Fourth, according to Benaissi's (2021) study entitled Misbehavior in Moroccan EFL Classrooms: Exploring the Causes and Prevention Strategies. The purpose of this research is to investigate the many reasons of classroom misbehavior and the ways Moroccan teachers employ to avoid or address it. The research employed a qualitative technique, which included a questionnaire, to collect data from Moroccan students. The findings reveal that students' delinquent behavior action is caused by home issues, bad attitudes toward school, and teacher behavior. Similarly, the teacher suggests two major strategies (strategic and pedagogical) for dealing with this problematic occurrence in the classroom.

2.7 Conceptual Framework

The following conceptual framework for this research, as follows:

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┌─────────────────────────────┐
│      EFL CLASSROOM          │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│    MEANING OF BEHAVIOR      │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│     TYPES OF BEHAVIOR       │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│    THE WAY TO OVERCOME      │
│     STUDENTS' BEHAVIOR      │
└─────────────────────────────┘
              ↕
    ←─────────────────────────→
      ↑                    ↑
┌──────────────┐    ┌──────────────┐
│  OBSERVATION │    │   INTERVIEW  │
└──────────────┘    └──────────────┘
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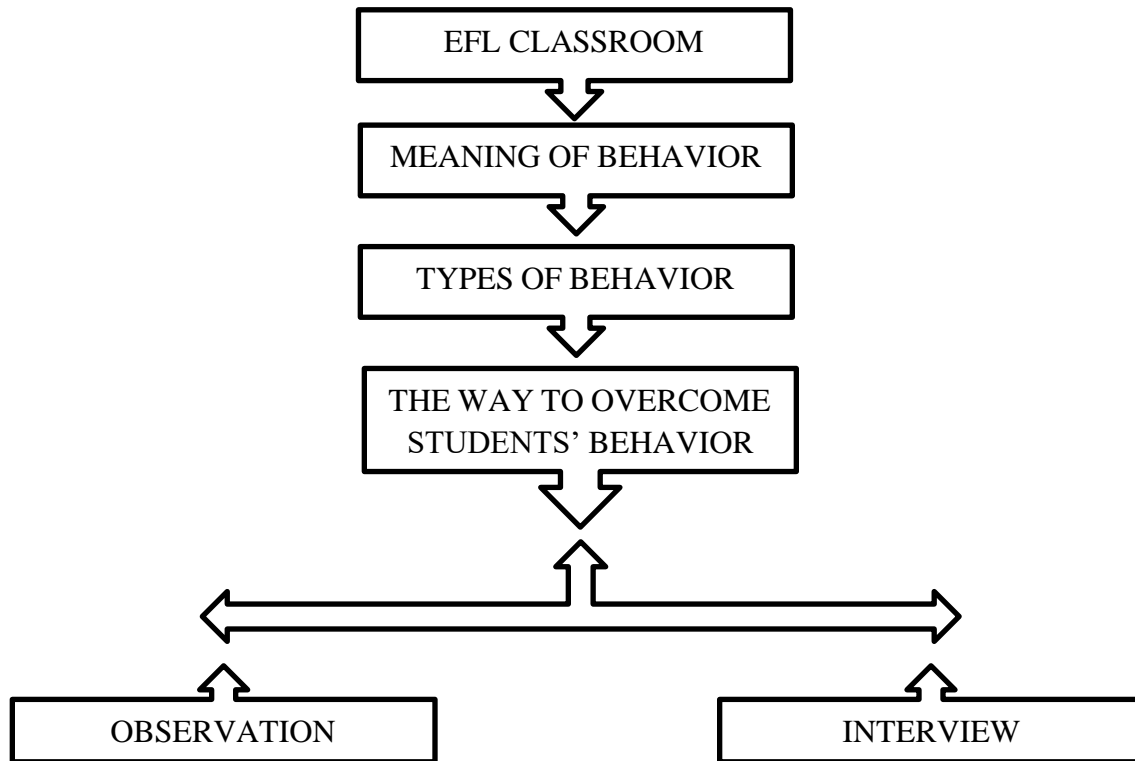
Figure 1. Structure of behaviorism in EFL classroom

By examining students' behavior problem of tenth grade language class program at Man 1 Banyuwangi. Therefore, the researcher wants to analyze student behavior using observation techniques during English class and then record all bad habits that arise and classify them into brackets according to the type of student behavior. The last step the researcher will find a solution to the student behavior problem using an interview technique with an English teacher as a resource by giving some questions and its recorded.

CHAPTER III
RESEARCH METHOD

Obtaining, gathering and arranging the data are concered in this chapter. Several methods systematically carried out by researchers consisted of research design, research procedure, research subject, instrument, data collection, data analysis, and data validity.

3.1 Research Design

The researcher used Descriptive Qualitative research which is an investigative design derived from school environment in which the researcher studies the patterns of behavior, language, and collective action of a particular group in a natural setting over a defined period of time (Creswell, 2014). This research uses a qualitative method. According to Creswell (2014), qualitative research seeks to learn and understand a phenomenon, problem or issue from participants and to address the research to obtain the information by focusing on the total picture rather than breaking it down into variables, which the goal is a holistic picture and depth of understanding rather than a numeric analysis of data.

3.2 Research Procedure

The purpose of this research is to get depth understanding about kinds of tenth grade students' behavior problem and the way how they overcome the problem. All of these theoretical statements are related to how to apply this research. First the researcher entered one of the classes and then take part in one of their lessons, namely English. During the lesson, the researcher will pay attention to the students' behavior and record everything into a narrative. The last one met with the English teacher to conduct an interview regarding how they as teachers deal with students' behavior problems, what is the best way to deal with these problems and all of that recorded formed into a narrative. This study used descriptive qualitative because the researcher did not use numeric analysis of data.

3.3 Research Subject

The respondent of this research were chosen by using purposive sampling so the subject of this research are tenth grade students of language class program at Man 1 Banyuwangi consist of 30 students because they are only one class and still in the transition period from junior high school to senior high school, therefore researcher seeked their behavior problems.

3.4 Research Instrument

In conducting the research, the researcher used some instrument to collect the data, including observation and interview. Observation was conducted for the students when class starts and to answer first research problem, meanwhile, interview was held for the English teacher after class ended and to answer second research problem. The research instrument used is adapted research instrument according to Arafat et al., (2016), by using the existing box and interview templates and then modifying the contents inside according to the main issues raised.

3.5 Data Collection

In this study, observation and interview were used to collect the data. The observation was conducted to know kinds of students' behavior problem in tenth grade language class program during English class. The researcher observed all students' behavior during class and ensured any behaviors problem of them. Then, the researcher checked the checklist of observation. Next, the interview was conducted in order to get data more accurately and verify what had been observed. The interview with an English teacher was conducted after the learning process finished at Man 1 Banyuwangi.

3.5.1 Observation

The researcher observed tenth grade student of language class program during learning process. According to Kawulich (2012), observation is one of the methods used in the social sciences to collect data about people, process, and culture by the researcher using his or her eyesight directly. There are two types of observation method in Qualitative which is direct and indirect (Ciesielska & Jemielniak, 2018). First is

Direct Participant Observation, Direct Non-participant Observation and Indirect Observation but for overcoming the research questions, the researcher used Direct Non-participant observation to see and focus on the student's activity from the start of the class to the end. Furthermore, it was supported by the research instrument while observing students' behavior problem existed at language class program students.

3.5.2 Interview

Interview was conducted to English teacher after class ended. According to Alamri (2019), interview is one of the data collection methods commonly used in social research face to face with research subjects in order to obtain information on facts, beliefs, desires needed to fulfill research objectives.

In this study the researcher used structured interview to find out the solution in overcoming each of students' behavior problem. The interview was done with the English teacher who teach English as a foreign language. This interview was conducted to gain the data related to second research problem and to check the accuracy data from the observation.

3.6 Data Analysis

According to Miller et al (2022), the qualitative descriptive approach is a straightforward analytical technique with structured design choices in describing a phenomenon according to what is seen and will be proven. According to Flick (2014), there are four steps to gathering and collecting data to be analyzed also this is a very useful approach when researchers want to know, about the event, who was involved, what was involved and where it happened. It related according to Wang (Wang, 2021), analysis data defined into four steps, they are collecting, describing, transcribing and conclusion, because of that the researcher will use descriptive qualitative data analysis, the analysis will be done in the following procedures:

1. All of the data that have been collected from observation and interview will be classified according to research problems.

2. Describing the students' behavior problem of tenth grade language class program existed include What, Why and How it all happened.
3. Transcribing the result of the interview in the form of notes
4. Make a conclusion by determining the types of students' behavior problem based on data obtained from observations and providing views on what are the best ways to deal with these behaviors based on data obtained through interviews with one of the teachers.

3.7 Data Validity

The research employed a triangulation data sources in the validity stage or data triangulation which includes matters such as periods of time, space and people which means by comparing information or data in different ways using observation and interview (Noble & Heale, 2019).

CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher presents research findings and discussion. The first problem is the kinds of students' behavior problem in EFL classroom, the second is some solution to overcome students' behavior problem.

In this chapter, the research also presents data obtained from an English teacher about solutions given to overcome the problems. In the discussion, the researcher shows the data obtained from the speech given by an English teacher in descriptive text using the theory in the previous chapter.

4.1 Findings

Based on the result, during observation the researcher found that there were seventh students' behavior problem in language class program, they are categorized in disruptive behavior such as talk during learning process, calling out loud other friend, using mobile phone in class, whispering to peers, not paying attention, not following teacher's instructions and throwing something. The following table is:

4.1.1 Students' behavior problem in language class program through observation

Table 1.

NO.	TYPES OF STUDENTS' BEHAVIOR PROBLEM	OBSERVATION ASPECTS	APPEARANCE		COMMENT
			YES	NO	
		Talk during learning process	✓		4 students
		Calling out loud other friend	✓		3 students

1.	DISRUPTIVE BEHAVIOR	Using mobile phones or other technologies in class	✓		6 students
		Whispering to peers	✓		5 students
		Not paying attention	✓		3 students
		Not following teacher's instructions	✓		7 students
		Throwing something	✓		2 students
		Eating in class		✓	
		Wearing a hat in class		✓	
		Wandering around the classroom		✓	
2.	BEHAVIOR OF CONCERN	Violence (fighting, kicking, head-banging, biting)		✓	
		Touching the feminine area on purpose		✓	
		Stealing friend's stuff		✓	
		Threatening someone		✓	

				✓	
		Intimidation		✓	
		Taking or selling drugs		✓	
		Mocking other's Physical limitation		✓	
3.	UNEXPECTED BEHAVIORAL CHANGES	Sit on the table		✓	
		Sit under friend's table		✓	
		Burp loudly without paying attention surroundings		✓	
		Suddenly scream out loud when learning process		✓	
4.	DISABILITY RELATED BEHAVIOR	Visual impairment		✓	
		Hearing disorders		✓	
		Abnormalities body		✓	
		speech disorders		✓	

The table shows that there were seventh kind of students' behavior problem. Interestingly only disruptive behavior was found in the class. These behaviors are the most frequently arises during learning process. From 30 students they are divided into some disruptive behavior. From all of the findings above are strongly related to the following statement that students can be said disruptive behavior because of all the things that they have done in classroom are impactable to other such as obstructing

class activities, acting physically brutal, arguing with friends or teachers and disobeying class rules (Ardin, 2020).

4.2 Discussion

In this section, the research describes the findings and their relationship to the theories in the previous chapter. This discussion is about students' behavior problem in language class program and the best solution in dealing with all of the problem.

4.2.1 The way to overcome students' behavior problem through observation

In the Table 1. It related to 3 statements, first is from (Ali & Gracey, 2013) Disruptive behavior is defined as behavior that interferes with the learning and teaching efficiency of teachers and students. This is a phenomenon that often occurs in the classroom and can hinder the learning process. Second, disruptive student behavior is defined as external factors originating from students using verbal aggression or hurting friends or adults physically such as arguing, not respecting class rules and procedures as a result can have a negative impact on student academic achievement and emotional well-being (Stavnes, 2014). Third, according to (Noeth-Abele, 2020), disruptive behavior is defined as uncooperative student behavior by preventing and inviting other students in the class not to participate in learning or also called all forms of deviant behavior carried out by students individually or in groups with the aim of hindering the course of learning or the process. receive new knowledge from students. other. So that these distractions prevent teachers from conveying knowledge smoothly and absorbed by their students because teachers must pay attention to other students.

The first thing found in class X language students was found that there were 4 students consisting of 2 girls and 2 boys were having fun in talking together when the learning process. 2 boys are talking about their plans after school and 2 other girls are talking about what provisions they each brought and their plans when recess rings, they want to eat together in class. Talking in class is strictly prohibited by their teacher because it can disturb other friends in concentrating on understanding the lesson

explained by the teacher. As a result, they get a warning as a reminder that it is forbidden to speak during learning.

The second was there were 3 students consisting of 1 boy and 2 girls talking to each other in a loud voice about the writing on the blackboard because they could not really see clearly due to the distance of their seats which were far from the blackboard to be precise in the back row, so that the teacher and other students hear the conversation and it has a negative impact on them because it interferes with the course of activities and students' concentration in paying attention to the material written and explained by the teacher. Therefore, the teacher gave the three students a deterrent effect, namely giving a firm warning and a pinch.

The third was found as many as 6 students consisting of 4 boys and 2 girls playing their gadgets in the middle of learning English when a teacher explained a topic. Then after getting notice more, it turned out that each of them was playing games and some were having chat, of course this had a bad impact on them because of the habits they did in class. As a result, those who like to play gadgets get a direct warning from the teacher by giving threats such as confiscating gadgets until school ends. But all these efforts do not make them feel deterred because they have a special way of not getting the teacher's anger by hiding under the bench or bending their heads on the table while playing gadgets.

The fourth based on the results of observations, it was found that there were 5 students in the class when the teacher gave assignments to their students and all did them but consisted of 5 male students whispering to each other, unknowingly what they were doing in whispers was discussing what the correct answer was and then distributing it one another so as to create noise in class because it disturbs other students in working seriously. As a result, the teacher gave an action in the form of moving the 5 students by spreading them out and giving them distance from each of them and giving a warning if this happened again, their answer sheets would be taken by the teacher.

Fifth, from the observations found, there were 3 students who did not pay attention, they consisted of 3 girls. these three girls did things that belittled and hindered the learning process, namely not taking notes on what the teacher explained so that when asked they did not understand, of course this had a particularly bad impact on them. Therefore, the teacher acts to give them an explanation regarding the importance of paying attention and not taking knowledge for granted so that at the end of learning the three of them and other students can understand and master every material that has been given by the teacher when asked.

The sixth found that there were 7students are not following teacher's instruction. Consisting of 5 male students and 2 female students in the class where they did not care whether the teacher was present or not, because every time the teacher asked something about the material, ordered them to read, take notes, do the assignments given, they disobey the teacher's orders. 2 boys were joking while 3 other girls were the same. This behavior has a bad impact on themselves and also other students because if left unchecked it can influence other students to imitate their behavior towards the teacher who teaches in class. This is also called not respecting the existence of the teacher. With this the teacher gives direction, understanding related to the importance of mutual respect for one another.

The last thing that was found was that there were 2 students consisting of 2 male students in the class in the middle of the lesson, they threw objects such as pens, erasers, correction pens and books at each other so that the sound of each item they threw was heard by other students and the teacher. Therefore, the response that the teacher gave was based on observations made in class, namely reacting to it by giving a loud voice with the aim that all student focus is on the teacher and giving orders to students to be quiet during the lesson. this applies to both students who misbehave.

From all the explanations that have been obtained through observation, it can be concluded that the habits that occur in the class indicate that students in grade 10 in the MAN 1 Banyuwangi language have disturbing habitual characteristics or can be called

disruptive habits. This is related to Sullivan's statement which states that there are 4 habits in students, one of which is disruptive habits. This is also reinforced by Petrovic and Scholl's statement which states that if this habit is allowed, it can have a negative effect on themselves and their surroundings. negative effects that are very influential, namely mental, health, psychological and moral decline. not only that, but it can also interfere with the teacher when delivering learning material so that learning does not run smoothly and the last one is the most dangerous if this is not resolved it can result in students being reluctant to go to school because like the statement from Alegria that if a child does not want to return to school it is a sign The student feels ostracized by his friends.

Table 2.

There were several ways that the English teacher put forward, including: first, providing existing facilities in class such as gadgets but there were still limitations in used them. the second was to took a personal approached to each student, especially students who were addicted to something. third was to always motivate every student that learned English was fun. The last was created a pleasant classroom atmosphere by providing activities such as forming studied groups and discussing together.

4.2.2 The way to overcome students' behavior problem through interview

From the Table 2. It can be seen that an English teacher has several ways to overcome student behavior problems that occur in language classes, by giving more attention to each student and understanding their different characters. In particular method used to deal with students who are addicted with gadgets is to regulate the use of it. Keep providing and utilize facilities that has been provided from school but under my supervision as a teacher. Then to overcome other students' behavior problems such as talking during the learning process, calling out loud to other friends, whispering to peers, throwing something, not paying attention and not following teachers' instructions are with giving them an extra attention, approaching by talking one by one also giving some activities that can makes them interested to join, always give them

some motivation and mention that learning English is important and fun because many fun ways in learning it like using picture as a media of learning or forming several groups and discuss something together.

Therefore, it can be concluded that some of the points mentioned by the English teacher are closely related to several expert statements and prove that the students of Man 1 Banyuwangi language class are disruptive behavior students because their act brings negative effect likes to disturbing other students and teacher when delivered some material during class process same with the statement from Petrovic and Scholl (2018) also if these habits still allowed it can makes students' environmental background ostracized exactly stated by Alegria et al (2016). So, before that happened the teacher prevent all of it with her own ways.

All of these interviews' statements comes from English teacher are closely related to some statements above like from Warif (2019) which is stated that there are eight ways but there is one way, the second method which is also used by the English teacher to maintain the enthusiasm and focus of student learning by providing motivation while learning and after that statement from Niwaz et al (2021) Classroom management is highly considered as a process of the teacher to maintains and creates good student behavior during the teaching and learning process in order to increase students' academic success and to instill high social behavior in their environment where the English teacher always manage class form the beginning until end. The last statement is from Vijayan et al (2016) which is stated there two ways to reduce students' with disruptive behavior by giving positive reinforcement and reward, but we can highlight for the first one which means teacher will identify all of their students' background and character with the aim of approaching all students, inviting discussions individually or in groups, treating them like their own children, giving more attention and providing a variety of different but fun English learning methods same like what the English teacher did to their students.

In addition, the teacher's way to overcome the problem are also related to two expert's statements. There are five points that are very suitable with an English teacher's strategy of Man 1 Banyuwangi. The first is an order towards disciples giving questions such as asking why students do persistent disruptive behavior such as playing gadgets, throwing things, chatting with friends. However, students will answer them orally. After that asking sequentially with the hope that students will provide a motor response that aims to direct student behavior. Then, regular commands are orders that are stated directly which contain imperative statements from a teacher with the aim that students stop doing destructive actions in the classroom.

Second, giving different awards or prizes to increase students' willingness to have high enthusiasm in participating in each learning activity with the hope of encouraging positive habits in students. Rewards that can be given by the teacher are in the form of added value and praise. That way students become accustomed to and enthusiastic about carrying out positive activities to prevent bad habits from disrupting order in the classroom (Vongvilay et al., 2021). In dealing with this problematic behavior, for example the teacher gives rewards in the form of added value to students who can answer questions related to English material. This method is used to reduce all kinds of behavior that disturbs students during the English teaching and learning process.

Third, the establishment of school rules is used to realize the teacher's expectations to regulate student behavior in creating a peaceful school atmosphere. School rules that are applied by teachers such as prohibitions on eating and drinking during lessons, prohibitions on making noise, prohibitions on disturbing other friends while studying, prohibitions on arriving late to school, obligations of students to pay attention to lessons and teachers, because if all rules are violated by them then social sanctions arise. Thus, reminding students about school rules is the teacher's way of preventing students from disruptive behavior in the classroom, so that students begin to create a positive aura in the classroom.

Fourth, the teacher's role is to provide motivation, attention and enthusiasm so that students are motivated and have a strong will in learning. Application of this motivation to generate interest in student learning. Likewise, it is also assisted with interesting learning strategies so as to make students enthusiastic in participating in the English teaching and learning process. When students think English is fun, they can absorb English teaching material more easily.

Fifth, conduct incentive monitoring by reviewing and observing student behavior by the teacher when students are participating in class learning because monitoring allows the teacher to recognize every student's movement so that student activity in class can be well controlled. In addition, the teacher can use a personal approach aimed at understanding the characteristics of each student, so that they are able to overcome disruptive student behavior during the teaching and learning process of English in class. In addition, this is in line with (Jati et al., 2019), there are four other teacher strategies that can be used to reduce disruptive student behavior such as taking a personal approach, moving students who are causing trouble to sit in front of other people, reprimand students who make noise and give them warnings or punishments.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This researcher aims to find out what kind of students' behavior problem existed in senior high school student level and what is the best ways to overcome students' behavior problem at language class program. The following are the conclusions obtained by research after conducting research, namely as follows:

Based on the findings and discussion of the study, from fourth types of students' behavior provided only one behavior that appeared, disruptive behavior and there were seventh behavior problem in language class program had been found, they were: talk during learning process, calling out loud other friend, used mobile phones or other technologies in class, whispering to peers, not paying attention, not following teacher's instructions and throwing something. As the teacher, the way to overcome all of it are with providing existing facilities in class such as gadgets but there were still limitations in used them, took a personal approached to each student, especially students who were addicted to something, always motivate every student that learned English was fun. The last created fun classroom atmosphere by providing activities such as used gadgets for learning English and give them appreciation and presents or forming study groups and discussing together.

5.2 Suggestions

The researcher would like to propose some suggestions for students, teachers, and future researchers as follows.

With the existence of regulations in schools, especially in class and the existence of new activities when learning in class in the form of new objects or habits such as mini games that have been provided by the teacher. that way it can make students feel happy learning especially English.

Second, teacher must be maximized the surroundings such as makes some new indoor or outdoor activities and in delivering some materials to students it can used communicative language that can be easy to understand.

Finally, for future researchers, due to limited ability, the writer realizes that this research is far from perfect. Furthermore, with this research it can persuade other new ideas and brings benefits.

APPENDICES

Appendix 1 (Transcription of recording an interview)

NO.	TYPES OF STUDENTS' BEHAVIOR PROBLEM	OBSERVATION ASPECTS	APPEARANCE		COMMENT
			YES	NO	
1.	DISRUPTIVE BEHAVIOR	Talk during learning process	✓		4 students
		Calling out loud other friend	✓		3 students
		Using mobile phones or other technologies in class	✓		6 students
		Whispering to peers	✓		5 students
		Not paying attention	✓		3 students
		Not following teacher's instructions	✓		7 students
		Throwing something	✓		2 students
		Eating in class		✓	
		Wearing a hat in class		✓	
		Wandering around the classroom		✓	

2.	BEHAVIOR OF CONCERN	Violence (fighting, kicking, head-banging, biting)		✓	
		Touching the feminine area on purpose		✓	
		Stealing friend's stuff		✓	
		Threatening someone		✓	
		Intimidation		✓	
		Taking or selling drugs		✓	
		Mocking other's Physical limitation		✓	
3.	UNEXPECTED BEHAVIORAL CHANGES	Sit on the table		✓	
		Sit under friend's table		✓	
		Burp loudly without paying attention surroundings		✓	
		Suddenly scream out loud when learning process		✓	
		Visual impairment		✓	
		Hearing disorders		✓	

NO.				
4.	DISABILITY RELATED BEHAVIOR	Abnormalities body		✓	
		speech disorders		✓	

Appendix 2 (Transcription of recording an interview)

NO.	QUESTIONS	ANSWERS
1.	What is your opinion about my research on the field? Based on it I found several students behavior problem mam	How many did you find?
2.	There are seventh kinds that occurred in the language class and all of it classified into disruptive behavior.	Please mention all of them to me.
3.	I found some disruptive behavior that appears such as using mobile phones during class, talk during learning process, calling out loud others, whispering each student, like to throw something and not paying attention also disobey teachers' instruction.	Ok, let's take one example, playing with gadgets during class. Seeing the habits of children in class, of course, there are various and different characters in this modern era, especially in our schools, it is permitted. So, we as teachers must have a way or trick to manage the use of gadgets in class. Every single time, we have learnt so many things and don't always use gadgets. there are times when we take advantage of existing material books. So, when there are students who want to use gadgets at inappropriate times, we prevent and secure them of course when the time has come, we will give them the gadgets but still in under my control.

			With hope that students stay focused with what material we have convey.
4.	Thank you for the first answer mam, then how about the other disruptive behavior? Is there another way to solve it mam?		The point is students who disrupt the class or we can call them unique students. For me to overcome that by giving extra attention, approaching them by talking to them and then give them activities that I bond with so they are interested. Not all students like English, but I still motivate them that learning English is important because there are many fun ways or approaches such as learning using media pictures and then describing them, forming a group to discuss together and many others.

Appendix 3 (Documentation of Observation)

Appendix 4 (Documentation of Interview)

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