

DISRUPTIVE BEHAVIOR IN EFL CLASSROOM AND ITS IMPACTS ON CLASSROOM ENGAGEMENT

THESIS

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THESIS

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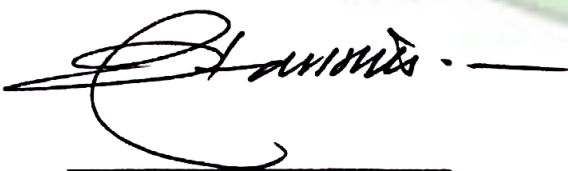
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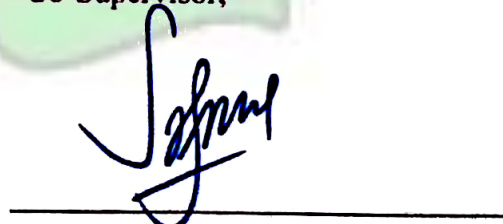
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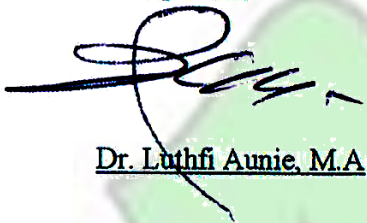
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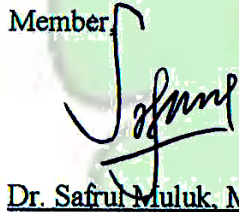


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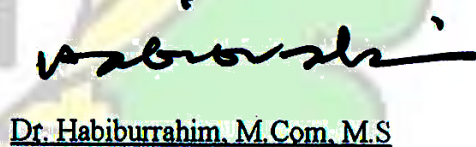

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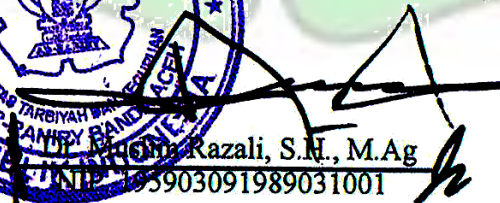
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**Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom
Engagement**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



Nurul Amalia

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In completing this research, the researcher realized that it would not have been completed without supports, advices, and helps from several influential people. Therefore, the researcher would like to express her greatest gratitude and appreciation for those people. First, the researcher would like to present sincere gratitude to her both supervisors, Dr. Luthfi Aunie, MA and Dr. Safrul Muluk, M.A., M.Ed, Ph.d, who have spent their time for giving advices, correcting, and supporting the researcher during the process of completing this research. Then, the researcher would like to thank all the lecturers of English Education Department who have helped and guided her in fleshing out this thesis. The thankfulness is also dedicated to the students of English Education Department of UIN Ar-Raniry as the participants in this research who have contributed and helped the researcher in completing this thesis. May Allah grant you all paradise.

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Banda Aceh, January 1st 2021
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ABSTRACT

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Considering that disruptive behaviour has been the critical, an inescapable problem, and the most challenging aspects among educational field, the current purpose of the study is intended to explore the students' perception about the disruptive behaviour in EFL classroom along with the factors causing the emergence of the behaviour and its impacts on classroom engagement. To better understand how the students perceive the display of disruptive behavior in EFL classroom, the researcher interviewed 10 students of English Education Department (PBI) of Ar-Raniry State Islamic University Banda Aceh. Through this research, it is revealed that there are some disruptive behaviour which occurred in general college students which also appeared in PBI classroom and significantly impacts the students engagement to the classroom. It is believed that the disruptive behaviour by students is clearly a problem across campuses including in EFL classroom. The words used by the participants in the interview are indicative of the key impact of disruptive behaviour that shows the impacts of the problem is to block the desire of the students to have an effective learning process.

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CHAPTER I

INTRODUCTION

A. Background of Study

A conducive classroom atmosphere has been considered as one of the important elements in supporting learning success (Weimer, 2009). For meaningful enriching learning experience to take place, teachers/lecturers are demanded to be able to create learning environments where disruptions to teaching learning process are minimum. One of inevitable problems in teaching is disruptive behaviour. Nordstrom, Bartless, and Busy (2009, as cited in Ali & Gracey, 2013) said that one of the inevitable problems in the working environment of many educators is facing disruptive behavior.

Disruptive behavior becomes one of the barriers that both teachers and students have to deal with in the classroom, including in English as Foreign Language (EFL) classroom. Every level of the educational system could face the problem of disruptive behavior, including in the university field. A classroom with a minimum existence of disruptive behavior is a positive and productive learning environment. Castano and Heanao (2015), argued that, it is commonly known that several classroom conditions influence negatively students' behavior. Regarding to this, teachers must try to understand more about this issue.

Disruptive behavior issue is not a new case in the education field. Wicaksono (2013) states that the frequency and intensity of disruptive behavior

are quite high. Regarding to this issue, it might become one of the reasons why more and more researchers are conducting research related to this issue. Castano and Heanao (2015) said that in the last decades, the number of research studies that discuss behavioral problems has been raising. The result of several studies related to disruptive behavior such as Gordon and Browne, 2004; Rigby, 2003; Rogers, 2011; Seeman, 2010 (as cited in Sezer, 2017) showed that disruptive behavior was stated to negatively affect the teaching and learning environment.

The fact that teachers have to consider dealing with disruptive behaviors as the main indicator of good performance in teaching has been known for years (Desbiens, Turcotte, Spallanzani, Roy, Tourigny, & Lanoue, 2011), thus it is important for teachers to know about factors triggering disruptive behavior so by that teachers will be able to manage the classroom better. Fakhruddin (2019) stated that the ultimate purpose of studying disruptive behavior is to provide a comprehensive point of view about the appearance of the behavior, so that a wise and appropriate decision or treatment can be given in a way to reduce it. This also agrees with Khasinah (2017), which argued that knowing the issue about disruptive behaviour is needed in order to enable the teachers to deal with the problem that occur in the classroom or to take the deterrence action to make the students keep in the good behave in the classroom.

Lastly, according to the research background above, through this research, the researcher wants to find out the forms and causes of disruptive behavior in EFL classroom and examine its impact on classroom.

B. Research Question

This research is a qualitative research that discussed thoroughly related to the form of disruptive behavior and the factors that cause disruptive behavior during learning process. The formulation of the problems that the researchers put forward in this study are as follows:

1. What are the forms of disruptive behavior that occur in EFL classroom of PBI students at UIN Ar-Raniry?
2. What factors causing the emergence of disruptive behavior of students when learning in the classroom?
3. What impacts does disruptive behaviour have on the students' engagement?

C. Purpose of The Study

The purpose of this study is to know :

1. The forms of disruptive behavior that occur in the EFL classroom of PBI students at UIN Ar-Raniry.
2. Factors cause the emergence of disruptive behavior of students when learning in classroom.
3. The impacts of disruptive behaviour on students' classroom engagement.

D. Benefits of The Study

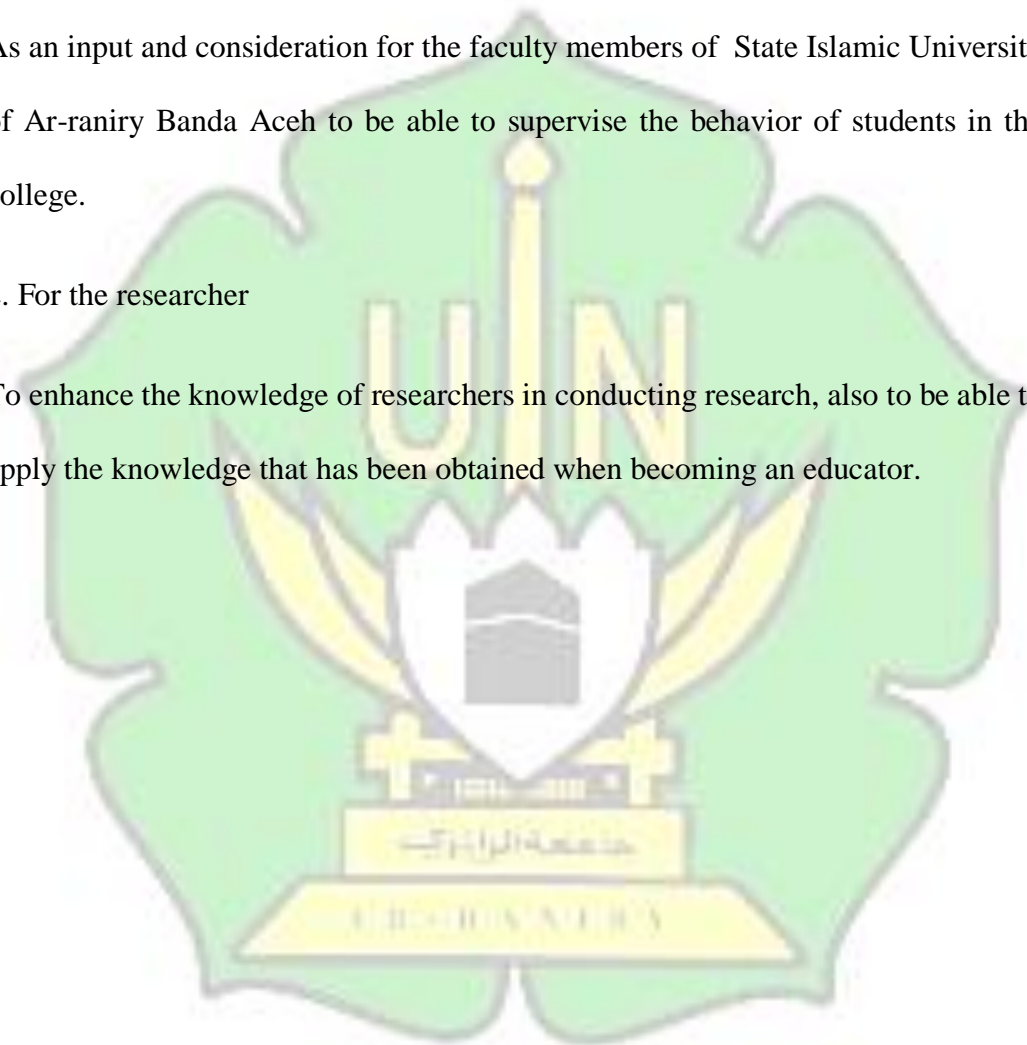
This research is expected to be beneficial for several parties, there are :

1. For university teachers and faculty members

As an input and consideration for the faculty members of State Islamic University of Ar-raniry Banda Aceh to be able to supervise the behavior of students in the college.

2. For the researcher

To enhance the knowledge of researchers in conducting research, also to be able to apply the knowledge that has been obtained when becoming an educator.



CHAPTER II

LITERATURE REVIEW

A. Definition of Disruptive Behaviour

One of the definitions of disruptive behavior was proposed by Bidel & Deacon (2010), who stated that disruptive behavior can be defined as visible behavior that occurs in the classroom that disturbs the teacher and / or other students, for example, refusing to participate or cooperate in the classroom activities, disregarding the rights of others, not paying attention to lessons, making a fuss and leaving seats without permission.

From the above definition about “Disruptive behavior”, The researcher concludes that a student is considered disruptive when he or she engages in behaviors that disrupt the learning process in a significant way. Division of Students Affairs of Southern California (2004) in the booklet that published with the title “Disruptive and Threatening Student Behavior” states the following :

”Disruptive behavior may sometimes threaten or endanger your physical or psychological well-being or safety, or that of others. Disruptive behavior can assume in many forms. It may be:

1. A student in your class who persistently arrives late or leaves early in a manner that is disruptive to the regular flow of the class.

2. A student who talks incessantly while you are delivering a lecture.
3. A student who loudly and frequently interrupts the flow of class with inappropriate questions or interjections.
4. A student who persistently calls your office and hampers your ability to continue your normal work, or to assist other students.
5. A student who becomes belligerent when you confront his or her inappropriate behavior.
6. A student who verbally or physically threatens you, another faculty or staff member, or another student.
7. A student who writes you a threatening letter, email, or leaves a disturbing message on your voicemail.
8. A student who attempts to contact you at your home in inappropriate ways. a student who displays behavior indicating a romantic or other obsessive interest in you.” (p. 2)

Division of Student Affairs University (2004) added that that disturbing behavior and threatens can be divided into 3 different levels, the first level, which is a non-serious problem, includes any situation that can be dealt with informally between the teacher and students, which leads to quick problem-solving. The second level involves ongoing problems, or more serious trouble in the classroom. In this situation, the teacher can consult with student affairs. If needed, a field

teacher students will help teachers evaluate and resolve the situation. The third level is the most serious and most dangerous of some levels of behavior interfere with others. If the behavior occurs at this level, the teacher must immediately contact the party who is responsible for handling student affairs.

B. Indicators of Disruptive Behavior in the Classroom

The characteristics of disruptive behavior can be different for each age level. According to Arbuckle and Little (as cited in Wicaksono, 2013) , disruptive behavior that often appears in children at elementary school level which includes demanding requests must be fulfilled immediately or cannot wait to be noticed, disrupting other students' activities, cannot carry out activities independently or demand attention that is overdoing it from the teacher, refuting when reprimanded, running away from class, not getting along well with other students, refusing to obey the rules set by the teacher, ignoring other people's feelings, and lying.

For teenagers students which includes Junior High School (SMP) and Senior High School (SMA), Romi (as cited in Wicaksono, 2013) stated that disturbing behavior includes eat and/or drink in the classroom, cheat on tests, leaving seat without permission, do not do homework, forget to bring homework, being late for class, smoking in class, play truant, debate with the teacher, falsify parents' signatures, not paying attention to the lessons, throw things, and exchange paper notes.

While in the university area, Ali and Gracey (2013) stated that forms of disruptive behavior including one of these three categories :

1. Behavior by the student individually. The forms includes come to class late; leave early; speak out inappropriately; call, text, or play games on cell phones; read materials unrelated to the class, such as newspapers or other course texts; or sleep during class. Nordstrom, Bartels, and Bucy (2009) argue that all faculty are faced with those kinds of disruptive behavior.

2. Behavior with other students, it includes carrying on conversations, passing notes between students, or cheating on an exam.

3. Behavior interacting with the instructor. As quoted by Ali and Gracey (2013) “Disruptions caused by a student interacting inappropriately with the instructor include talking back disrespectfully or challenging the instructor in a negative tone while arguing over grades, assignments, or other course requirements. If the instructor does not handle these interactions properly, these kinds of behaviors have the potential to spread to other students as well” (p.4)

While in EFL context, several researchers who conducted research related with disruptive behaviour in language classroom revealed the various results. One of the research study was conducted by Cabaroglu, N., & Altinel, Z. (2010) on the title “Misbehaviour In Efl Classes: Teachers' and Students' perspectives” revealed several ideas regarding with disruptive behaviour issues. From the interview result, the students defined disruptive behaviour as “bad behaviours that are done consciously or unconsciously”, “not obeying the ground rules in the classroom”, “acting without considering the consequences”, and “behaviours that one does not want to come across with.” In the interview, students was also asked to mentioned

what were the misbehaviour that they faced by the misbehaving students and the examples of misbehaviours mentioned by those students who were participating were “fighting” (9 students), “talking to friends” (6 students), “disturbing others” (6 students), “not listening to the teacher during the lesson delivery” (4 students), and “behaving disrespectfully to teachers” (4 students).

In addition to these “talking without permission, making noise, cheating in exams, not participating in the lesson, swearing, smoking, using drugs, lying and stealing” were other examples of misbehaviour mentioned by the students. Interestingly, one student did not consider “talking to friends” as misbehaviour. This research study also revealed the causes of disruptive behaviour from the students’ perception. From their explanation, it explained that “Boredom, modelling peers, parents’ indifference towards their children, and teacher behaviour and attitudes” were mentioned as the underlying causes of student misbehaviours. In relation to the teachers, students claimed that because some teachers “discriminated their students, threatened them with low grades, or did not reward their students’ positive behaviours” they encountered misbehaviour problems.

C. Factors of Disruptive Behavior

There are several causes why disruptive behavior happens: students’ background (Family background), lack of classroom management, lack of motivation, and teachers’ lack of strategies to prevent and correct disruptive behavior (Castaño, Henao, Gallego, 2015). On the other hand, Kuhlenschmidt and

Layne (cited in Ali & Gracey, 2013) explained that the causes of disruptive behavior can be seen through three forms; physical problem, emotional challenge, and environmental factors.

Physical problem is one type of the causes of disruptive behavior that caused the use of drug and something related to it which result in permanent physical impairments. According to the study used five sources of data for estimating recent levels of alcohol (and other drugs) use among college students: Harvard School of Public Health College Alcohol Study, the Core Institute, Monitoring the Future, National College Health Risk Behavior Survey and National Household Survey on Drug Abuse, found the result that the students' attention might be distracted by the use of alcohol several hours before they enter class. The study also found that ill or sickness also included in this part which causes the emerging of disruptive behavior in the classroom.

The emotional challenge according to Kuhlenschmidt and Layne (as cited in Ali and Gracey, 2013) "include feelings of isolation and loss, immaturity, misdirected aggression, and struggles associated with identity development" (P.3). The result of this feeling is a misbehavior in the classroom. For example, a student being angry before the classroom started and that emotion will continue when the class begins.

The last one, which is considered as the causes of disruptive behavior in the classroom is environmental factors. It has several forms, which is a norm of conduct (the perspective of the students regarding with what are considered as disruptive behavior and what are not, for example, a student do not consider that

playing phone while the lecturer time is a form of disruptive behavior), class size, culture, and task.

D. Classroom Engagement

Classroom engagement refers to a student's active complicity or involvement in the classroom learning process, which includes "attention, interest, investment, and effort students expend in the work of learning in the classroom" (Marks as cited in Wang, Bergin and Bergin, 2014). Conversely, low engagement manifests itself in apathy, discouragement, disruptive behavior, or absenteeism (Skinner, et al., 2009).

According to a flow theory perspective, engagement is related to intrinsic motivation. It is widely accepted that engagement is similar to motivation in as much as it is dynamic and fluctuating and is the product of an interaction between individual factors and contextual factors (Guilloteaux, 2016).

There are three dimensions of engagement, which are affective (emotional), cognitive, and behavioral (Fredricks, Blumenfeld, and Paris as cited in Guilloteaux, 2016). Affective engagement refers to positive emotions during class, such as interest, enjoyment, and enthusiasm (Skinner et al., 2009). Affective engagement is understood in terms of commitment, where schooling engages individuals' emotions, values and beliefs (such as enthusiasm, optimism and confidence). While behavioral engagement refers to observable behavior such as time-on-task, overt attention, classroom participation, question asking, and choice of challenging tasks. Cognitive involvement according to Wang, Bergin, and Bergin

(2014) refers to mental efforts, such as meaningful processing, strategy use, concentration, and metacognition (p.518).

Engagement plays important roles in learning process (Allen, L. K., Crossley, S. A., Snow, E. L., & McNamara, D. S., 2014). Engagement strategies itself functions in giving positive learner experiences including active learning opportunities, such as participating in collaborative group work, having students facilitate presentations and discussions, sharing resources actively, creating course assignments with hands-on components, and integrating case studies and reflections (Martin, F., & Bolliger, D. U, 2018). If a student is engaged in learning, he/she is motivated to learn; if disengaged, a student will not be efficient in his/her learning.

Another reason why student involvement in school should be a concern is stated by Fredricks, Filsecker & Lawson (2016) who said that engagement is an important factor of the success of students' learning and academic processes at school. Other research study shows that student involvement in school can increase learning achievement through its cognitive component (Gunuc and Kuzu, 2014). Student involvement in school as well can be a protective factor of students that involved in delinquent behavior, substance abuse illicit and depression (Li & Lerner, 2011).

From the research study above shows that student engagement can be predictors for student success in school. At the community college level, student classroom engagement is a challenge. Community college is the preferred institution for part-time and working students, and in comparison with students at 4-year institutions, community college students are typically older, financially

independent, and more likely to be married (Hirschy et al., 2011). Thus, the students' concerned might not be fully related to university.

E. The measurement of students engagement

According to Parsons, S. A., Nuland, L. R., & Parsons, A. W., (2014), Engagement is associated with student achievement. Skinner and Pitzer (2012) define the term of engagement itself as “a robust predictor of student learning, grades, achievement test scores, retention, and graduation” (p. 21). There is a consideration in measuring the engagement (Wang, Bergin, and Bergin, 2014). For instance, engagement at the school level is typically measured participation in extracurricular activities, attendance, bonding to school, etc. However, it is not directly reflect classroom engagement. As Darr's (2012) statement that the same student may be highly engaged in one class, but not in others, and classrooms vary in average student engagement. That is why Lawson and Lawson (2013) recommended to distinguish between school engagement and classroom engagement. When students are highly engaged, they actively participate in class discussions, are enthusiastic, and have a positive attitude toward schoolwork. When students are disengaged as doing any some types of disruptive behaviour such as playing phone or talking to another students, it is because they are bored and indifferent about academic tasks (Parsons, S. A., Nuland, L. R., & Parsons, A. W., 2014). Thus, it is important for the teacher to gaining the students's engagement during the learning process.

F. Impacts of disruptive behaviour on classroom engagement

The classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom (Hannah, 2013). When a student or a group of students make a disruptive behavior, their learning process is not the only one that affected, but others' too, given the fact that the learning environment is impacted negatively. As stated by Castaño Henao Gallego (2015), who said that the rate of attention that students have is not the same when they have to deal with their interruption and their classmates who make a disruption.

This problem has negative impacts not only on the students in the classroom who are learning or the particular student who behaving disruptively, but also teachers who have negative effects on them personally as professionals (Nash & Schlösser, 2015). The statement is supported by Aloe, Shisler, Norris, Nickerson & Rinker (2014) who stated that students misbehaviour is significantly related to the three dimensions of teacher burnout; emotional exhaustion, depersonalization, and lack of personal accomplishment. The teachers also spend a significant amount of time on dealing with the disruptive behaviour while trying to cover their daily lessons in the classrooms (Malak, Sharma, & Deppeler, 2017). In addition to losing instructional time, Malak et al (2017) also stated that disruptive behaviour in the classroom hinders and disrupts other students learning as well. Because of that, it is crucial to find out the effects of this phenomenon that is prevalent in the classrooms so that the focus on teaching and learning can be enhanced.

The classroom disruptive behaviours need to be well addressed and well managed so that teachers are psychologically prepared to carry out their teaching

roles effectively in their classrooms. To strengthen this, the narrative of the teachers on the interview of a research study done by Muna, F. (2019) proved that the teachers face emotional problems due to the existence of this phenomenon in their classrooms. The results showed that it had negative effects on teachers themselves.

According to website of the Ministry of Education of Guyana (2020) Disruptive behavior that is appeared by one student also encourages other students to do the same, which compromises the teacher's authority and ability to control the group. It will affect the learning process of others students. It affected and interfere with other students' focus. This can result in lower grades. Peers tend to have a significant influence over each other, and if one student is disruptive, it may encourage similar behavior in other classmates who might not have had trouble otherwise.

Disruptive students also disturb the teacher's ability to teach in effective way. Teacher's time and attention are required by these students. Sometimes, the teacher must stop the lesson or discussion to deal with the behavior. If the disruptive behavior is threatening, it may challenge the teacher's authority and can create tension in the classroom, which pushes learning to the background.

According to a research done by Douglas, J., Moyes, D., & Douglas, A. (2016) related to the impact of disruptive behaviour in the classroom with the context was higher education classroom in Italy, found the result that the key impacts of disruptive behaviour are "frustrated". This shows that In other words disruptive behaviour is a barrier to learning. None of the other words used; such as

‘intimidated’, ‘distracted’, ‘stressed’ and ‘annoyed’ indicate that effective learning is taking place.

Another findings related to disruptive behaviour research established by Muna, F. (2019) found the result that disruptive behaviour have massive negative effects on all teachers and students, both disruptive students (disrupter) or others students in the classroom. This results agrees with others previous studies which revealed that disruptive behaviour impacted other students learning in the classroom. Hence, the students who behaved disruptively need to be resolved effectively so that every student in the classroom can learn in a meaningful way. The study also found that the core business of the school, that is the teaching and learning process was disturbed due to disruptive behaviour. Loss of instructional time was the greatest concern mentioned by one of the respondents. It is supported by Jacobsen, K. (2013) who argued that externalizing behaviors receive more attention than other behaviors due to the fact that they interrupt classroom time and put the teacher/student relationships in more stress.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of The Study

This study was conducted in a qualitative research method. Qualitative research is often associated with such detailed exploration of an issue. It was deemed more suitable for the present study. (Denzin & Lincoln, 2005; Marshall & Rossman, 2006; Patton, 2014) Qualitative research designs are used to obtain comprehensive knowledge about a topic. This design was used to describe and explain beliefs, behaviors and meaning in context-specific settings (Wu and Volker, 2009). Thus, through this research study, the researcher intended to gain an understanding about the forms of disruptive behavior of the students majoring English Education of UIN Ar-Raniry Banda Aceh along with the causes and impacts on classroom engagement. The using of qualitative research study was intended to explore students' perspectives on disruptive behavior that occur in their classrooms. Interview was utilized to gather students' voices on disruptive behavior issue.

B. Participants

The respondents of this study were chosen by using random sampling. A total of 182 students of English Education Department (PBI) batch 2016 at Ar-Raniry State Islamic University Banda Aceh became the population of this study.

From the population, the researcher randomly chose 10 students as the sample in this study research which represented each year of PBI' Students. The reason for choosing students of batch 2016 came from the view that they had more experience in dealing with disruptive behavior. They were chosen to provide important information about the forms, factors, and impacts associated with disruptive behavior In EFL classroom.

C. Research Instrument

The researcher used interview in gathering the data to determine the factors associated with disruptive behavior and its effects on the classroom engagement. A self-constructed semistructured interview guide was used for each individual interview. In the interview guide, six questions used to explore the interviewees' perceptions of students' problem behaviors and their management strategies in the classroom and school contexts. During the interview, further questions, prompts and probes were done to explore the effects of this phenomenon. The interviewees were asked to define "problem behaviors" based on their own understanding and interpretation.

The interview was consisted of three parts. Part 1 aimed to gather data from the students about disruptive behavior that appear in their classroom either it comes from them or their classmates. Part II gathered data on the factors associated with the disruptive behavior of the pupils such as overt inattentiveness, aggressiveness, misbehavior, tardiness, and laziness. Part III aimed to answer the

question about how the student's engagement to the classroom that they perceived when there is disruptive behavior occurs in their classroom. The conditions that existed, opinions that are held, processes that are going on, evident effects, or trends that are developing were described using the instrument.

D. Data Collection

Interview methods for data collection were chosen for this research. An interview is a way to implicate and communicate to participants about their opinions, perceptions, and interpretation of a given situation (Kajorboon, 2005). The researcher used semi-structured in order to get deeper and wider information from the participants. The data collection is analysed using qualitative method.

E. Data Analysis

According to sugiyono (2010), data analysis is a process of searching and organizing systematically the data that is obtained from the results interviews, observation, and documentation by organizing the data into categories, breaking down into units, doing synthesis, arrange into patterns, and choose what is important and which is will be studied, and make conclusions so that they are easily understood by yourself and others. The data analysis used by the researcher is descriptive analysis. The data that has been collected from the interview was described so that it can provide the clarity to reality. While for the analyzed data of

answers of the interview were analysed and classified into some categories using coding procedures. After categorizing the students' answer of each question, the researcher put in the description as well to be clearly understood.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion about students' perception toward disruptive behavior in EFL classroom and its impacts on classroom engagement. It was intended to answer the problems of the study.

A. Findings

The findings displayed are based on data obtained from three phases of interview and organized in detail based on the themes and significance of each research question. The findings are also followed by a detailed discussion to provide a brief explanation. The qualitative interviews described the experiences of 10 students of English department (PBI) batch 2016 of Ar-Raniry Islamic State University Banda Aceh. There were three major themes that were gathered from the semi-structured interviews that related to disruptive behavior in the classroom which included: Students' perception of disruptive behavior, Factors that cause disruptive behavior, and impacts of disruptive behavior on classroom engagement.

1. The Analysis of Interview

This part provides the result of the students' perception of disruptive behavior in EFL classroom. In detail, the data analysis was arranged into three sub-sections—according to the research question to report the students' perceptions

about disruptive behavior: 1) The actions that is considered as disruptive behavior in the classroom and actions that occurred in their classroom 2) factors causing the disruptive behavior in EFL classroom, and 3) Impacts of disruptive behavior on their classroom engagement.

A. Students' Perceptions of Disruptive Behavior

The first theme that was gathered from the data included the students' description of disruptive behaviors in their classrooms. Through semi-structured interviews, the data from the interview revealed that out of ten students, five of them indicated that student behavior that holds up the flow and disturbed the focus in the learning process was called as disruptive behavior. Some of the students also defined that disruptive behavior as bad behaviors that are done consciously or unconsciously.

In general, all students agreed on the following definition of misbehavior: "behaviors which disturb the learning process in the classroom and disrupt others. Related to students' perceptions of disruptive behavior in EFL classroom, different students have different opinion. Although some behaviors were considered as "disruptive behavior" by certain students, they were not considered as "disruptive behavior " by other participants. Because of this, participants were also asked to specify the behaviors which they regarded as disruptive behaviors.

The result of the interview revealed that the forms of misbehaviors that were mentioned by the participants are included "making noise, playing phone, involving in irrelevant activities, laughing at friends' mistakes, dominating the

classroom, coming late to the classroom, eating, arguing and debating the teacher or other students, sleeping during the classroom, coming to the classroom, talking, asking irrelevant questions, and borrowing stuff from others.

Among all of the reasons, “making noise” was the most frequently mentioned as disturbing behavior by the participants (9 of 10 students). The following extract was stated by participant 7 exemplifies the making noise :

Well, I think the examples of actions that can be considered as disruptive behaviors are; students talk too loud, students singing when doing an assignment, students playing with their phone in the high volume, and screaming.

Student 4 described the same thing related to what is considered as disruptive behavior as stated in the following :

For me, I think disruptive behavior is anything that students do in the class that disturb the learning process. It could be talking to each other while the lecturer explaining the lesson, it could be making noise, do not participate in the classroom, coming late, debating or arguing with the teacher. The point is, the students do something unnecessary in the classroom.

The explanation along with examples of disruptive behaviour that were stated by student 4 and student 7 in the interview revealed that all of the examples actually lead to one point , which refers to sound problem. In other words, one of the most disturbing things that the students felt is the appearance of an unexpected sound. Another student, participant 5, also gave her statement about disruptive behavior as the following which also refers to the same opinion, who argued that making noise is one of the behaviors that is considered as disruptive behavior by her. The statement is as follow:

In my opinion, the actions that I consider as disruptive behavior in the classroom is like making noise when the teaching and learning is taking place

Student 3 stated the following opinion about behavior considered as disturbing others.

I think there are a lot of kinds of disruptive behavior, such as; eating in the classroom, sound of the shoes when you stomping, chit chat with your friends when the learning proceess is held, and when someone open and close the door.

After the participants explained their perceptions about the types of behaviors that they considered as disruptive behaviors in the classroom, the researcher explored specifically deeper related to the behaviors that they found in EFL classroom in their university context, specifically at English Department. The following are several arguments stated by them.

One of the explanation came from student 1 that stated as the following :

In EFL context, I often see the main action that can be considered as disruptive behavior is when some students laugh at others students who is making mistakes. It might be occurred when their friend is performing a presentation and he/she make mistakes such as wrong pronouncation and answer the wrong answer.

Playing phone is also one of the frequently mentioned as disruptive behavior in PBI classroom. Participants argued that even though the students' use of mobile phone in the classroom does not disturb others students directly, but this action would interfere the concentration of the teacher who is teaching on the time. It will give the impacts on other students. As student 6 said :

Nowadays, it is almost impossible if we say there is no action such as use of cellphones in the classroom because the fact is that there are students who use cellphones directly or secretly. This action might not disturb me directly, but when the students do this action, the teacher's attention from teaching will shift to the students who are playing phone and it will affect the whole teaching process of the teacher. Some teachers will stop the learning process for a while to remind this misbehaving students.

Other disruptive behaviours that is found is arguing and debating the teacher with the aim to test the teacher. As stated below :

From my experience when I was in college at English department, I found some of the students debating or arguing the teacher. What a pity in this matter is that the students not arguing for the purpose to know the material they are confused about, instead, they do it with the aim of testing the teacher itself.

B. Factors Causing the Emergence of Disruptive Behavior.

The data from interviews with the participants revealed that there were a lot of different factors stated by the interviewee, From all of the interview sources, the researcher classifies the possible factors causing the appearance of disruptive behavior into two categories; student factors and classroom factors.

1. Student Factors

Student factors refer to the happening of disruptive behavior as a result of the individual students' behavior due to the student's personality. Examples related to this is when a student disrupts the learning and the teaching process of the classroom because of the feelings of boredom.

According to the interview result, it revealed several statements of the participants about factors causing the emergence of disruptive behavior which can be included as student factor. "Boredom" is the most frequently mentioned of causing factor of disruptive behavior appearance .

One of the participants' statement regarding to this stated by student 10

....I get bored in the classroom sometimes. May be because the material in the subject is too boring.

The participant 10 also added factors causing disruptive behavior as follow :

From my own perspective, it might be related to emotional problem, for example; someone who has temprament problems, frustation, anxiety, need more attention, and boredom. And it also might be because of the jealous from the other students. Another factor might be seen from physiological factors, for example; tired, hungry, not feeling well or unhealthy when the learning takes place.

The next of the most causing factor of disruptive behavior among the students was sleepiness. Based on students' perspective, sleepiness often happens when the students feel the lack of energy. The students may feel sleepy because they are lazy, tired, or lack of learning motivation. In the interview, four students reported that they were very sleepy during the lesson. The following are some explanations stated by the participants.

Maybe a lot of factors causing the appearance of sleepiness in the classroom. Different person has different reason, but from my own experience, I would felt the feeling of sleepy when I was so tired on the night before.

Another factor that also can be categorized as factors from the students themselves is when they are just not in mood in learning. It does not has any relation with others factors, it just the students itself in a bad mood until affecting the disruptive behavior might happened, as stated by the student below :

It maybe because I am not in mood for studying, I just felt it somehow without any relation to another factor, I mean it just happened.

Lack of willingness is also becomes a reason of why this behavior happens in the classroom. This factors associated as a part of low motivation. Student 3 in the interview stated that she found some friends who are not that interested in English. This problem happens because the students entered major that are not in their interest.

Several of my friends that I have ever found doing such disruptive behavior as do not give attention to the students, do not do homework, coming late to the classroom, talking to other friends, and playing phone are those students who have no interest in English major. I know this because one of the students who experienced this have ever told to me that they entered the major that they do not have the interest in. As far as I understood from our dialoguess, he chose the department with family pressure or it might be because English department is the department that he only could passed.

2. Classroom Factors.

Classroom factors in this term can be defined as behavior that occurred by something related to the classroom. For example, the classroom management, classroom size, teachers performance, and others besides of causing factors by the students itself.

I think one of the causing factors on the appearance some of my bad behavior is the lecture itself. Sometimes, I often found that some lectures do not make the classroom become interesting. The learning process very depend on the text-book. The lecture does not give the an interesting topic related to the real context. It so boring sometimes. I think the lecture needs to be more aware on students rather than just focus on giving the material.

While according to participant 9 in the interview result, classroom setting might also massive factor of causing the apperance of disruptive behavior in the classroom. The participant argued that the classroom setting, such as the seat setting might causing this one. For more detail, the statement as follow :

When the students' seat is too long to the back, students at the back often talk to each other during the teacher is teaching. Sometimes they speak too loudly that others students can hear clearly what the disrupter students talking.

Another common cause is confusion or lost. According to the participants, this often happens when they were at the early year of becoming a student of English department. They argued that it was hard sometimes to understand what the lecturer said about the subject if it is delivered in full English due to fact that their English proficiency was not that good when they were still at the initial semester. As stated by participant 8 :

At the first year of becoming a student of English Education Department with limited English skill, I often get lost or hardly understand when some lecturer were teaching in full English. This factor what impacts me to did some misbehavior sometimes on the time, such as talking to friend or playing phone sometimes.

C. Impacts of Disruptive Behavior on Students' Engagement.

One of the themes gathered from interview data was the impact of disruptive behavior on the classroom engagement. In fact, the perspectives of the respondents were quite similar. Nine of ten respondents agreed that disruptive behavior conducted by misbehaving students impact their engagement to the classroom. The most mentioned impact by the students is hard to focus.

The inconsistent focus impact can be seen from several statement given by the participants. Participant 2 stated :

Well, I can say that the most impacting factor of the appearance of disruptive behavior in the classroom is on the students' focus to study. I myself often experience this. When some of my classmates do something that disturb others such as making noise or there is a student coming late, my focus from study could shift to those misbehaving students.

Participant 3 in the interview, state the following :

There are some impacts that I felt directly when disruptive behavior occur in my classroom, less concentrate, the changing of mood during study, and interfere my comfort in studying.

Participant 6 stated the following:

Besides of less focus, I often getting lazy to study whenever disruptive behavior appear in my classroom.

On the contrary, one student think that their participation to the classroom is not affected. She stated that any disruptive behavior conducted by her friends does not impact herself in the learning process. However, it would impact her if the misbehavior was done by herself.

B. Discussion

This study explores students' disruptive behavior in EFL classroom with the context was the students of English Education Department (PBI). The aims to conduct this study were to know the students' perspective about the behaviors that can be considered as disruptive behavior in the classroom, factors causing the disruptive behavior in EFL classroom, and impacts of disruptive behavior on their classroom engagement.

Based on data analysis procedure, the researcher found several different perceptions and preferences toward students' disruptive behavior. As the result, it can be concluded into three big themes; students' perspectives about disruptive behavior, causing emergence the disruptive behavior, and impact of disruptive behavior in EFL classroom.

From the interview result about the first theme, the data showed that almost all participants agreed on the disruptive behavior definition, which refers to the students' negative behaviors that occur in the classroom which affect the classroom process learning including the teacher and others students. Based on the interview data, it revealed that there are several disruptive behavior occurred in PBI classroom.

It turns out from the finding that different students have different considerations about the forms or types of disruptive behavior. But in short, it can be concluded the behaviours reported by the participants are; being late to class, talking or chit chat with their friends, arguing or debating the teachers, playing phone, making noise, sleeping, laughing at friends' mistake. One of the interesting finding the researcher found is that not all the students consider the same behavior as the disruptive behavior. For example, several participants do not consider sleeping action as disruptive behaviour form.

Those students' perspectives in this research related to the theme about forms considered as disruptive behaviors supports one of the arguments identified in the literature review in this thesis who came from Ali and Gracey (2013) who have also researched the issue of disruptive behavior in university level. The forms of disruptive behaviour in college classroom stated by them were; coming late to the classroom, speak out inappropriately, text, play games on cell phones, read materials unrelated to the class, such as newspapers or other course texts; or sleep during class.

In addition, those types of disruptive behaviour found in PBI classroom almost revealed the same ideas as the types of disruptive behaviour occurred in EFL classroom in the previous study. As stated by Cabaroglu, N., & Altinel, Z. (2010) on the research study with the title “Misbehaviour In EFL Classes: Teachers' and Students' perspectives” found that types of disruptives behaviour in EFL classroom are talking to friends, disturbing others, not listening to the teacher during the lesson delivery, and behaving disrespectfully to teachers.

Based on the participants' statement, disruptive behavior conducted by students is a definately a seriuous issue and problem across university area including in EFL classroom as PBI department of Ar-Raniry University. Even though the behaviors themselves are not particularly offensinve, but they indicate a lack of respect to the teachers and learning process and the engagment to the classroom. It also can be concluded from the statement was given by the participants that such behaviours that are considered as disruptive are also can be considered as bullying. For instance, the action of playing phone by some students might become a bullying action for the lecturer who are teaching on the time.

The second theme discussed related to this thesis topic is factors causing the emergence of disruptive behaviour. It also revealed from the interview result that the emergence factors causing these disruptive behavior are various. The most mentioned factor by the participant was boredom.

The researcher divided the causes of disruptive behavior into two aspects: Student factors and classroom factors. Student factor is the factors that come from

the students' internal aspects such as boredom, frustration, anxiety, etc. while the classroom factor is a factor related to the class situation which includes classroom management, teacher performances, lessons, materials, peers influence, classroom setting, etc.

In most cases, the participants provided various causes rather than one single cause as provided in the finding section. Those misbehavior were often to be acted during the instruction period. The respondents stated that those experiences of facing students' disruptive behavior have massively impacted the most of the learning process.

Those causes factors of disruptive behavior found by the researcher at PBI classroom are actually in accordance with the previous study conducted by Castaño, Henao, Gallego (2015) who stated that factors causing disruptive behaviour in EFL classroom are students' background, lack of classroom management, lack of motivation, and teachers' lack of strategies to prevent and correct disruptive behavior. Those factors concur with the arguments stated by several participants.

However, in the other hand, the results of this research related to the causes of disruptive behavior in PBI classroom is contrary with one of the opinions put forward by Ali and Gracey (2013) who stated that one of the causing factors of disruptive behaviour is physical problem caused by the use of drug and something related to it which result in permanent physical impairments. The study found the result that the students' attention might be distracted by the use of alcohol several hours before they enter class. With regard to this particular issue, none of the

participants mentioned the using of drugs is the factors causing disruptive behaviour in PBI classroom. The reason why the using of drugs is not mentioned as the causing of disruptive behaviour by the participants is based on the fact that the problem of drug use in Aceh is very minimal considering that Aceh is one of the cities in Indonesia which highly upholds on Islamic values. Moreover, considering UIN Ar-Raniry is one of the Islamic university in indonesia, so the chances of the students using drugs are very low.

Through this research study, the researcher also finds out the students' perspectives related to the impact that they felt when those misbehavior occurred in their classroom. Depending on their experience, nine of ten participants agreed that several types of disruptive behavior impact their learning process and the peaceful of the classroom. While one participant stated that any disruptive behavior conducted by other students in the classroom will not impact her learning process, it will impact her if the disruptive action is done by herself.

Less focus was the main impact and the most mentioned impact by the participants who have experienced the disruptive behavior. It turns out that the stated impacts felt by the students is in accordance with the literature on the website of the Ministry of Education of Guyana (2020) who stated the same idea as the finding in this study.

Other impacts stated by the participants are the changing of mood, interfere the comfort in studying, and getting lazy to study. Another similiar ideas of the impacts felt by the participants as the appearance result of disruptive

behaviour with the previous study was put forward by Douglas, J., Moyes, D., & Douglas, A. (2016) who found that the impact of this type of behaviour is to block the desire of students to have an effective learning experience.

This result also agrees with Castaño Henao Gallego (2015), who said that the rate of attention that students have is not the same when they have to deal with their interruption and their classmates who make a disruption. From the finding, the researcher draw a conclusion that there is a correlation between disruptive behaviour and students' engagement to the classroom. It was in support with the study of Hannah (2013) who argue that the classroom environment plays a crucial role in keeping students engaged within the classroom. Thus, when the disruptive behaviour occurred in the classroom, it can be confirmed that the learning process would be affected.

The current research indicates that disruptive behaviour of one student in the English class may prevent other students from their right to study which lead to the result that will impair the language skill and language aspects absorption. For example, in the context of reading comprehension and listening courses, it may prevent the students from learning the necessary vocabulary in the comprehending reading or listening material if there are some disruptive behaviour occurred in the classroom. it also may prevents the students from the necessary rehearsal and brainstorming of ideas to execute the subsequent tasks during the courses which required the skills of productive or presentational skills such as speaking and writing courses. Moreover, language aspects required in EFL classroom such as grammar, vocabulary, listening, and speaking require the concentration during the

learning process. Thus, any disruptive behaviour occurred in the EFL classroom will influence the whole class, both student and lecturer.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the conclusions of this study which has been elaborated in the previous chapters. Then, the researcher writes down the recommendation for other researchers who will continue a study in the field of disruptive behaviour in EFL classroom and its impact on classroom engagement.

A. Conclusions

In summary, this paper explained the disruptive behaviour in EFL classroom and its impacts on classroom engagement which the context was at english education department (PBI) classroom of UIN Ar-raniry Banda Aceh. The paper began by explaining the students' perspectives of disruptive behaviour that occurs in the classroom along with the factors and their potential effects on the classroom in general. The paper then shifted the focus to illustrate this issue specifically in PBI classroom of UIN Ar-raniry.

In order to understand whether there was a relationship between students' learning process and their engagement to the classroom with the appearance of disruptive behaviour, the researcher interviewed ten students of PBI classroom regarding to this topic. As a result, the researcher found that there were several common disruptive behaviour that students often do in the classroom which occurred in PBI classroom and those behaviour give the significant impact on the whole classroom learning process, either for the teacher or the students.

Types of disruptive behaviour that were found in PBI classroom through this study were making noise, playing phone, involve in irrelevant activities, laughing at friends' mistakes, students who dominate the classroom, coming late to the classroom, eating, arguing and debating the teacher or their friends, sleeping during the classroom, students who coming out and coming in the classroom, borrowing stuff from others, talking out of turn or when not supposed to talk, and asking irrelevant questions.

While the factors causing these misbehaviour were mentioned by the participants were boredom, classroom setting, sleepiness, lack of willingness, lecturer performances, etc. The impacts of those misbehaviour itself depends on the participants itself, "less focus" was the most mentioned impact regarding to the most participants. The result of this study showed several same ideas as the previous studies. In sum, the results are important for gaining insights about the influential factors related to disruptive behaviour along with the impacts of the appearance of disruptive behaviour in EFL classroom.

The current study also found the impacts of disruptive behaviour in EFL classroom that felt by the students due to the appearance of disruptive behaviour. from the interview, most of the students argued that less focus to the learning process is the most impactful factors. Other factors stated by the students are the changing of mood, interfere the comfort in studying, and getting lazy to study. To sum up, most of the participants agreed that some of the appearance of disruptive behaviour is really give the impact on their engagement to the classroom.

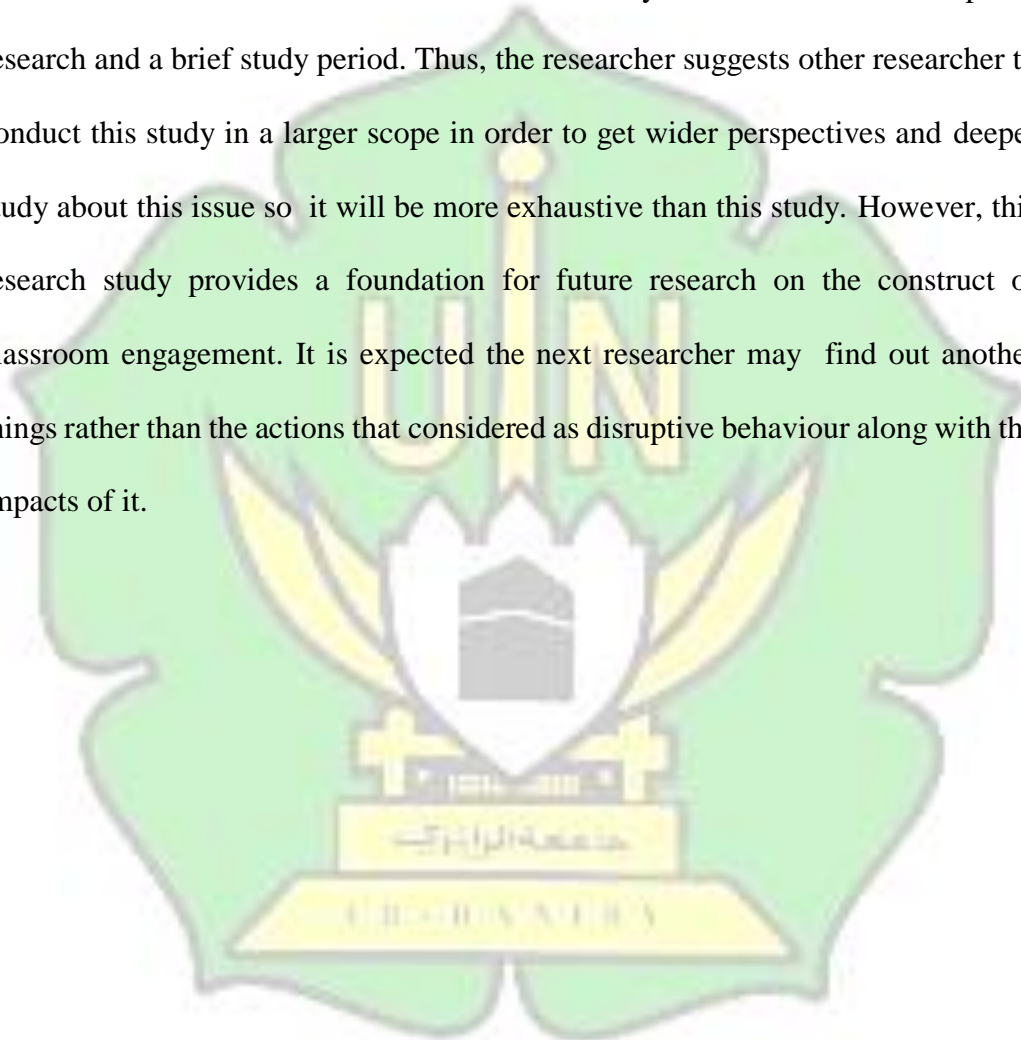
B. Recommendations

Based on the findings, the researcher would like to offer some suggestions to be considered related to the teaching in order to improve the students' engagement to the classroom.

The first suggestion is for the lecturers. It is important for the lecturers to know what are the factors of disruptive behaviour so if the lecturer find out the students conduct disruptive behaviour in the classroom, the lecturers will know what should to do to the students and try to prevent it in the classroom. In addition, the teachers may revise the teaching strategies in the context of student's disruptive behaviour in order to avoid and minimize the impacts of disruptive behaviour. The teaching methods may also be made more motivational in order to attract students towards studies, the more they get involved in studies the more they behave appropriately. To sum up, the lecturers could give more awareness on how to overcome this problem along with rearrange the better classroom management.

The second is for the students. The researcher suggested the students to have more concerning related to the issue disruptive behaviour. Moreover, due to the fact that the condition in the classroom such as the convenience feeling during learning proccess significantly determine on how the students will achieve the success in the learning process, therefore it is necessary for the students to be more aware about issue of disruptive behavior and it is hoped the students could have the willingness on keeping the better behaviour in their classroom.

The third is for the next researcher. In this study, the researcher focuses discussing the issue only from students' point of view. The current research study may not have been able to accomplished the issue of disruptive behaviour in educational field For the next research study. The researcher realized that there are still some weakness and deficiencies in this study such as the small scope of research and a brief study period. Thus, the researcher suggests other researcher to conduct this study in a larger scope in order to get wider perspectives and deeper study about this issue so it will be more exhaustive than this study. However, this research study provides a foundation for future research on the construct of classroom engagement. It is expected the next researcher may find out another things rather than the actions that considered as disruptive behaviour along with the impacts of it.



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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6644/UN.08/FTK/KP.07.6/07/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Juni 2020
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|----------------------------------|----------------------------|
| 1. Dr. Luthfi Aunie, MA | Sebagai Pembimbing Pertama |
| 2. Dr. Safrul Muluk, M.A., M.Ed, | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Nurul Amalia
- NIM : 160203112
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Disruptive Behavior in EFL Classroom and its Impact on Classroom Engagement
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020

An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321. Email : uin@ar-raniry.ac.id

Nomor : B-71/Un.08/FTK.1/TL.00/01/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar -Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : NURUL AMALIA / 160203112
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Blang Bintang Lama Km. 7 Gampoeng Cot-Cut Kec. Kuta Baro Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom Engagement*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 04 Januari 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 04 Juni 2021

Dr. M. Chalis, M.Ag.

Appendix C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-25/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-71/Un.08/FTK.I/TL.00/01/2021 tanggal 04 Januari 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nurul Amalia
NIM : 160203112
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom Engagement.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 12 Januari 2021

Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Appendix D

Interview Protocol

Project : **Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom Engagement.**

Time of Interview :

Date :

Place :

Interviewer : Nurul Amalia

Interviewee :

Position of Interviewee : The students of English Education Department (PBI) of UIN Ar- Raniry Banda Aceh.

The purpose of this study is to find out the perception of English students who have experienced the disruptive behaviour in their classroom. The data will be collected by using a semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about disruptive behaviour that you have experienced in english classroom.

Title: Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom Engagement.

Researched by: Nurul Amalia

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. Hopefully, you are happy to participate in helping me to fill this form. Please put checklist in the boxes below to confirm that you agree with each statement:

| | Check box |
|--|--------------------------|
| I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions. | <input type="checkbox"/> |
| I understand that my participation is voluntary, and I am free to withdraw at any time without giving any reason and without there being any negative consequences. | <input type="checkbox"/> |
| I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that result from the research. | <input type="checkbox"/> |
| I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that so no one outside the research team will be allowed access to the original recording. | <input type="checkbox"/> |
| I agree that my anonymized data will be kept for the future research purpose, such as publications related to this study after the completion of the study. | <input type="checkbox"/> |
| I agree to take part in this interview: | |

Participants' Name

Date

Signature

Nurul Amalia

Date

Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Nurul Amalia

Telp : 0822-8418-0390

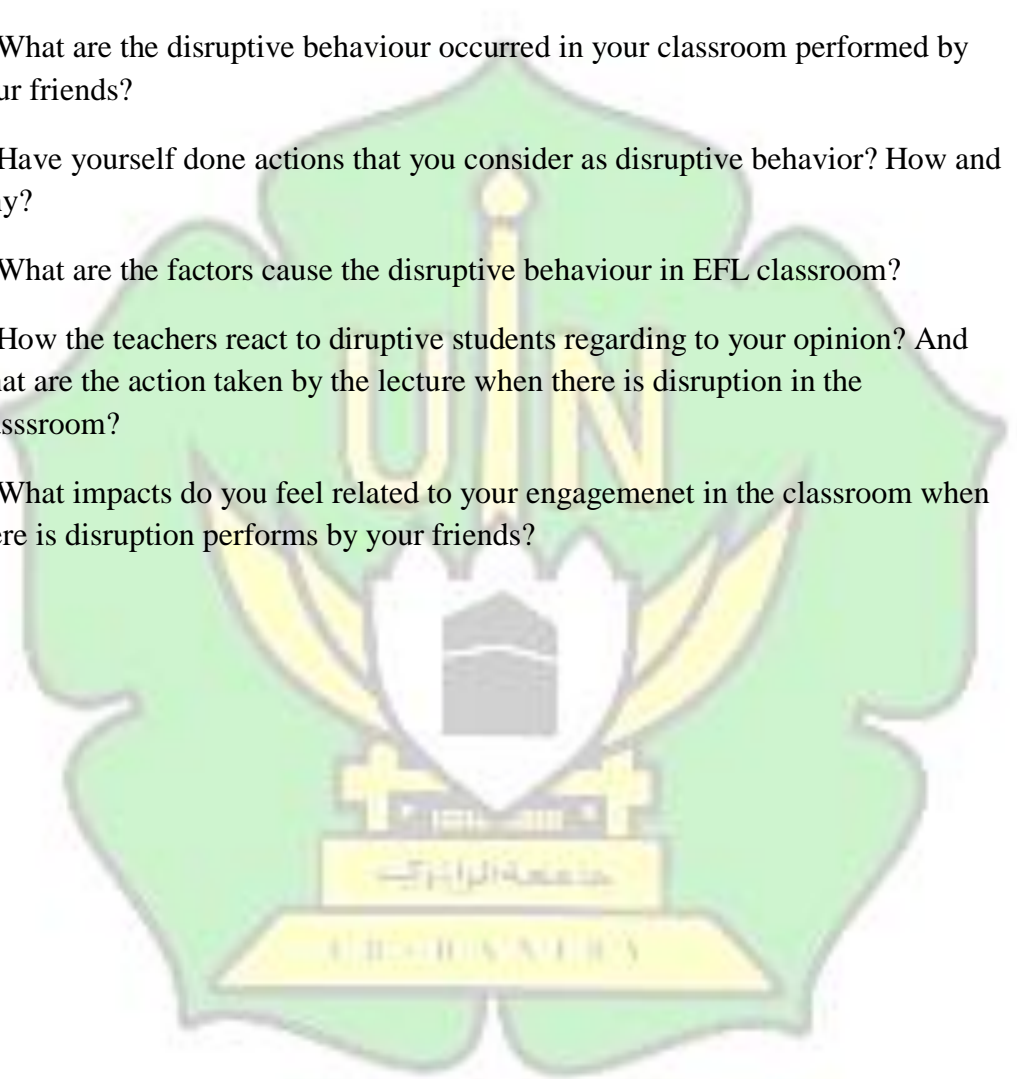
E-mail : Nurulamalia421@gmail.com



Interview Guideline :

Interview Question

1. What are the actions that you consider as disruptive behaviour in the classroom?
2. What are the disruptive behaviour occurred in your classroom performed by your friends?
3. Have yourself done actions that you consider as disruptive behavior? How and why?
4. What are the factors cause the disruptive behaviour in EFL classroom?
5. How the teachers react to disruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classroom?
6. What impacts do you feel related to your engagement in the classroom when there is disruption performs by your friends?



Appendix E


Title: Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom Engagement.


Researched by: Nurul Amalia

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| I agree to take part in this interview: | |

| | | |
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| <u>DA</u> | <u>Dec. 10th 2020</u> | <u></u> |
| Participants' Name | Date | Signature |

| | | |
|---------------------|----------------------------------|--|
| <u>Nurul Amalia</u> | <u>Dec 10th, 2020</u> | <u></u> |
| Researcher's name | Date | Signature |

If you have any further questions or concerns about this study, please contact:

| | |
|--------------------|--|
| Name of researcher | : Nurul Amalia |
| Telp | : 0822-8418-0390 |
| E-mail | : Nurulamalia421@gmail.com |

Title: Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom Engagement.

Researched by: Nurul Amalia

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Check
box



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I agree that my anonymized data will be kept for the future research purpose, such as publications related to this study after the completion of the study.



I agree to take part in this interview:

NUH

Participants' Name

Dec 9th 2020

Date

NUH

Signature

Nurul Amalia

Researcher's Name

Dec 9th 2020

Date

Nurul Amalia

Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Nurul Amalia
Telp : 0822-8418-0390
E-mail : Nurulamalia421@gmail.com

Title: Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom Engagement.

Researched by: Nurul Amalia

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Participants' Name

Dec. 10th 2020
Date

Fadul
Signature

Nurul Amalia
Researcher's name

Dec 10th, 2020
Date

Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Nurul Amalia
Telp : 0822-8418-0390
E-mail : Nurulamalia421@gmail.com

Title: Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom Engagement.

Researched by: Nurul Amalia

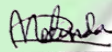
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MI
Participants' Name

Dec 9th 2020
Date


Signature

Nurul Amalia
Researcher's Name

Dec 9th 2020
Date


Signature

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Name of researcher : Nurul Amalia
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E-mail : Nurulamalia421@gmail.com

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Check
box

☒☒☒

I agree to take part in this interview.

Signature

Signature _____

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E-mail : Nurulamalia421@gmail.com

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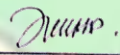
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Participants' Name

Dec. 01st 2020
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Nurul Amalia
Researcher's Name

Dec 9th 2020
Date


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AN
Participants' Name

Dec. 9th, 2020
Date


Signature

Nurul Amalia
Researcher's Name

Dec 9th, 2020
Date


Signature

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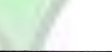
AW
Participants' Name

Dec 10th 2020
Date


Signature

Nurul Amalia
Researcher's Name

Dec 10th, 2020
Date


Signature

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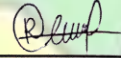
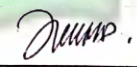
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| <u>DFM</u> | <u>Dec. 9th 2020</u> | <u></u> |
| Participants' Name | Date | Signature |
| | | |
| <u>Nurul Amalia</u> | <u>Dec 9th 2020</u> | <u></u> |
| Researcher's Name | Date | Signature |

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| I agree to take part in this interview: | |

NH
Participants' Name

Dec. 10th 2020
Date

[Signature]
Signature

Nurul Amalia
Researcher's Name

Dec 10th, 2020
Date

[Signature]
Signature

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Appendix F

INTERVIEW GUIDELINE (1)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : AS

1. What are the actions that you consider as disruptive behaviour in the classroom?

So, for me, the examples that can be considered as disruptive behaviour in the classroom is like playing gadget, as we know that everybody has gadget on their hand and they play it everywhere, no exception in the classroom, sometimes the students do not pay attention to the lecturer in front of the classroom, so for me, it can be consider as disruptive behaviour.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

In the EFL classroom, I often see the main action that can be considered as disruptive behavior is when some students laugh at others students who is making mistakes. It might be occurred when their friends performs for a presentation and they make mistakes such as wrong pronouncation and answer the wrong answer. The reason why I said this is kind of disruptive behaviour is because it could impact the students' physicological. From my own experience, it really make me less confident when I confronted with this. Another misbehaviour that I found is that there are the students who looking up for lecturers' attention or we know it as term as "caper". Sometimes these students do not give the chance for others students to answer the lecturers' question. In other words, I can say these students are more dominate the classroom. While for coming late, I do not agree it is kind of disruptive. Because we do not know what the reasons of the students to do it. But, to be honest. I have to say it depeds again on how the situation of the student itself when they come late to the classroom. if the students come to the classroom and go straight to the chair, then I can say if that will not disturb me. But, when those late students coming to the classroom and making noise with another students, then I can imply that it is diruptive behaviour.

3. Have yourself done actions that you consider as disruptive behavior? How and why?

Yes, It is playing phone, the reason is because of the classroom is so boring. From my experience, the classroom was bored on the time because the teacher did not use any interesting method in learning process. The lecturer always do the same activity in every meeting.

4. What are the factors cause the disruptive behaviour in EFL classroom?

I think, the first causing factor is the lack of obligation of the lecturer. I mean the problem is on the classroom management.

5. How the teachers react to disruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classroom?

Some of them take actions like giving the warning directly and sometimes just give the sign or code to the students.

6. What impacts do you feel related to your engagement in the classroom when there is disruption performs by your friends?

I believe it will makes me becomes less concentrate, it also impact to my mood because the student miss some material delivered by the lecturer.

INTERVIEW GUIDELINE (2)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : MI

1. What are the actions that you consider as disruptive behaviour in the classroom?

I think, it is kind of make a noise in the class, coming late to the classroom.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

Yes, it almost same as what I mentioned in the previous. In addition, I also found that there are several another behaviour, such as playing phone. But I don't think it is kind of disturb me, so I don't think it is as action of disruptive. Because it is not impacts my learning process.

3. Have yourself done actions that you consider as disruptive behavior? How and why?

Yes, coming late to the classroom.

4. What are the factors cause the disruptive behaviour in EFL classroom?

It may be because I am not in mood for studying, I just felt it somehow without any relation to another factor, I mean it just happened. Sometimes, it also because of the sleepiness. Maybe a lot of factors causing the appearance of sleepiness in the classroom. Different person has different reason, but from my own experience, I would felt the feeling of sleepy when I was so tired on the night before.

5. How the teachers react to disruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classroom?

It is not that extreme such as ask the students to get out of the classroom. What I have ever found is that the lecturer only gives the warning to the student.

6. What impacts do you feel related to your engagement in the classroom when there is disruption performs by your friends?

Well, I can say that the most impacting factor of the appearance of disruptive behavior in the classroom is on the students' focus to study. I myself often experience this. When some of my classmates do something that disturb others such as making noise or there is a student coming late, my focus from study could shift to those misbehaving students. I will miss some material delivered by the lecturer, I will not understand the next related material and I also will not understand with the task.

INTERVIEW GUIDELINE (3)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : NUH

1. What are the actions that you consider as disruptive behaviour in the classroom?

I think there are a lot of kinds of disruptive behavior, such as; eating in the classroom, sound of the shoes when you stomping, chit chat with your friends when the learning procceess is held, and when someone open and close the door.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

Maybe someone who likes to poke. He/she tries to have the chit chat in the classroom. I really disturb with it, moreover when I try to put focus on the lesson.

3. Have yourself done actions that you consider as disruptive behavior? How and why?

I think I often poke my friend in the case if I got confused or I want to looking up for some information from my friend. Or maybe i do it just to talking with my friend because I feel bored during the study.

4. What are the factors cause the disruptive behaviour in EFL classroom?

A lot of factors causing the disruptive, for examples, the teacher cannot explain the material in interesting way, or maybe the lesson takes the time too long. Physical condition also incuded, such as the unhealthy condition because of the tired.

5. How the teachers react to diruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classroom?

What I found is that the teacher staring at those misbehaving students. And sometimes they are ignored and will impact on the score. I also often found that the teacher would do the sarcasm to the student, even expelled the student from the classroom.

6. What impacts do you feel related to your engagemenet in the classroom when there is disruption performs by your friends?

There are some impacts that I felt directly when disruptive behavior occur in my classroom, less concentrate, the changing of mood during study, and interfere my comfort in studying.

INTERVIEW GUIDELINE (4)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : NN

1. What are the actions that you consider as disruptive behaviour in the classroom?

For me, I think disruptive behavior is anything that the students do in the class that disturb the learning process. It could be talking to each other while the lecturer explaining the lesson, it could be making noise, do not participate in the classroom, coming late, debating or arguing with the teacher, the point is do something unnecessary in the classroom.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

From my experience when I was in college at English department, I found some of the students debating or arguing the teacher. What a pity in this matter is that the students not arguing for the purpose to know the material they are confused about, instead, they do it with the aim of testing the teacher itself.

3. Have yourself done actions that you consider as disruptive behavior? How and why?

As a college students, I always come late to the class. I came late most of the class, not because I dont like the class. It just my bad behaviour. I also talk with my friends sometimes, only if I dont interested with the subject or maybe because I am just not in mood for studying. But I rarely do that.

4. What are the factors cause the disruptive behaviour in EFL classroom?

Maybe because the way of the teaching of lecture is not interesting. Also, several of my friends that I have ever found doing such disruptive behavior as do not give attention to the students, do not do homework, coming late to the classroom, talking to other friends, and playing phone are those students who have no interest in English major. I know this because one of the students who experienced this have ever told to me that they entered the major that they do not have the interest in. As far as I understood from our dialoguess, he chose the department

with family pressure or it might be because English department is the department that he only could passed.

5. How the teachers react to disruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classroom?

Well, I think for the lecture who has an assertive character, he/she doesn't need to to such a good classroom management. Sometimes, the students would fell disinclined because of the lectures' character itself.

6. What impacts do you feel related to your engagement in the classroom when there is disruption performs by your friends?

Less focus, less concentration, the mood of the classroom could change. It also can decreased my grade.

INTERVIEW GUIDELINE (5)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : AN

1. What are the actions that you consider as disruptive behaviour in the classroom?

In my opinion, the actions that I consider as disruptive behavior in the classroom is like making noise when the teaching and learning is taking place, using smartphone, and cannot put their attention or focus on the classroom or busy on doing something doesn't related to the subject.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

They were using smartphone when the learning process is on going.

3. Have yourself done actions that you consider as disruptive behavior? How and why?

Yes, using the smartphone. it is because I felt so bored. Sometimes, I also talk with my friend. Again, it is because I felt bored.

4. What are the factors cause the disruptive behaviour in EFL classroom?

The lecturer gives too much explanation. In other words, The lecturer rarely relate the subject with the real issue or context. He/she just explains the material based on the books. Classroom atmosphere is also included I think.

5. How the teachers react to disruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classsroom?

Several teachers easly disturbed when there are some students making noise or others disruptive actions. The teacher would admonish the students. While for the students who use the smartphones, the teacher would take phone and returned it back when the class ended.

6. What impacts do you feel related to your engagemenet in the classroom when there is disruption performs by your friends?

I cannot focus to take notes and also on the material delivered by the lecturer.

INTERVIEW GUIDELINE (6)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : FRY

1. What are the actions that you consider as disruptive behaviour in the classroom?

Making noise, disturbing friends, coming late.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

When my friend tries to talk to me with the topic does not related to the material.

3. Have yourself done actions that you consider as disruptive behavior? How and why?

No, I rarely do it. I always try to put attention on the teacher during the learning classroom.

4. What are the factors cause the disruptive behaviour in EFL classroom?

Maybe because of the boredom.

5. How the teachers react to disruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classroom?

Give the warning and sometimes will asked the student to explain what the lecturer just explained.

6. What impacts do you feel related to your engagement in the classroom when there is disruption performs by your friends?

Less focus.

INTERVIEW GUIDELINE (7)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : DA

1. What are the actions that you consider as disruptive behaviour in the classroom?

Well, I think the examples of actions that can be considered as disruptive behaviors are; students talk too loud, students singing when doing an assignment, students playing with their phone in the high volume, and screaming.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

Students talk to another students and playing phone.

3. Have yourself done actions that you consider as disruptive behavior? How and why?

I think I never do such disruptive behaviour because I don't like to disturb my friends.

4. What are the factors cause the disruptive behaviour in EFL classroom?

The lecturer was not in the class. I mean the lecturer just give the assignment and leave the classroom. so, the students would do some disruptive behavior. I also think that it might be because of the classroom management. If we study at the afternoon and the classroom is too small which can make the students do not comfortable, it can trigger the students to do some disruptive behaviour as talking, playing phone, and others. In other meaning, time and place are also the influencing factors.

5. How the teachers react to disruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classroom?

The lecturer asked us to be quiet.

6. What impacts do you feel related to your engagement in the classroom when there is disruption performs by your friends?

Besides of less focus, I often getting lazy to study whenever disruptive behavior appear in my classroom

INTERVIEW GUIDELINE (8)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : AW

1. What are the actions that you consider as disruptive behaviour in the classroom?

According to me, coming late is a very disruptive behaviour.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

Coming late to the classroom and plaiyng phone

3. Have yourself done actions that you consider as disruptive behavior? How and why?

Using phone in the classroom, I did this in oder to get rid of boredom and sleepiness.

4. What are the factors cause the disruptive behaviour in EFL classroom?

At the first year of becoming a student of English education department with limited English skill, I often get lost or hardly understand when some lecturer were teaching in full English. This factor what impacts me to did some misbehavior sometimes on the time, such as talking to friend or playing phone sometimes.

5. How the teachers react to diruptive students regarding to your opinion? And what are the actions taken by the lecture when there is disruption in the classroom?

The lecturers make the study contract with the students in the early of classroom learning process started.

6. What impacts do you feel related to your engagemenet in the classroom when there is disruption performs by your friends?

Well, It would not impacts me if the misbehavior come from other students. Rather, it would impact the behavior done my own self. I will do not know anything of what the teacher explains if I do some misbehavior.

INTERVIEW GUIDELINE (9)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : DFM

1. What are the actions that you consider as disruptive behaviour in the classroom?

When my friends was talking with another friends. It also disturb me when my friends playing phone and watching such as youtube which exhibit the sound, even the sounds is quite small, it still disturb me.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

I often found students coming late, it also disturb me when I have to deal with the teacher does not stand up when explaining the material. It also disturb me when someone coming to the classroom suddenly. Even though the person come to the class politely.

3. Have yourself done actions that you consider as disruptive behavior? How and why?

Yes, when I talk to my friends and also playing phone, it is when I am not in mood for studying because of having the problem I thought.

4. What are the factors cause the disruptive behaviour in EFL classroom?

It maybe related to the students' seat. When the students' seat is too long to the back, students at the back often talk to each other during the teacher is teaching. Sometimes they speak too loudly that others students can hear clearly what the disrupter students talking. Another factors is related to physicological problem, such as unhealthy also, it might be because the students do not lilke the material or lecturer.

5. How the teachers react to disruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classroom?

Sometimes, the lecturer does not give any reaction. The lecturers do not often warning the students from my experience. They just ignored it during the learning process, but in the end, the lecturer will value it when giving the score to the student.

6. What impacts do you feel related to your engagemenet in the classroom when there is disruption performs by your friends?

Less focus and getting lazy to study. Moreover, if my seat position is close to the disturbing student, it absolutely makes me do not pay attention anymore to the

classroom, rather, my behavior will be affected to do the same thing as the disturbing student.

INTERVIEW GUIDELINE (10)

Place : Via Phone

Interviewee : Student of English Education Department of UIN Ar-Raniry

Respondent : NH

1. What are the actions that you consider as disruptive behaviour in the classroom?

Disruptive forms for me is when the students expelled the sounds in the classroom, when the student sleep, and coming late.

2. What are the disruptive behaviour occurred in your classroom performed by your friends?

It same as what I have mentioned in the previous question.

3. Have yourself done actions that you consider as disruptive behavior? How and why?

Yes, coming late to the classroom. moreover because I am a students who is taking two major in the same time. So, it is hard for me sometimes to be on time to the classroom. I also laugh in the classroom when the teacher is teaching.

4. What are the factors cause the disruptive behaviour in EFL classroom?

I get bored in the classroom sometimes. May be because the material in the subject is too boring. From my own perspective, it also might be related to emotional problem, for example; someone who has temprament problems, frustation, anxiety, need more attention, and boredom. And it also might be because of the jealous from the other students. Another factor might be seen from physiological factors, for example; tired, hungry, not feeling well or unhealthy when the learning takes place

5. How the teachers react to diruptive students regarding to your opinion? And what are the action taken by the lecture when there is disruption in the classsroom?

There are some lecturer who become angry, some give the punishment, and ask the student to go out.

6. What impacts do you feel related to your engagement in the classroom when there is disruption performs by your friends?

I think it makes me failed to focus and impact to my mood in learning.

