

**ENGLISH LECTURERS' STRATEGIES IN DEALING WITH
STUDENTS WITH DISRUPTIVE BEHAVIOR**

THESIS

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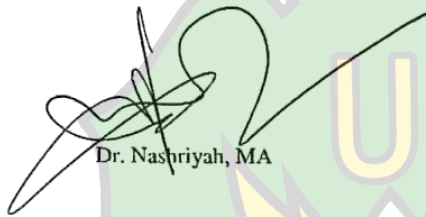
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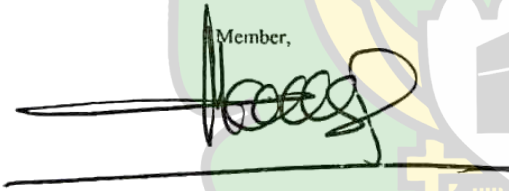
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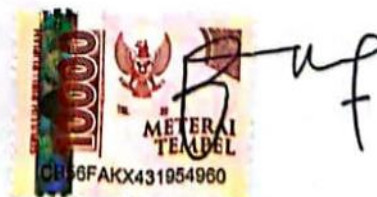
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**English Lecturers' Strategies in Dealing with Students with
Disruptive Behavior**

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

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Bunga Fildzahrina Aisha

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah the most Gracious the most Merciful)

All praise belongs to Allah SWT, the Almighty who has given the time and opportunity to the researcher to complete this thesis. Allah SWT continues to bless the researcher in the process of completing this thesis and encourages her to overcome several obstacles during the process. Moreover, blessings and greetings to our beloved prophet Muhammad SAW who has brought people from the Jahiliyah era to the Islamic era or from darkness to light.

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The researcher

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ABSTRACT

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In the learning process, there are several factors that can affect the atmosphere in the teaching and learning process. One of the factors is the disruptive behavior of students. This study aimed to find out the strategies used by lecturers in dealing with students with disruptive behavior, the reasons behind implementing these strategies, and student responses to the strategies carried out by English lecturers. Data collection was carried out through semi-structured interviews. Interviews were conducted with six English lecturers and twelve students majoring in English education class of 2020 at UIN Ar-Raniry Banda Aceh as participants. The results showed that the strategies used by lecturers in dealing with students with disruptive behavior were giving warnings, making study contracts, and inviting students to talk face-to-face. The reason for lecturers to use this strategy was because students were considered adults so they didn't need to be given harsh punishments; it was effective to make students aware and make students feel that they are being cared for. The students felt that the strategy adopted by the lecturers was quite effective in dealing with students with disruptive behavior. Students also consider that the strategy carried out by the lecturer is a professional action that makes them really respect and give appreciation to the lecturers. This research can be implemented as material for reflection and introspection to assist lecturers in managing disruptive students in class and creating a friendly learning environment for all students.

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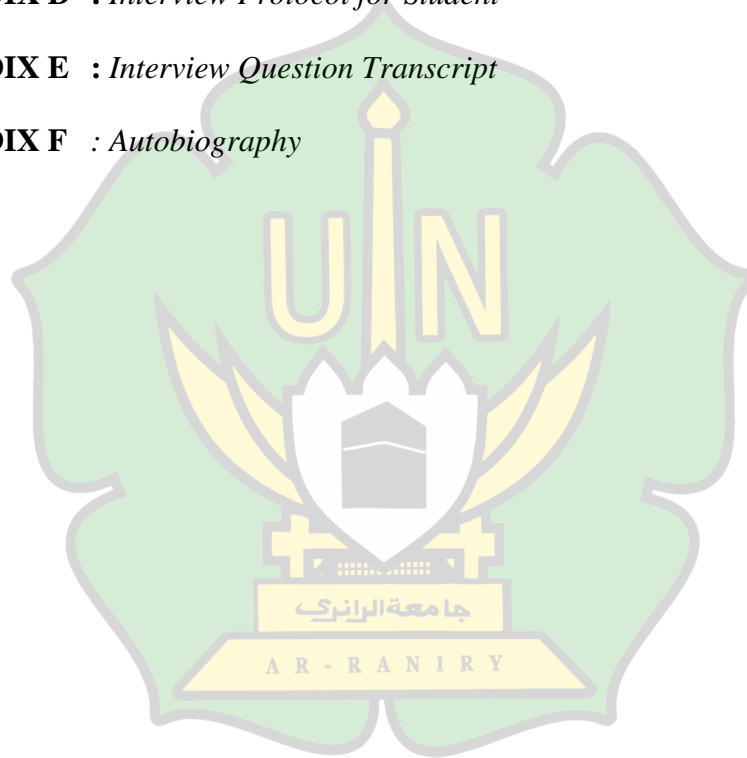
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CHAPTER I

INTRODUCTION

The first chapter consists of the background of study, limitation of research, statement of research problem, research aims, significant of the research, and definition of key terms.

A. Background of Study

Education is a process to influence students so that they can adapt as well as possible to the environment and thus will cause changes in them that allow them to function strongly in people's lives (Hamalik, 2001). Humans will come to comprehend that they are creatures with advantages over other creatures as a result of knowledge. For the state, education is a major factor in the development of a country and serves as a means of communicating constitutional ideas and fostering national character.

During the learning process, there are several factors that affect the learning process. According to Mondal (2020), there are six factors that can affect the learning process namely learning factors, teacher factors, physical factors, mental factors, emotional factors, and environmental factors. Psychological environmental factors are the most influential in learning, especially learning English (Mondal, 2020). A conducive classroom atmosphere is also considered as an important element in supporting successful learning (Weimer, 2009).

One of the problems that occur in the learning process is disruptive behavior. Nordstrom, Bartless, and Busy (2009, as quoted in Ali & Gracey, 2013) found that one of the unavoidable problems in the teaching environment was dealing with disruptive behavior. Disruptive behavior is something that must be faced by teachers and students, especially in English classes. Not only at the basic education level such as junior high or senior high school, disruptive behavior can also appear in the scope of the university. In general, it is known that students' negative behavior is influenced by class conditions. In this regard, teachers should be able to better understand the problem (Castano and Heanao, 2015).

In the world of education, disruptive behavior is nothing new. According to the findings of numerous research on disruptive conduct, including those by Gordon and Browne (2004), Rigby (2003), Rogers (2011), and Seeman (2010) (quoted in Sezer (2017)), disruptive behavior is said to have a detrimental effect on the teaching and learning environment. Therefore, researchers found problems while undergoing the lecture process on campus.

During the class, there were several students who did disruptive behavior that had a significant impact on the entire learning process in the classroom, both for teachers and students. This disruptive behavior can take the form of making noise, playing on the phone, laughing at a friend's mistakes, students dominating the class, students arguing with friends or lecturers, or speaking out of turn. Things like that, of course, really interfere with the learning process in the classroom.

Ar-Raniry State Islamic University or abbreviated as UINAR is a State Islamic University (PTKIN) located in Banda Aceh. Initially, UIN Ar-Raniry was named the State Islamic Institute (IAIN) Ar-Raniry. At the beginning of its inauguration, IAIN Ar-Raniry only had three faculties, namely the Syari'ah Faculty, the Tarbiyah Faculty, and the Ushuluddin Faculty. To coincide with the 50th Anniversary of IAIN Ar-Raniry, on October 5 2013 the university changed its face and name from Institute to University and now UIN Ar-Raniry has 9 faculties.

UIN Ar-Raniry, like other universities, is estimated to have several problems in the learning process, especially the process of learning English. One of the problems that arise is disruptive behavior by students in class. Therefore for many years it has been recognized that teachers should consider overcoming disruptive behavior as a key indicator of good teaching performance (Desbiens, Turcotte, Spallanzani, Roy, Tourigny, & Lanoue, 2011), so it is important for teachers to have coping strategies with disruptive behavior in order to manage the class better. Based on the research background above, through this research, the researcher wanted to know the strategies used by English lecturers for students' disruptive behavior in class.

B. Research Questions

The following research questions are developed in light of the study's background discussed above:

1. What are strategies used by English lecturers to deal with students' disruptive behavior?

2. Why do lecturers use these strategies in dealing with disruptive student behavior?
3. How do the students respond to the strategies carried out by English lecturers?

C. The Aim of Study

In accordance with the research question, the aims of research are:

1. To find out the strategies used by English lecturers to deal with students' disruptive behavior.
2. To find out the reasons why teachers use these strategies in dealing with the disruptive behavior of students.
3. To find out the student's response to the English lecturers' strategies on students' emotional abuse.

D. Significance of the Study

The findings of this study are expected to be considered for educators, especially lecturers, to be able to monitor student behavior on campus and start implementing appropriate strategies in dealing with disruptive behavior that occurs in the classroom. It is also hoped that with this research, researchers can apply the knowledge that has been obtained when becoming an educator.

E. Terminologies

1. Disruptive Behavior

Disruptive behavior refers to any behavior that hinders the teacher's or student's ability to learn (Setyadi et al, 2020). According to Madison (2011) explaining disruptive behavior can have a negative impact on the classroom environment, including the educational experience for students. Below are some of the more common types of disruptive behavior, including but not limited to eating in class, bringing other children to class, monopolizing the class discussion, and disrespecting other students' right to express their opinions.

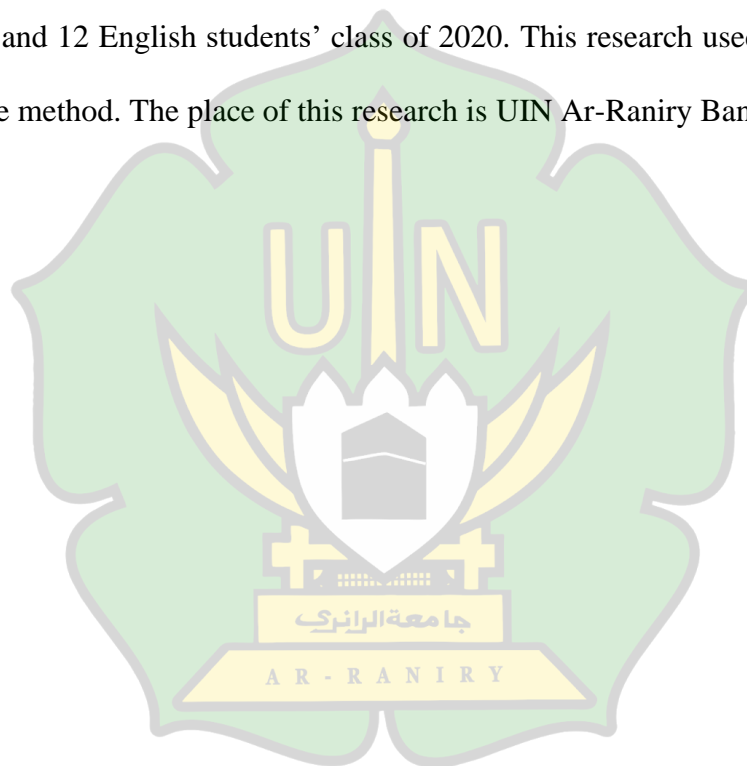
2. Learning Strategies

A strategy is typically a tool, plan, or process used to execute a task (Beckman, 2004). When used in the context of education, strategy refers to methods for introducing new information into the classroom. The learning strategy can also be seen as a set of instructional activities that the teacher selects and applies contextually based on the qualities of the students, the setting of the classroom, the environment, and the established learning goals. The use of methods, tactics, and procedures in learning strategies will ensure that students really accomplish their learning goals. Technique and method are frequently used interchangeably (Al Muchtar, et al., 2007).

F. Scope and Limitation of Study

The scope of this research is the lecturer's strategy in dealing with students' disruptive behavior and the student's response to this strategy. Researchers can elaborate data about the strategies used by English lecturers and student responses through the interview process.

This research was limited to 3 male English lecturers, 3 female English lecturers, and 12 English students' class of 2020. This research used a descriptive qualitative method. The place of this research is UIN Ar-Raniry Banda Aceh.



CHAPTER II

LITERATURE REVIEW

This chapter provides a brief overview of some of the critical theory of research. Based on the needs of this research, this chapter begins with an overview of disruptive behavior, English lecturer teaching strategies, and previous research.

A. Language Learning

Language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world. They may come to school speaking more than one language, or learn another language in school. It is important to respect and build upon each student's first language. Experience in one language will benefit the learning of other languages. Later, language learning occurs in specific contexts for specific purposes, such as learning about a particular topic, participating in the community, and pursuing work and leisure activities.

In many facets of daily life, learning English plays a significant role. According to O'Brien (2006), English is being studied by an increasing number of people because it is crucial for communication in everyday life. Additionally, according to Richards (2015), learning English means that the current generation must become accustomed to international media, literature, and employment in the present and the future.

B. Learning Problems

Learning problems are a certain condition experienced by students and hinder the smooth process carried out by individuals to obtain a new change in behavior as a whole. Certain conditions can be related to the student's condition in the form of weaknesses and can also be related to an unfavorable environment for him. These learning problems are not only experienced by students who are slow in learning, but can also affect students who have abilities above the normal average.

The word "problematic" is derived from the word "problem," which can mean either an issue or a problem (Ahmad Sabri, 2005). According to Kunandar (2007), learning is a process of interaction between pupils and their environment that aims to improve behavior. As a result, learning issues are challenges or issues that must be resolved in the teaching and learning process in order to accomplish optimum objectives. Learning barriers, as defined by Lilik Sriyanti (2011), are issues that students have with learning that prevent them from achieving their educational objectives.

C. An Overview of Disruptive Behavior

According to Bidel & Deacon (2010), one definition of disruptive behavior is "visible classroom behavior that disturb the teacher and other students, such as refusing to participate or cooperate in the activities, disregarding the rights of others, not paying attention to lessons, making a scene, and leaving seats without permission."

Merriam-Webster's online dictionary ("Disruptive and Behavior," 2017) defines disruption as "to break apart, to throw into disorder, and to disrupt the normal course or unity of," while behavior is defined as "the manner in which one conducts oneself, the manner in which someone behaves, and the manner in which something functions or operates."

Furthermore, disruption is defined in the University of Houston Student Handbook (2017, p. 68) as "obstructing or interfering with university functions or any university activity." Fighting, quarreling, disruptive behavior, or excessive noise, including but not limited to the use of pagers, cell phones, and/or communication devices"

The Southern California Division of Students Affairs (2004) stated the following in a leaflet titled "Disruptive and Threatening Student Behavior": "Disruptive behavior may occasionally harm or threaten your bodily or psychological well-being or safety, or that of others. Disruptive conduct can take many different shapes. It might be:

- a) A student in your class who disrupts the normal flow of the class by consistently arriving late or leaving early.
- b) A student who constantly chatters during lectures you are giving.
- c) A student who repeatedly and loudly disrupts class discussion with inappropriate questions or comments.
- d) A student who keeps calling your office and makes it difficult for you to do your regular duties or help other students.
- e) When you call out, he becomes combative.

- f) A student who makes threats against you, a member of the faculty or staff, another student, or both verbally and physically.
- g) A student who threatens you in writing, by email, or by leaving a distressing voicemail.
- h) A student who makes unwanted contact efforts with you at your house.

Division of Student Affairs University (2004) further stated that disturbing behavior and threats can be categorized into three levels. The first level, which is a non-serious problem, is comprised of any circumstance that can be handled informally between the teacher and students, leading to rapid problem-solving. The second level entails persistent issues or more severe issues in the classroom.

The teacher may speak about student affairs in this case. A field teacher student will assist teachers in assessing and resolving the situation if necessary. The third degree of activity that interferes with others is the most serious and hazardous. If the behavior reaches this stage, the instructor needs to speak with the person in charge of the student's problem immediately.

1. Disruptive Behavior in the Classroom

Characteristics of disruptive behavior can be different at each level of education. Arbuckle and Little (as cited in Wicaksono, 2013) mention disturbing behavior that often appears in elementary school level children, which includes demanding that requests must be fulfilled immediately or cannot wait to be noticed, disrupting the activities of other students, unable to carry out activities independently or demanding excessive attention from the teacher, argues when reprimanded, runs away from class, does not get

along well with other students, refuses to obey the rules set by the teacher, ignores other people's feelings, and lies.

Teenagers (including junior high and senior high school students) are known to engage in disruptive behavior such as eating in class, drinking in class, cheating on tests, leaving their seats without permission, arriving late for class, smoking in class, leaving their seats without permission, truancy, arguing with teachers, forging parental signatures, failing to pay attention in class, throwing objects, and exchanging paper notes (Slomo Romi, 2004).

According to Kamps, Tankersly, and Ellis (in Bidel & Deacon, 2010), such behaviors include acting aggressively against teachers or other students, saying unfavorable things in class, making unnecessary noise, and acting disrespectfully toward both teachers and students. Speaking out of turn and glancing constantly in a different direction from the teacher or the whiteboard are some disruptive tendencies that frequently occur among teenagers.

Reed and Kirkpatrick (1998) highlight a list of disruptive behaviors created by Montana State University (1995) within the university. Among the behaviors mentioned are dominating class discussions, disparaging other students, declining to take part in class activities, arriving late for class, making noise, and posing pointless questions. Teachers should be mindful that disruptive behavior in the classroom depends on the teacher's interpretation, warn Reed and Kirkpatrick. While one educator might find the behavior to be appropriate, another might find it to be disturbing.

Ali and Gracey (2013) cited that forms of disruptive behavior fall between the following three categories:

- 1) The behavior of individual students. The forms include coming late to class; leaving early; speaking inappropriately; calling, texting, or playing games on your phone; reading non-class-related material, such as newspapers or other course texts; or sleeping in class.
- 2) Behavior with other students, including having conversations during class, exchanging notes between students, or cheating on exams.
- 3) Behavior of interacting with the instructor. As quoted by Ali and Gracey (2013) “Distractions caused by inappropriate student interactions with instructors include speaking back disrespectfully or challenging the instructor in a negative tone when arguing about grades, assignments, or other course requirements. If the instructor doesn't handle this interaction properly, this kind of behavior has the potential to spread to other students as well.”

According to Reed and Kirkpatrick (in Pia Todras, 2007), defiance, aggressiveness, and immorality make teachers uncomfortable and things that teachers are afraid to deal with. Nevertheless, the majority of disruptive behavior that falls under the heading of classroom disturbances or clowning around (behaviors that elicit laughter from those around them) can be dealt

with immediately by the teacher. Despite the fact that the two behavior categories seem to be less dangerous, there has been a significant loss of learning time for both students and teachers.

Other statements on disruptive behaviors include those from Tomorrow's Teaching and Learning (2017), Ann Daniels (2013) and Richards & Farrel (2011) both make the following observations about student behavior: arrivals and departures (latecomers and earlyleavers), noisy students (talking and other disruptive noises), and other behaviors like passing notes, sleeping, eating, overt inattentiveness, domineering students, distressed students, and challenges to teachers.

According to the points presented above, students might engage in a variety of unacceptable activities that directly or indirectly distract teachers and other students, ultimately affecting the English teaching and learning process.

2. Factors Influencing Disruptive Behavior

The disruptive behavior of students can be influenced by several factors. Eileen S. Flicker & Jannet Andron Hoffman (2006) mentioned there are a number of elements that may have an impact on pupils' disruptive behavior. Children may act out because of a variety of reasons, including emotional ones like temperamental personality, anger, resistance, assertiveness, frustration, anxiety, fear, boredom, overstimulation, need for attention, jealousy, and low self-esteem. Poor nutrition, hunger, weariness, illness, and

allergies are examples of physiological variables. Both of these elements are clearly internal, or factors that originate within the person. According to Pia Todras (2007), home, neighborhood, and school circumstances, specifically, can contribute to disruptive behavior in the classroom.

Physical problems are also one of the causes of behavioral disorders caused by drug use and the things related to it that result in permanent physical disorders. Five data sources are used to estimate recent levels of alcohol (and other drugs) use among students: Harvard College of Public Health Alcohol Study, Core Institute, Future Monitoring, National College Health Risk Behavior Survey., and National Higher Education Health Risk Behavior Survey. The Household Survey on Drug Abuse found that students may be distracted by alcohol use a few hours before they enter class. This study also found that illness or illness is also included in this section which causes disruptive behavior in the classroom.

Particularly for those affected by divorce, poverty, lack of parental involvement, oversight, encouragement, parental neglect, excessive control, and corporal punishment can negatively affect an individual's performance at school. Students' experiences at home can also have a significant impact on their behavior at school. When kids are well-behaved and quiet, parents frequently overlook them. However, parents only pay attention to their children when they misbehave. Children will be encouraged to misbehave at school or in college by such parental actions because they believe that misbehaving is the only way to gain the attention they desire.

3. Dealing with Students Disruptive Behavior

In dealing with student disruptive behavior, teachers need to respond wisely. Every action that the teacher takes must be based on the aim that students show positive behavior during learning. Classroom management skills are very important for the teacher so that the teacher can take the right action against the situation that is happening in the classroom. Florenta (2016) reveals from the results of his research entitled, "Handling Student Disruptive Behavior in Class" that teachers have made efforts to deal with student disruptive behavior. When a student causes a commotion, the teacher asks a student who is seen talking to a friend to be quiet. At another time, the commotion in the classroom caused the teacher to reprimand all students and ask them to be quiet.

One of the ways teachers prevent misbehavior by students is to make agreements about behavior (code of conduct). This is a kind of learning contract that is made on the first day of class which can be in the form of a written agreement, a collective pledge or some kind of unwritten agreement. Harmer (2003) promoted that designing a code of conduct involves teachers and students determining what behavior is permitted and what is not permitted in class. This prevents students from behaving badly, such as arriving late, interrupting classmates when they are talking, neglecting homework, eating or drinking, and paying less attention to their teacher or participating less in class activities.

Another argument was clarified by Ur (1996). He noted that problems like these should be tackled before they even arise, and he suggests three main ways of prevention. First, make careful planning. Teachers with well-prepared lesson plans can hold students' attention and win their trust. Likewise, teachers can avoid vacuum moments where students would fill up with distracting activities. Second, make clear instructions.

Teaching is very important in the teaching and learning process such as the example of learning English as ESL or EFL. Teachers, sometimes, fail to provide clear instructions in teaching. As a result, students become unsure about what they should do and then start asking questions and even using L1 (first language) is a must to communicate important information related to tasks and activities that students must do. Third, stay in touch. The teacher must be alert from the beginning of the class to what is going to happen in the class. Sometimes the teacher says that he will place students who are noisy to study outside the classroom. The teacher's warning used a mixture of local languages and Indonesian.

Sometimes the teacher ignores students' disruptive behavior which causes the learning process to be disrupted. The teacher ignores reports from other students about students who engage in disruptive behavior. It can be concluded, the handling carried out is still relatively minimal. Teachers have not implemented behavior management, classroom management and social skills development. These results indicate that the teacher's ability to deal with students' disruptive behavior still needs to be improved.

D. English Lecturers' Teaching Strategies

There are several definitions of strategy as stated by the experts in their respective books. The word strategy comes from the Greek word Strategos which is a combination of Stratos or soldiers and ego or leader. A strategy has a basis or scheme to achieve the intended target. So basically strategy is a tool to achieve goals. According to Marrus (2002) strategy is defined as a process of determining the plan of top leaders that focuses on the long-term goals of the organization, accompanied by the preparation of a method or effort on how to achieve these goals. In the world of education, strategy is defined as "a plan, method, or series of activities designed to achieve a particular education goal".

Learning strategies can be interpreted as planning that contains a series of activities designed to achieve certain educational goals. According to Wina Sanjaya, the term strategy, like many other terms, is used in many contexts with different meanings. In the context of teaching and learning, strategy means the general pattern of teacher-student activities in the realization of teaching and learning activities. The general nature of the pattern means that the type and sequence of actions in question appear to be used by teachers and students in various learning events (Hamruni, 2012).

Muhammad Idrus (2011) said in his research that lecturers are the best media presenters for students. Lecturers function as human media. This is often forgotten that educators are the best media in conveying the material being taught. To be a good human media, one of them is to frequently use non-verbal languages. So far, lecturers have optimally used verbal language, praise or support for students has

been carried out. However, the use of non-verbal languages sometimes does not dare to be optimally given. If students answer the questions asked well, in addition to verbal expressions, the lecturer can also raise our thumbs as a sign of praise, and this may make students more stable. Facial expressions when receiving questions, hand movements, eyeballs and lips when explaining the material actually become accurate support in explaining the material being taught by the lecturer. Some non-verbal language skills seem to need to be trained in front of a mirror, so that when they appear in class the expressions seem natural and pleasing to students.

The results of previous research conducted by Prijanto, J.H and Oktavia, K. (2020) concluded that the proper actions of a lecturer in dealing with students who have problems in terms of discipline are not to berate, snap, give physical punishment because every student is also a valuable creation of God and is the image and likeness of God.

However, the right actions are: 1) Not allowing students to be undisciplined when studying; 2) Getting to know the character of each student in advance by taking the time to just tell stories or do activities together; 3) Tracing the causes of students not being disciplined; 4) Rebuke with love; 5) Call students and talk privately; 6) Creative in arranging student seats and innovative of course; 7) Meet with parents and discuss to resolve and make the right decisions to improve student discipline; 8) Provide reward and punishment; and 9) Pray for students. The lecturer's efforts to overcome disruptive student behavior treat students by understanding the problems they are experiencing.

This was also mentioned in previous research conducted by Christian & Hidayat (2020) that the role of lecturers in handling student behavior is very necessary for the continuity of learning. Lecturers need to have skills in classroom management in order to create effective learning. When there are students who show disruptive behavior in the learning process, the lecturer needs to respond wisely and approach students to find out more about the background of student behavior problems

Another environment that must be designed is the emotional (psychic) environment. De Porter & Hernicki (1999) explain that this environment includes the relationship between teachers and students and between students and other students. For researchers, it is not only the interaction between teacher-students, students, but also the interaction between all existing components.

Disruptive behaviors that arise in class will of course affect the teaching and learning process. Classes that are frequently disrupted by students' bad behavior usually have less academic time, and students in these classes tend to have lower grades (Shinn, Ramsey, Walker, Stieber, & O'Neill, 1987). The ability of teachers to manage these constraints is needed. Knowing students personally, indeed, assists teachers in reducing behavioral problems.

In addition, class management, methodology, lesson planning, and student motivation can be potential controls for teachers to avoid a disturbing atmosphere in their class (Ur, 1996). In this case, the teacher must use the right strategy in intervening and managing bad student behavior to avoid escalating problems in class. Interventions such as exclusion, light diversion, reprimand, time-out, and

more severe punishment can be accurate strategies for resolving and dealing with bad behavior in class (Cruickshank, Jenkins, Metcalf, 2009).

In addition, according to Harmer (2003) there are six ways to react to student behavior problems, namely; act immediately, focus on non-student behavior, overcome and prevent future events, admonish privately, keep calm, and also use colleagues and institutions. This is usually done by the teacher if the problems that arise in the class are not resolved by the teacher so that other parties are needed to help deal with class problems which Meador (2019) calls outside resources such as counseling teachers, administrative staff, school principals, even parents of students.

E. Previous Study

As a comparison of this study, the researcher lists several previous studies that are similar or in line with the English lecturer's strategy in dealing with students with disruptive behavior. Researchers will divide into two studies based on the differences that exist.

The first study was taken from "Disruptive Behavior in EFL Classroom and Its Impacts on Classroom Engagement" by Nurul Amalia (2021). In this study, the results showed that there were several disruptive behaviors that were often carried out by students in class that occurred in PBI classes, and these behaviors had a significant impact on the learning process in class as a whole, both for teachers and students.

The types of disruptive behavior found in PBI classes through research are making noise, playing cellphones, doing irrelevant activities, laughing at friends' mistakes, students dominating class, coming late to class, eating, arguing with teachers or friends, sleeping in class, students coming in. and leaving class, borrowing things from others, speaking out of turn or when not supposed to, and asking irrelevant questions. In the severe category, disruptive behavior not only harms the teacher but also other students and students with disruptive behavior themselves.

The second study was taken from "Types and Factors of Disruption in the Classroom, Prevention and Handling of Teachers" by Siti Khasinah & Elviana (2022). The results of this study indicate that the cause of class disturbances is the physical and psychological factors of students such as feeling bored studying and assuming that lessons are not important to them. Another factor is the teacher and the learning methods used by the teacher in class, as well as the subject matter itself which they find difficult to learn.

Furthermore, according to the teacher, environmental and family factors such as broken homes as well as social and economic levels are also the causes of student disruption in class. The factors found in this study are the same as those described by several authors as well as previous researchers that among the causes of bad behavior in class are students, teachers, lessons, as well as family and the environment (Harmer, 1991; Puspitaloka & Syafitri. 2019; Khajloo, 2013, Yuan & Che, 2012; Safdar, Gulap, Tariq & Abdul Qayum, 2013).

CHAPTER III

RESEARCH METHODOLOGY

The research methodology employed in this study is described in this chapter. Research design, research participant, data collection, and data analysis are included.

A. Research Design

This study aimed to find out what strategies are used by English lecturers on students' disruptive behavior. This study employed a qualitative method which emphasizes interviews. In accordance with Sukmadinata (2017) “descriptive research is a type of study that aims to describe existing phenomena, both natural phenomena and man-made phenomena which can include activities, characteristics, changes, relationships, similarities, and differences between various phenomena.” (p. 72). A descriptive qualitative research, according to Creswell (2008), tries to look into specifics of people, locations, or events in a setting using a qualitative technique. The description and explanation were used by the researcher in this study to investigate the samples. However, the researcher requires the information from the samples by conducting interviews.

B. Research Participants

In this study, 25 English lecturers from UIN Ar-Raniry Banda Aceh and 105 students from the class of 2020 in the English Education Study Program served as

the participants. Purposive sampling method was used to select the research sample. Purposive sampling, according to Creswell and Clark (2013), entails the identification and selection of people or groups who have unique information regarding experiences with phenomena of interest. Purposive sampling enables researchers to collect samples while utilizing their expertise to choose the appropriate sample to gather the required data based on that information. In order to conduct this study, researchers recruited 12 English students from the class of 2020 as well as 3 male and 3 female English lecturers.

C. Data Collection

The described interviews were utilized by researchers to gather data for this study. According to Mathers, Fox, and Hunn (2002), interviews are a crucial data gathering method that involve verbal communication between the researcher and the respondent and are typically employed in survey design, exploratory, and descriptive study. Interviews are used in this study to learn more about the strategies employed by English lecturers to stop emotional abuse among their students as well as how students react to these strategies. Cresswell (2012) found that the interview is a face-to-face conversation between the researcher and the participant that involves the transfer of information to the interviewer.

D. Data Analysis

Reviewing, categorizing, and classifying data is the process of developing working hypotheses, raising them, and then developing them into conclusions or

theories based on research findings (Bakri, 2003). The researcher used qualitative data analysis to examine the data and determine the solution to the research problem. According to Joko (2004), qualitative data is data received and presented in the explanation section. Creswell (2008) says that qualitative analysis is an approach to examine and comprehend a main phenomenon. The primary or central phenomenon is a concept or process that is thoroughly examined in qualitative research. The researcher interviewed the participants by asking general and rather broad questions in order to comprehend the primary phenomenon.

Researchers analyzed the data in several stages; first, participants were interviewed using a voice recorder through several questions. Second, after the conversation was recorded, the researcher made a transcript of the conversation and the data was arranged according to the questions so that it was easy to analyze. Third, after analyzing the data, the researcher explained it descriptively in the form of a written report. Finally, the researcher reviews the findings and draws conclusions from the research. In this step, the strategies used by English lecturers and students' responses to these strategies were discovered.

CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborates findings and discussion of this research that was found out about English Lecturers' Strategies in Dealing with Students with disruptive behavior, the reason why lecturers use that strategies, and students' respond towards the strategies used by English Lecturers.

A. Research Findings

1. Lecturers' Strategies and Reasons for Using These Strategies

The interviews conducted with the lecturers began with the question whether they had ever faced students with disruptive behavior or not and all the lecturers answered that they had. From the results of interviews with the lecturers, it was revealed that although there were not many students with disruptive behavior in English class, at least they had encountered at least one or two students with disruptive behavior in each class they taught. Although disruptive behavior by students is still in a tolerable stage, their behavior still interferes with learning activities in class which makes lecturers have to make strategies in dealing with students with disruptive behavior.

a. Study Contract

First strategy used by lecturers in dealing with students with disruptive behavior is to make a study contract. There were 3 of the

6 interviewed lecturers who used this method. Before starting class, each lecturer will make a study contract to facilitate the learning process for the next semester.

Lecturers make this learning contract as a strategy to prevent students from engaging in disruptive behavior. When students violate the learning contract that has been made, students will get consequences for their actions. The lecturers said that learning contracts were made so that students know what students can and cannot do during the teaching and learning process.

As said by lecturer-1: *"I often take precautions by making an initial agreement at the first meeting in the form of a learning contract that applies to students and lecturers. If disruption continues, then intervention is carried out according to the type or level, either directly or after class. Individual or classical."*

When students engage in disruptive behavior in class, the teacher will remind students again about the study contract they have made so that students are aware that what they are doing is wrong. Lecturers think that making learning contracts is quite effective for dealing with students with disruptive behavior. Even though students can still repeat it at a later date, learning contracts are able to make the teaching and learning process run smoothly.

Learning contracts are also considered to be able to make the classroom atmosphere more conducive because students will be more careful when they are about to take an action. This can also usually minimize mistakes made by students because they do not want to be punished for their actions. The lecturers also revealed that if the disruptive behavior continues even after a study contract is in place, then the lecturer will take the next steps that are more assertive according to the level of disruptive behavior carried out by students. This can be done directly in class or after class is over. If the disruptive behavior is at an out-of-bounds stage and the learning contract doesn't work, the lecturer chooses to directly report students with disruptive behavior to the study program staff for further treatment.

Just like lecturer-1, lecturer-4 also makes a study contract at the beginning of class so that students know what they can and cannot do in class. As Lecturer-4 said: *"Sometimes from the start of class I will make a study contract and tell students what I don't want done in class. If they violate it, I will remind them with the agreed learning contract and there will be consequences. I think this is effective even though it might be repeated but for now it is effective."*

b. Give warnings

The second strategy used by lecturers in dealing with students who behave disruptively is to give warnings to students who behave disruptively. Of the 6 lecturers, 4 of them chose to give warnings in different ways, either directly or indirectly. Lecturers who reprimand directly argue that reprimanding directly makes students immediately aware of their mistakes and that what they are doing is not good. So that students are expected not to repeat the same mistakes. In contrast to the lecturer who gave an indirect warning. Usually they will give a warning to all students in the class so that students with disruptive behavior can realize that what they are doing is a mistake.

Lecturers who gave direct warnings to students said that the reason they used this strategy was because if they were buried and detained until the following days, usually the lecturer had forgotten and seemed to hold grudges against students. So by reprimanding students directly when students engage in disruptive behavior, the problem will be solved at that time and the class situation can immediately improve. Lecturers and students do not need to drag on to the following days regarding problems that are happening in the present.

As said by lecturer-3: *"Normally I reprimand him right on the spot because I think the first incident was very new, so that he is aware and on the one hand so that he has an emotional blow too. But in a sense I never say harshly or scold in a child-like manner because they still their students are adults, so when I scold them, even in conditions that I expect, they shouldn't be like that with their age. So, I never scolded them as children."*

The same thing also said by lecturer-6: *"Usually I will reprimand him once or twice. Apart from that I also make a study contract. If I have been reprimanded many times but it still doesn't change, I usually tell the student to choose. Do you want to stay in class?" or want to leave? So as not to interfere with the learning process, I chose to use that strategy to show that I care about the student."*

Meanwhile, lecturers who gave warnings indirectly said that the reason they used this strategy was because they thought that students were adults. They are no longer school students who must be punished when they make mistakes. Lecturers also do not want to confront students directly because they are afraid that the relationship between the lecturer and the student will not be good.

Moreover, the lecturers think that by indirectly giving warnings to students with disruptive behavior, such as giving advice to all students in the class, students can more easily accept warnings

which of course these warnings are more embedded in their memories so that they are effective in making students with disruptive behavior becomes aware of his guilt.

As Lecturer-2 said: *"Usually, I reprimand immediately, but not directly to the students. I prefer to give a warning to all students in the class. But still my main goal is students with disruptive behavior."*

Even though the lecturers have their own way of giving warnings to students with disruptive behavior, this strategy is considered to be effective in the classroom. Students will usually slowly improve their behavior so they don't make the same mistake. The lecturers said that this strategy did not last long, in the next few meetings students with disruptive behavior could repeat their mistakes. But as a first step this is quite helpful in dealing with students with disruptive behavior and makes the learning atmosphere in the class more conducive.

c. Talk face-to-face.

The last strategy used by lecturers in dealing with students with disruptive behavior is to invite students to talk face to face. Of the 6 lecturers interviewed, there were 3 lecturers who used this strategy. Talking face to face is usually done by the lecturer after class is over. The lecturer will invite students to go to the lecturer's room or speak directly in class when the other students have left.

The lecturers revealed that the reason they used this strategy was to find out more about what actually happened to students with disruptive behavior. Teachers realize that there is always a reason why students engage in disruptive behavior. Whether it is related to problems that exist within the student or from the student's own environment. Therefore the lecturer uses a face-to-face speaking strategy in order to be able to listen directly to the problems experienced by students until the effect makes students engage in disruptive behavior. So that later lecturers and students can find solutions together in solving problems experienced by students so that later students with disruptive behavior can change for the better.

Lecturers also revealed that using direct face-to-face speaking strategies can make students realize that the lecturer cares about what they are doing. If so far they have made mistakes in the outside environment and are usually ignored, by talking face to face with the lecturers students can realize that their behavior is being noticed and they can have the awareness to correct the mistakes they have made. Because sometimes there are students who do disruptive behavior because they seek attention and have other problems, so talking face to face is considered effective to find out what students are actually experiencing with disruptive behavior.

Lecturer-4 and Lecturer-5 also use face-to-face speaking strategies to find out what problems the student actually has if he has gone too far. Because the lecturers believe that there is always a reason behind someone's behavior. Because of this face-to-face speaking allows the lecturer to better understand the student. As Lecturer-4 said: *"If it's really too late, I'll talk to the two of us to find out what the problem is, why he did something like that."*

Lecturer-5 also expressed the same thing as:

"Usually after class I would invite the student to chat outside. I always try to find the positive side of what the student is doing. Because sometimes someone does disruptive behavior because they are seeking attention. Maybe they have a problem somewhere else that is making some disruptive behavior visible."

From the interview results the lecturer also revealed that talking face to face is an effective strategy in dealing with students with disruptive behavior because when speaking face-to-face, lecturers can provide direct advice in good language that is easily accepted by students so that when they return to class they are better off and don't repeat the same mistakes.

2. Students' Responses to Lecturer Strategies

At the beginning of the interview process, 12 students were asked whether they had experience with students with disruptive behavior in class and all answered that they had. They revealed that even though there were

not many students with disruptive behavior, it could even be said that there were only one or two people in each class, it still disrupted the teaching-learning process so that it became ineffective. Therefore, when the lecturer makes a strategy for dealing with students with disruptive behavior, other students really appreciate it.

11 out of 12 students who were interviewed revealed that they thought that the strategy carried out by the lecturer was very effective so they appreciated it. Students think that by taking action against students with disruptive behavior, it means that the lecturer works professionally and pays attention to other students who are kind and want to focus on learning in class. The strategy carried out by lecturers is very useful because it can make students become more disciplined. As said by student-1: *"I appreciate what the lecturer has done because it means he cares about students."*

The students also said that the strategies used by the lecturer in dealing with students with disruptive behavior made other students respect the lecturer more. But even though students appreciate the strategies carried out by the lecturer, they only keep it in themselves and do not show it to the lecturer concerned. Students admitted that even though sometimes the strategies used by lecturers were not very effective because there were still students who repeated disruptive behavior, they still appreciated this because lecturers had taken action and did not ignore students with disruptive behavior that damaged the teaching and learning atmosphere in class.

It was same as student-8 stated: *“Overall, I appreciate it since it is only reasonable for lecturers to design and implement a strategy to deal with disruptive students wisely since their behavior disrupts the learning process.”*

However, there was still one student who had a different opinion from the eleven students interviewed. From the interview results, the student admitted that he could not appreciate the strategy carried out by the lecturer because according to her the strategy carried out by the lecturer was not effective at all. Students with disruptive behavior still often repeat their actions which disrupt the class situation during the teaching and learning process.

As stated by student-12 as follows: *“I'm being casual not appreciating it because I don't think the strategy is effective.”*

According to the students, their response to the strategy carried out by the lecturer was that they all appreciated what the lecturer was doing. With the lecturer taking action, it means that the lecturer cares about the state of the class and professionally takes action against disruptive behavior from students. The results of the interviews showed that 11 out of 12 students all appreciated the strategies carried out by the lecturers because the strategies used were considered effective in making the classroom situation conducive. Even though in some circumstances it still happens, they still appreciate and respect the strategies carried out by the lecturers.

B. Discussion

In conducting the study, the researcher investigates three research questions. To find answers to these three questions, researchers used interviews to answer these three questions. In this study, interviews were used to collect the required data. The first research question explores the strategies used by English lecturers in dealing with students with disruptive behavior. The results of the interviews show that all lecturers use the strategy of admonishing students either directly or indirectly to discourage students.

This strategy is related to Florenta (2016) who explains that the lecturer asks students who are caught talking to their friends to be quiet when other students are making noise. Another occasion, there was a class commotion that required the lecturers to reprimand everyone and request silence. The English lecturer's approach to dealing with unruly students is to give warnings either directly or indirectly and give advice. In order to learn why students engage in this disruptive activity, lecturers sometimes decide to ask students to a face-to-face discussion.

The results of this study have relevance to previous research conducted by Prijanto, J.H and Oktavia, K. (2020) concluded that the proper actions of a teacher in dealing with students who have problems in terms of discipline are not to berate, yell, give physical punishment because every student is also precious creation of God and is the image and likeness of God. However, the right actions are: 1) Not allowing students to be undisciplined when studying; 2) Getting to know the character of each student in advance by taking the time to just tell stories or do activities together; 3) Tracing the causes of students not being disciplined; 4)

Rebuke with love; 5) Call students and talk privately; 6) Creative in arranging student seats and innovative of course; 7) Meet with parents and discuss to resolve and make the right decisions to improve student discipline; 8) Provide reward and punishment; and 9) Pray for students.

Lecturer strategies in overcoming student disruptive behavior, treat students by understanding the problems they experience. The results of this study are relevant to the results of previous research conducted by Christian & Hidayat (2020) that the lecturer's role in handling student behavior is necessary for the continuity of learning. To foster effective learning, teachers must possess classroom management abilities. When students show disruptive behavior during class, the instructor must react carefully and wisely and approach the students to learn more about the causes of the behavior issues.

In providing interventions to overcome disruption problems, the lecturer takes several actions. Disruption on a small scale in class is done by ignoring, reprimanding students, advising, discussing the reasons they made mistakes, approaching them in a personal and classical way, changing class activities, and giving impromptu exams.

Meanwhile, for large cases the lecturer gives sanctions or reports to the study program staff. The handling of small-scale disturbances is carried out by the lecturer directly in class or after learning, but for large cases it is resolved outside of learning. Lecturers state that the disturbances that occur in their class can still be overcome and are still within safe and reasonable limits, although sometimes they hinder the achievement of learning objectives.

This happened because according to them the strategy they used to prevent disruptive behavior in class was appropriate, as well as the lecturer's strategy in intervening student disruptive behavior was appropriate and appropriate. Some of the strategies carried out by the teacher are in line with those expressed by McCaskey, J. 2015; Ali Raza, M, 2014; Ghazi, S. R., Shahzada, G., Muhammad Tariq, M., & Khan, A .Q, 2013, Paris (2019), Istianatul Mardliyah (2019), Richards & Renandya (2002), Cruickshank et al (2009), and Harmer, (2003).

The second research question investigates the reasons lecturers implement this strategy. Lecturers claim that giving warnings and talking face to face to students is done because students are considered adults and do not need to be given punishment like students at school. By talking face to face, lecturers become closer to students and can find out what causes students to engage in disruptive behavior. Lecturers believe that there is always a reason why someone does something, including students with disruptive behavior.

This has relevance to previous research conducted by Prijanto, J.H and Oktavia, K. (2020) which concluded that the appropriate action for a teacher in dealing with students who have problems in terms of discipline is by exploring the causes of students carrying out disruptive behavior and calling students and speaking personal. This strategy is considered effective because students do not feel humiliated in forums and increase the closeness between students and lecturers.

The third research question discusses student responses to lecturer strategies in dealing with students with disruptive behavior in class. Response refers to a feeling of acceptance or rejection of the communicator's message as well as

indifference. Responses can be further divided into opinions and attitudes, where opinions are open or overt responses to an issue expressed in spoken or written words. Meanwhile, a tendency to have a highly strong positive or negative reaction to other people, things, or certain events is known as attitude. Attitude is a closed reaction (convert response) that is emotional and personal. (P. Fatmawati and Fatmawati, 2021)

Based on the results of the interviews, students said that they appreciated what the lecturer was doing. According to them, the strategy adopted by the lecturer shows that the lecturer cares about other students who do not engage in disruptive behavior. By taking action against students with disruptive behavior, it means that lecturers are professional in teaching and pay attention to the learning environment so that it remains conducive.

Students also appreciate the strategy carried out by the lecturer because it is considered effective in making students with disruptive behavior deterrent or aware of their wrong actions. Even though sometimes there are still students who repeat this disruptive behavior, at least the lecturer has taken a firm stance.

The strategy carried out by lecturers towards students with disruptive behavior also makes other students respect the lecturer more. Although most students chose to remain silent, from the results of the interviews most of them claimed to be more appreciative of lecturers who took action to deal with students with disruptive behavior so that class conditions could improve.

Finally, the researcher concluded that the strategies used by lecturers in dealing with students with disruptive behavior greatly influenced other students who behaved well. Meanwhile the implementation of strategies by giving warnings, making study contracts, and talking face to face is considered effective in making students with disruptive behavior become more aware of their wrong actions. This is in accordance with the results of previous research conducted by Christian & Hidayat (2020) that the teacher's role in handling student behavior is very necessary for the continuity of learning.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from this research. Conclusions are drawn based on the data analysis of research in the previous chapter. Meanwhile, recommendations are written to enhance future research in this field.

A. Conclusion

Based on the results of data analysis in the previous chapter, it appears that there are three strategies used by English lecturers in dealing with students with disruptive behavior. These strategies are giving warnings, making study contracts, and talking face to face or having a direct conversation with students with disruptive behavior. Due to their success in encouraging and persuading disruptive students to modify their behavior, the lecturers frequently employ these three techniques.

This research also discusses how students respond when lecturers use strategies to deal with disruptive students. The strategy used by lecturers in dealing with students with disruptive behavior makes students really appreciate and respect lecturers. This strategy is also valued by students because it is considered successful in improving the learning environment. Students also believe that lecturers are professional and responsible because the strategies taken by lecturers prove that lecturers care about students.

B. Suggestion

For lecturers, this research encourages lecturers to find out what strategies can be used in dealing with students with disruptive behavior. Students with disruptive behavior are more effectively dealt with by giving warnings and talking face to face. Therefore, lecturers should make an effort to talk more face to face with students in order to learn what actually happened before they engaged in disruptive behavior.

For the campus, this research can be implemented as reflective and introspective material to assist lecturers in managing disruptive students in the classroom and creating a welcoming learning environment for all students.

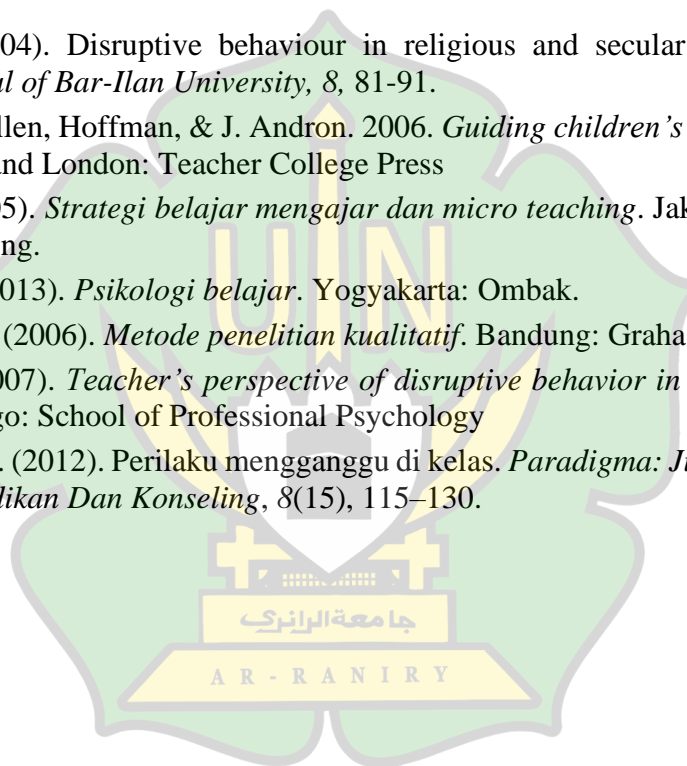
Finally, it is expected that the next researcher will conduct research with a larger sample to get better results. Future researchers are also advised to be more able to explore other strategies that can be used in dealing with students with disruptive behavior. Various studies on lecturer strategies in dealing with students with disruptive behavior are considered very helpful in the world of education, especially at universities.

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APPENDICES

Appendix A Appointment Letter of Supervisors



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 5359/Un.08/FTK/KP.07.6/04/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH 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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-7118/Un.08/FTK/KP.07.6/6/202** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- 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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **09 Juni 2022**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-7118/Un.08/FTK/KP.07.6/6/202** tanggal **22 Juni 2022**
- KEDUA : Menunjuk Saudara:
1. Dr. Nashriyah, M.A. Sebagai Pembimbing Pertama
2. Fitriah, S.Ag, M.Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Bunga Fildzahrina Aisha**
NIM : **180203237**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **English Lecturers' Strategies in Dealing with Students with Disruptive Behavior**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA : 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: 10 April 2023

Dekan,

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

Appendix B

Recommendations Letters from UIN Ar-Raniry Banda Aceh to Conduct Field Research

5/27/23, 9:18 PM

Document



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

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

Nomor : B-5406/Un.08/FTK.1/TL.00/04/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Bunga Fildzahrina Aisha / 180203237**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Taman Siswa Lrg. H. M. Sufi No. 06 Gampoeng Merduati, Kec. Kutaraja, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **English Lecturers' Strategies in Dealing With Students With Disruptive Behavior**

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

Banda Aceh, 12 April 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 20 Mei 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

A R - R A N I R Y

Appendix C

Interview Protocol for Lecturer

I. Jadwal wawancara

1. Tanggal, Hari :
2. Waktu mulai dan selesai :

II. Identitas Informan

1. Nama :
2. Jenis kelamin :

III. Pertanyaan penelitian

1. Siapa nama anda?
2. Apa pendidikan terakhir anda?
3. Sudah berapa lama anda mengajar bahasa inggris?
4. Apa strategi yang anda gunakan dalam mengajar bahasa inggris di universitas?
5. Apakah anda pernah mendengar tentang siswa dengan disruptive behavior atau berhadapan langsung dengan mereka?
6. Seberapa sering anda meghadapi siswa dengan disruptive behavior?
7. Selama ini strategi apa yang anda gunakan saat menghadapi mahasiswa dengan disruptive behavior?
8. Kenapa anda menggunakan strategi itu?
9. Seberapa efektif strategi yang anda gunakan dalam menghadapi mahasiswa dengan disruptive behavior?
10. Apakah itu satu-satunya strategi atau ada strategi yang lainnya?

Appendix D

Interview Protocol for Student

I. Jadwal wawancara

1. Tanggal, hari :
2. Waktu mulai dan selesai :

II. Identitas informan

1. Nama :
2. Semester :

III. Pertanyaan penelitian

1. Sudah berapa lama kamu menjadi mahasiswa bahasa inggris?
2. Selama menjadi mahasiswa bahasa inggris, apakah kamu pernah mendengar tentang disruptive behavior? (Eg. main hp, makan di kelas, berisik, memonopoli diskusi, berdebat dengan dosen, tidak menghargai teman, menginterupsi saat sedang presentasi, dan menertawakan teman yang berbuat kesalahan)
3. Jika kamu pernah mendengar tentang disruptive behavior, apakah kamu pernah bertemu dengan orang seperti itu?
4. Apakah ada banyak mahasiswa dengan disruptive behavior di kelas kamu?
5. Berdasarkan pengalaman kamu, apa yang dilakukan oleh dosen bahasa inggris ketika menghadapi mahasiswa dengan disruptive behavior?
6. Bagaimana menurut kamu strategi yang dilakukan oleh dosen tersebut? Apakah itu satu-satunya cara atau ada cara lain dan mana yang efektif menurut kamu?
7. Bagaimana pendapat kamu terhadap strategi tersebut apakah kamu mengapresiasi hal itu atau tidak?

Appendix E

Interview Question Transcript

a. Lecturer 1 (KH)

Interviewer : Assalamu'alaikum, Miss. Good morning. Let me introduce myself. My name is Bunga Fildzahrina Aisha. My goal in interviewing you today is to find out the English lecturer's strategy in dealing with students with disruptive behavior.

Are you ready?

Resource person : Wa'alaikumussalam. Yes, I'm ready. Please begin.

Interviewer : For the first question I want to ask what is your last education?

Resource person : Master of English Education

Interviewer : Alright. Furthermore, how long have you been teaching English?

Resource Person : I have been teaching English for 25 years

Interviewer : For the next question, what are the strategies you use in teaching English at university?

Resource Person : Various strategies; make use of elt methods, media, materials, etc

Interviewer : Have you ever heard of students with disruptive behavior or dealing with them directly?

Resource person : Yes, there was and have been.

Interviewer : How often do you encounter students with disruptive behavior?

Resource Person : So far, I rarely face students with disruptive behavior

Interviewer : What strategies have you used so far when dealing with students with disruptive behavior?

Resource Person : Usually I do prevention more often by making an initial agreement in TM 1/ learning contract/ code of conduct which applies to students and lecturers. If disruptions still occur, interventions are carried out according to the type or level, either directly or after class, individually or classically. Severe disruption has never happened in my class.

Interviewer : Why did you use that strategy?

Resource Person : I use this strategy to prevent disruption better because it prevents my class from things that interfere with the learning process.

Interviewer : How effective are the strategies you use in dealing with students with disruptive behavior?

Resource person : I think it's very effective

Interviewer : Is that the only strategy or are there other strategies?

Resource Person : To avoid classroom disruption or students' misbehavior, there are many things that lecturers need to consider. Such as preparing learning/planning properly, activating

students by preparing a variety of class activities that cover all the diversity and needs of students, using a variety of media/methods, designing comprehensive assessments, etc. Lecturers must be careful because not only students, lecturers can also be the cause of class disruption.

Interviewer : Fine, miss. I think that's all I can ask miss. Thank you so much for taking the time miss.

Resource person : Yes, you're welcome.

Interviewer : Excuse me miss. Assalamualaikum.

Resource person : Wa'alaikumussalam.

b. Lecturer 2 (AZ)

Interviewer : Assalamu'alaikum, Miss. Good morning. Permission to introduce myself. My name is Bunga Fildzahrina Aisha. My goal in interviewing you today is to find out the English lecturer's strategy in dealing with students with disruptive behavior. Are you ready?

Resource person : Wa'alaikumussalam. Yes, I'm ready. Please begin.

Interviewer : For the first question I would like to ask what is your last education?

Resource person : Master of English at Syiah Kuala University

Interviewer : How long have you been teaching English at university?

- Resource person** : since 2008, it's been 15 years
- Interviewer** : For the next question, what strategy do you use in teaching English at university?
- Resource person** : There are various methods such as communicative approach, direct method, and others.
- Interviewer** : Well then, have you ever heard of students with disruptive behavior or have you come face-to-face with them?
- Research person** : Ever. So they seem to seek attention during class.
- Interviewer** : How often did Miss deal with students with disruptive behavior?
- Resource person** : Not too often. But indeed, while I was teaching there was one class in which there were several students with disruptive behavior, such as when a friend was explaining something or giving an opinion there was a student giving instructions, which made the atmosphere uncomfortable.
- Interviewer** : Then what strategy do you use in dealing with students with disruptive behavior like that?
- Resource Person** : Usually I immediately rebuke but not directly to the student. I prefer to give a warning to all students in the class. But still my main goal is students with disruptive behavior.
- Interviewer** : Why did miss use that strategy?

Resource Person : Because in my opinion students at university are adults. So they don't need to be given punishment like children. Because sometimes if Punishment is given and it's not right it will usually backfire for the lecturer. But if you give a good warning, provide motivation or a reminder in a good way, it usually sticks to them more quickly and makes them aware.

Interviewer : Then how effective was the strategy you used?

Resource Person : In my class, because the level of disturbing is still normal, the method I use is effective because by admonishing the whole person, not cornering one person, it makes students realize more quickly.

Interviewer : Okay last question, are there any other strategies that you miss using? Or just rebuke?

Resource Person : So far I've only reprimanded or sometimes I've given reminders for the whole class. If it's too late, I usually chat Face to Face to find out what the real problem is until the student becomes annoying. The rest doesn't exist.

Interviewer : Alright, miss. I think that's all I can ask miss. Thank you so much for taking the time miss.

Resource person : Yes, you're welcome.

Interviewer : Excuse me miss. Assalamualaikum.

Resource person : Wa'alaikumussalam.

c. Lecturer 3 (MN)

Interviewer : Assalamu'alaikum, sir. Good afternoon. My name is Bunga Fildzahrina Aisha. My goal in interviewing you today is to find out the English lecturer's strategy in dealing with students with disruptive behavior. Are you ready?

Research person : Wa'alaikumussalam. Yes I am.

Interviewer : Alright, thank you. For the first question I want to ask what is your last education?

Resource person : Master degree

Interviewer : How long have you been teaching English at university?

Resource person : since 2018 means it's been almost 5 years

Interviewer : While teaching English, what strategy did you use?

Resource Person : Usually it depends on the course, especially in English itself, there are several typical courses. I like the discussion groups the most, so I will provide topics which are then discussed in the group. Then I also like to give projects that are worked on in groups and provide critical questions to be discussed in groups as well.

Interviewer : Well then, have you ever heard of students with disruptive behavior or dealing directly with them?

Resource person : ever heard of and never encountered

Interviewer : How often do you deal with students with disruptive behavior?

Resource person : Actually it depends on the type of disruptive. Because there are things that might be annoying, but in my opinion it's not too disturbing. So yes, not too often, but there are some.

Interviewer : Then what strategy do you use in dealing with students with disruptive behavior?

Resource person : Come back again depending on the level of disturbance. Of course I believe everyone should be reminded. I prefer to reprimand indirectly because I personally cannot have direct confrontation. Like for example a student makes a fuss when I am explaining something. I will not immediately rebuke him but I will ask him about the material that I am explaining, or I will also make an example sentence from the material that I am explaining using the name of the person with the disruptive behavior. So he will feel called.

Interviewer : Why did you use this strategy?

Resource person : First, because I don't want to be harsh. Usually, when it's hard, I don't like the student anymore, so it's not fun anymore. So I don't want direct confrontation. Then I think their disruptive behavior hasn't reached the stage

where I have to send them out of class. The conclusion that I can convey is why I use this method, because in my opinion it is effective and also doesn't make them hurt me so the relationship will continue to work well.

Interviewer : How effective was the strategy you used?

Resource person : I think it's effective even though it might be repeated but for now it's effective. Because in my class the disruptive behavior that occurs is still at an ordinary stage so it is quite effective.

Interviewer : Okay last question, sir. Is there another strategy that you use?

Resource person : I usually just reprimand him, or if it's really too late I'll talk to the two of us to find out what the problem is, why he did something like that. Sometimes from the start of class I will make a study contract and tell students what I don't want done in class. If they violate it, I will remind them with the agreed learning contract and there will be consequences.

Interviewer : Fine, sir. I think that's all I can ask you. Thank you very much for taking your time sir. Excuse me, sir. Assalamualaikum.

Resource person : Wa'alaikumussalam.

d. Student 1 (HM)

Interviewer : Assalamu'alaikum. Good morning. My name is Bunga Fildzahrina Aisha. My goal in interviewing you today is to find out student responses to strategies used by lecturers in dealing with students with disruptive behavior.

Are you willing?

Resource person : Wa'alaikumussalam. Yes I will. Please begin.

Interviewer : Alright. For the first question, how long have you been an English student?

Resource person : Almost 3 years because I'm already in semester 6

Interviewer : Have you ever heard of disruptive behavior?

Resource person : Maybe for the type I already know, but the term is just now knowing that it's called disruptive behavior

Interviewer : Okay, so you've often met or dealt with people like that?

Resource Person : Yes, I've definitely met and even many of them in my college environment

Interviewer : Based on your experience in class when there are students with disruptive behavior, what does the English lecturer do?

Resource person : Actually it depends on the type of disruptive behavior. Most lecturers don't notice when there is disruptive behavior like that. Or even if the lecturer notices, usually

the lecturer immediately says "please turn off the cellphone." or there are some lecturers who are quite strict and direct their students to leave. But for example disruptive behavior that is noisy in class, it depends on what the noise is about. For example, if it is noisy when discussing lecture material, usually the lecturer will leave it as long as the situation is still conducive. Lecturers will let students express themselves. But if for example there are students who try to monopolize the class and keep asking questions, such as seeking attention, this depends on gender.

Interviewer : Then do you think the strategy used by the lecturer was effective or not? What is your opinion on this strategy?

Resource Person : In terms of strategy, some students are effective only with a warning. But there are still students who are insistent, rather noisy, so the strategy is suitable but more to the students. Sometimes students are recalcitrant, now especially for these recalcitrant students need to be given tougher action. For example, when it comes to using cellphones in class, it is best to temporarily confiscate them until the end of the class period. Maybe such a strategy is more effective for this stubborn student.

Interviewer : Okay got it. So of all the strategies implemented by the lecturer, do you yourself as a student appreciate it or not?

Resource person : In short, I appreciate it. Because there are some lecturers who are indifferent, like they don't care, just let them be like that. So if I am asked whether I appreciate it or not, I appreciate it because it means that the lecturer cares about his students. So that's my opinion.

Interviewer : Ohh okay well I have come to a conclusion from your answers. OK, I guess that's all I have to ask. Thank you for taking the time to chat with me briefly to ask questions. Sorry if I disturbed your time.

Resource person : Yes, you're welcome. Hope it is useful.

e. student 2 (AD)

Interviewer : Assalamu'alaikum. Good morning. My name is Bunga Fildzahrina Aisha. I am a PBI student and here I would like to interview you about student responses to strategies carried out by lecturers on students with disruptive behavior.

Can we get started right away?

Resource person : Wa'alaikumussalam. Yes, please.

Interviewer : First question, how long have you been an English student?

Resource person : It's been almost 3 years

Interviewer : Have you ever met students with disruptive behavior in class? Are there many students with such behavior?

Resource person : There are some that I have met, even if from that explanation I also feel that I myself am part of a student with disruptive behavior. in that class usually only a few not up to 50%

Interviewer : Based on your experience during your 6 semester lectures, what did the lecturers do in dealing with students with disruptive behavior? Is there a certain strategy?

Resource person : Usually for senior lecturers they already have a study contract if the students are late but for young lecturers there is usually no action on that matter. But for other disruptive behavior, a warning is usually given first

Interviewer : Then do you think the strategy was effective?

Resource person : I think it's effective because students are still afraid that their disruptive behavior will affect their grades

Interviewer : Well last question. As a student, do you appreciate the lecturer's strategy or not?

Resource person : I appreciate and agree with all the actions taken by the lecturer as long as it's not excessive but I appreciate it personally

Interviewer : Okay, I understand. Thank you very much for the answer. I guess that's all I need to ask. Sorry to disturb your time.

Resource person : My pleasure. Hope it's useful.

f. student 3 (DS)

Interviewer : Assalamu'alaikum. Good afternoon. My name is Bunga Fildzahrina Aisha. I am a PBI student and here I would like to interview you about student responses to strategies carried out by lecturers on students with disruptive behavior.

Can we get started right away?

Resource person : Wa'alaikumussalam. Yes, please.

Interviewer : First question, how long have you been an English student?

Resource person : It's been more or less 3 years because it's already semester 6

Interviewer : Have you ever met students with disruptive behavior in class? Are there many students with such behavior?

Resource person : I've met students with disruptive behavior and sometimes there are some in my class but usually it adjusts to the lecturer too.

Interviewer : Based on your experience during your 6 semester lectures, what did the lecturers do in dealing with students with disruptive behavior? Is there a certain strategy?

Resource person : Usually there is a lecturer who emphasizes the intonation of his voice, then there is also someone who knocks on the table, there is someone who immediately approaches the student with that disruptive behavior, then usually gives a warning to the student

Interviewer : Then do you think the strategy was effective?

Resource person : Actually it's not very effective, even though it's actually not bad for giving a temporary deterrent effect, but that's enough

Interviewer : Well last question. As a student, do you appreciate the lecturer's strategy or not?

Resource person : I respect for sure and can appreciate it more because if we rebuke in front of many people it doesn't feel okay, but if he takes action it means professional so I appreciate.

Appendix F
Autobiography

Name : Bunga Fildzahrina Aisha
Student Number : 180203237
Place/ date of Birth : Banda Aceh / December 10th, 1999
Religion : Islam
Sex : Female
Nationality/ Ethnic : Indonesian/ Acehnese
Occupation : Student
Address : Desa Merduati, Kec. Kutaraja, Kota Banda Aceh
Email : bungaaisha1012@gmail.com

Educational Background

- a. Elementary School : SDN 1 Banda Aceh
- b. Junior High School : SMPN 17 Banda Aceh
- c. Senior High School : SMAN 1 Banda Aceh
- d. University : UIN Ar-Raniry Banda Aceh

Parent

- a. Father : Ishak Ismail
Occupation : Retired
- b. Mother : Aminah Oesman
Occupation : Housewife