

Identifying EFL Student Misbehaviour when Attending English Language Class**Alimin Adi Waloyo, Fitri Mangadikon, Suparto**

Lecturer, University of Muhammadiyah Malang, Indonesia

English Education Student, University of Muhammadiyah Malang, Indonesia

Lecturer, University of Muhammadiyah Malang, Indonesia

Abstract:

Student misbehaviour is some acts violating the rules in class and disrupting the teaching and learning process. Therefore, it needs specific attention to eliminate them, so classroom activities can run smoothly. Some investigations about this topic were conducted locally and globally. However, it was scarcely any research on this topic in an Indonesian context, particularly in the EFL context. Also, based on the researchers' professional experiences, some students misbehaved in English class. So, the researchers conducted this research to identify types of student misbehaviour in English class. This study applied a qualitative research design with 40 EFL students as the subject. They are from the 8th semester of English education at a university in Indonesia. The questionnaire was an instrument to collect the data. The findings showed six types of student misbehaviour; sleeping in class, coming late, eating in class, not bringing pens or books, chatting with classmates, and doing private things. Although they were categorized as less serious misbehaviour, they need to obtain a specific treatment. To eliminate those problems, EFL teachers need to monitor/ supervise students seriously when in class, create some rules through classroom discussion and build intimate teacher-student relations.

Keywords: Misbehaviour, Class Management, EFL Class**Introduction**

Kyriacou (2010) highlights student misbehaviors can interfere with teacher's learning in the classroom. Misbehavior of students is all habits that can interfere with the concentration of the teacher in class. Those behaviours include being less concrete, playing with friends, and overslept in class (Kyriacou, 1997). Also, students' different backgrounds and cultures contribute to those inappropriate backgrounds. However, it needs to be highlighted that they are merely done by several students (Charles & Senter, 2008).

Students' disruptive behaviours will negatively affect the teaching and learning activities if it is not resolved properly. The teacher must have a strategy in dealing with misbehavior of students in the class. Therefore, teachers need to apply an appropriate strategy to deal with those situations. It is important to highlight that they need not be harsh to their students when solving

those issues, so the class can be a comfortable place to study. For example, the teachers communicate in class and outside the class to maintain a good relationship with their students.

Wong (2004) mentions teachers are required to show positive habits that can be followed and trusted by students, such as arriving on time to class. Those habits can teach students directly to be more disciplined and eliminate their misbehavior. Positive habits are so important even for English as Foreign Language (EFL) Students. EFL students who have high discipline can avoid misbehavior acts when in class. In an English learning context, EFL teachers have to discipline students well in class. Therefore, when teachers see students with feelings of discomfort, they need to do something that can end the distraction quickly and make students focus on learning. Student misbehaviour must be minimized to avoid and reduce the failure of the teaching and learning process in the classroom (Mahmud, 2018).

Based on the researchers' professional experience, several students have misbehaved in English teaching and learning class. This situation affects the class discussion and learning outcomes. To know what causes those acts could happen in class, the researchers intend to conduct research to investigate the types of misbehavior that the students do in the EFL class at a university level.

To support the data analysis, investigation and discussion, presented later, some related literature, theories, and concepts are presented below.

Review of Literature

1. Students' misbehavior and class management

Student misbehavior is known by various names such as misconduct, disciplinary violations, problematic behavior, and disruptive behavior (Finn et al., 2010). Indecent behavior is a habit that always interferes with the teaching and learning process and also makes it difficult for teachers to control students in the classroom (Arbuckle & Little, 2004). Students' descriptive behaviour done intentionally or unintentionally can be influenced by many factors such as environment, culture, friends, and family. When this situation is not managed properly, it can have an impact on the teaching and learning process in the classroom. In addition, the impact of disruptive behaviour affects students' assignments and their learning in the classroom (Kulinna et al., 2006). Sternberg and Williams (2002) states when students create problems in class with their friends such as talking or disturbing others, students no longer want to learn and do not focus on the discussed topic because they feel uncomfortable with the conditions of the classroom. Hence, effective classroom management to avoid this problem needs to be taken into consideration.

Brophy (2006) classroom management is a number of actions taken to keep the class conducive, make class rules, and keep students' attention during the teaching and learning

process. Trussell (2008) states that to create effective classroom management, teachers must make classroom rules and announce them to students. So, students will know what they need to do in class. In addition, there are many strategies to deal with student misbehavior in the classroom. It will be a great idea if the teachers know what is causing the problem to determine the best solution. Here, they can help students to find a way out of the problems they face (Sternberg & Williams, 2002)

2. Types of students' misbehaviors and their causes

Many types of student misbehaviour in the classroom were revealed by experts and researchers. Sun and Shek (2012)

Sun and Shek (2012) categories them into nine: (1) doing private things (deal with personal belongings, do homework, play smartphone, read and see irrelevant objects); (2) talking out of turn (call, comment and chat); (3) verbal acts (tease and attack classmates and use dirty words); (4) disrespecting teachers (neglect instructions and argue with teachers); (5) daydreaming and relaxing; (6) getting out of the seat (change seats, roam in class, and go out from the class); (7) failing to submit the assignments; (8) attacking physically (strike and urge classmates and destroy things); (9) copying other homework, joking, playing around, coming late, eating/drinking, not preparing references and involving passively in class. Furthermore, Corrie, (2001) classifies students with bad behaviours into several categories such as talking to their peers, not paying attention to teacher instructions (such as playing with pens and books) starting their work slowly and getting away from others. The student misbehaviours during the learning process can sometimes be performed intentionally, so they disturb the teaching-learning activities in class.

Students' inappropriate behaviours in class are without any reason. Stephens & Crawley (1994) found three factors determining student misbehaviours. They are caused by students, teachers, and society.

Firstly, students behave badly because they are bored with teaching and learning activities. Thus, students usually do various things to relieve boredom. Also, it is due to their attention-seeking from their environment. Lack of interest in subjects could also possibly lead to pupils' bad habits. Lastly, it may be related to their special needs. This factor occurs due to less understanding of the materials and failing to do the assignment as it is too difficult for them.

Next, it is something to do with the teachers' emotions. When managed proportionally, it can create a positive impact, but it could be not good when they can control it. So, teachers are supposed to be able to manage their emotions proportionally. Lastly, students' misbehaviors could be triggered by the society where they live. Here, proper family guidance is highly required to eliminate those habits.

3. how teachers deal with student misbehaviours

The teachers have the authority to make rules in class. Morrish (2019) advises never to use punishment. He claims that the punishment might not result in mutual cooperation between students and teachers in the classroom. Instead, it may cause unwanted side effects. It is important teachers give appreciation to students if they follow the rules that have been made.

Yuan & Che (2012) mention several ways that can be done to prevent learners' bad behaviours. Firstly, teachers can do pre-empting. Here they can do the process of monitoring students' behaviour so that the learning process runs smoothly. And teachers should also make plans or rules to keep students stayed focused. Later, it is called the continuum of teachers' behaviour. They determine the factors of student misbehaviour and respond properly to those acts. For example, the teacher watches the students calmly and doesn't do too much action. However, if the student misbehaviour has crossed the line, such as verbal acts, they take the required action. Lastly is rewards and punishments.

Kyriacou (2010) explains that punishment is a form of formal action to help students not to misbehave in class., students will be punished according to the provisions made if they act across the line. On the other hand, they will be given rewards for their good acts.

4. Student misbehaviours in various contexts

There have been investigations about student misbehaviour in different contexts. Suhardi (2010) investigated the causes of student misbehaviour and how to deal with them. He found the students' bad behaviours are serious in an Islamic senior high school. Therefore, teachers need to stipulate formal rules to make them more disciplined and parents have to supervise their children to eliminate their misbehaviour. Furthermore, Öztürk (2017) found several types of student misbehaviour. They are talking without asking for permission, showing less active classroom participation, and disrespecting teachers. Another research on teachers' classroom discipline to create an effective teaching and learners' language learning motivation and achievement. It was found teachers who apply student involvement and recognition strategies are considered more effective rather than punishment strategies.

As previously stated, based on the researchers' formal classroom experience, some students behave improperly when joining English teaching and learning activities. Their act can affect the class discussion and learning outcomes. Also, to the best of the researchers' knowledge, there has been limited research investigating types of student misbehaviour in the EFL context conducted at the university level in Indonesia. Therefore, this research is urgently needed. By investigating the types of student misbehaviour, EFL teachers hopefully gain significant data about that problem. Thus, they know the proper strategy to deal with those problems. So, English learning and teaching activities can run more smoothly and obtain the expected learning outcomes better.

Method

This researcher applied a descriptive qualitative approach to carry out the results of this study. The researchers implemented this approach so the natural setting of the phenomena found in the EFL class situation could be described more objectively. So, the actual data about student delinquency would be valid and reliable.

The population in this study was eighth-semester students majoring in English education at the University of Muhammadiyah Malang (UMM). They consist of 200 students and are divided into four major classes A, B, C, and D. Arikunto, (2002) defined the sample as part of the population to be studied. The researcher used a sampling method, namely probability sampling with cluster sampling technique. Cluster sampling or also called cluster random sampling is a sampling technique by dividing the population into small units and then randomly selected (Etikan, 2017). Based on the lottery that has been done, the researcher has determined the subject of this study which was A class with 40 EFL students. This system is carried out randomly without looking at the level of the existing population.

Researchers used a questionnaire as the instrument. Questionnaires are widely used for various research needs some of them such as knowing about feedback from the services provided, customers, opinions, and evaluations (O'Leary, 2014). The questionnaire was then distributed to the participants of this study. The questionnaire was used to determine the type of student misbehavior.

The researchers referred to (Sun & Shek, 2012) to develop the questionnaire questions. Their elaboration about the types of disruptive behaviour was comprehensive and relevant to the researchers' context.

the researchers had developed several procedures to conduct this research. Firstly, researchers read and look for relevant theories related to the topic. Then, the questionnaire was designed. To validate the questionnaire quality, the researchers consult it to the EFL lecturers who have sufficient experience with research and creating research questionnaire. Upon their validation, it was distributed to the participants to collect the data. In qualitative data analysis, all data are presented in the form of words, pictures, symbols, and observations. Results or answers from questionnaires were analyzed by referring to the research question/ objective which was then elaboration in the discussion section by referring to the relevant theories and concepts.

Findings and Discussion

Findings

Students tended to show their disruptive behaviors in class. Thus, this indirectly interferes with the teaching and learning process. Based on the data, there were six types of student

misbehavior. Misbehaving students occurred on various occasions when they were in class. Based on the data, the researchers could identify those six types as follows:

1. Sleeping during the teaching and learning process

When in class, students began to feel sleepy when they were less active in class. The cause of the students' passiveness would affect their focus on learning. When students fell asleep, their classmates' focus sitting next to them can be negatively affected due to the situation. Thus, this would disrupt the classroom activity.

2. Coming late to class

Student tardiness was caused by several factors. They mentioned some factors related to their late joining the class, such as traffic jams, getting up late, and not completing academic work. Those students came while the class was in progress, so those behaviors affected the teaching-learning process. The students coming late would distract other students' attention and shifted their focus from their studies as they had to wait for their friends to sit down. Little distraction could cause the learning process to stop for a while and this can create trouble if happening many times.

3. Eating in class

Based on the data some students skipped breakfast. As consequently, they brought some food to class. Then, they ate during the teaching-learning process. This activity would annoy other students due to the smell of food and even the munching sound. This activity would eventually distract the classroom discussion and created anger among the students. Therefore, it led the students to lose their focus on their studies.

4. Not bringing book and pen in class

Some subjects came to class without bringing their books and pen. It sometimes happened. They did not explain the reasons why it occurs. They realized that was not good. This behaviour could create some trouble because they borrowed those things from their classmates. Consequently, this kind of behaviour could disturb the teaching and learning process in class.

5. Talking to friends during the learning process

It was found that talking to friends in class usually happened when the students needed help to finish their work/ assignment. They called their friends' names and started asking some questions related to their work/ assignment. This activity disturbed other students who were focusing on finishing their work or concentrating to learn the topic. Others would be distracted and less focused on their works. So, this behavior also disrupted the class activity.

6. Doing private things

The data analysis found when students did not join the classroom discussion seriously or listen to teachers' explanations well, they would tend to do other unrelated things in class, such as playing

with their phones, drawing on their books, and playing with irrelevant objects. These behaviours would also disrupt the teaching and learning process.

The findings of the misbehaving students are summarized in the following table.

Table 1

Student misbehaviour when in class

No	Types of student misbehaviour
1.	Sleeping during the teaching and learning process
2.	Coming late to class
3.	Eating in class
4.	Not bringing book and pen in class
5.	Talking to friends during the teaching and learning process
6.	Doing private things

Discussion

The types of disruptive behaviour of students that often occur in class based on the data obtained are sleeping in class, arriving late, eating in class not bringing books and pens, and doing unrelated things. This finding reinforces research conducted by (Altinel, 2006). He found some types of student misbehaviour. Those were talking to his friends in class, making noise, dealing with other things, and talking without permission which was recorded as the types of misbehaviour that often appeared in class. Altinel's study conducted in another country, Turkey, seems to have different types of student misbehaviour compared to the Indonesian context. Students in Turkey based on Altinel tend to misbehave in verbal language. On the other hand, our finding found that the types are more into nonverbal language. In other words, it is more into bad physical attitude.

However, Riyani, (2012) found that disruptive behaviours are classified into fighting, threatening, saying dirty words, and cheating. Those acts bring serious impacts on academic development. That finding is completely different from this research. Riyani's findings showed serious types of misbehaviour and it should be given special treatment which may take a longer time. While the findings in this research show just common misbehaviour occurring in many academic contexts. If these types of behaviour are treated precisely and quickly, it may not require much time to make the students behave more properly.

In the EFL context, Öztürk (2017) identified three main types of student misbehaviour. They are talking without permission, showing no respect to the teacher, and not participating in the classroom activities. Öztürk's findings showcase more serious types of misbehaviour and the impact could be worse on the classroom atmosphere compared to this research. Therefore, it is

fair to say that EFL students where researchers conducted this research are relatively under control. Although the data analysis shows that they misbehave in class, it does not impact the English teaching and learning process in class badly. When the teacher acts quickly and properly, it can be eliminated quickly.

The misbehaving students could happen due to two aspects. First, the teaching strategy used by the teacher is less effective, so students become less attracted to join the class. For example, when teaching speaking skills, EFL teachers dominate the class and keep talking. In fact, he could ask them to create a small group to discuss the topic or to role play as a part of the teaching practices. So, the teacher is supposed to design fun and engaging class activities to avoid that situation to happen. Second is the lack of student motivation in learning. This low motivation could be caused by various reasons, such as difficult materials, having a part-time job, playing the game too much, etc. consequently, students are less likely to focus on English learning. Here, the teacher has to be able to carry out good classroom management also bring what they like outside the class to become part of the classroom discussion. This might stimulate them to be more engaged in the class activities.

Yuan & Che, (2012) identify three factors leading to disruptive behaviours of students. First, the factor is from the students themselves. They want to get attention from the class. Here, students usually make a fuss with their friends or break the rules. Second, the teacher's attitude is another aspect to take into account when talking about student misbehavior. For instance, when the teacher might come to the class late quite often, the students might imitate that attitude. Baloglu (2009) found the teachers' bad behavior, such as threatening them with low scores and discriminating against them, could affect the classroom atmosphere. Therefore, it is crucial that he must show a good attitude in front of the students. In other words, the teacher's behavior will be a reference for students to behave in the classroom, so, the teacher needs to consider comprehensively before doing any act in front of the class. The last is from the society, misbehavior of students, such as sleeping in the class or eating during the classroom discussion, can be influenced by their family habits or the place where they live. Some students might go out and hang out with their friends up late and when they have to join the class, they feel sleepy and cannot concentrate. Thus, it is clear that students tend to follow the behavior or habits of the people around them. This may affect the attitude of students in the school environment.

To eliminate the disruptive behaviour of students in the classroom, the teacher can apply several strategies. Yuan & Che (2012) suggested the teacher keep monitoring the student's misbehaviour. Here, when he found any student with bad behaviour, the teacher can talk with them in private and find the causes and how to deal with them. This approach would be effective if the teacher can talk and communicate effectively and politely. As a teacher, when communicating with the students, it is crucial to be polite to them. So, they will respect us. If the students respect us more, they are more likely to follow our suggestion. It is called the

continuum of teacher behaviour (Yuan & Che, 2012). Then, he can monitor the positive progress of the behaviour.

They added, the teacher can design a class rule to make students more disciplined. The rules can be designed together. In other words, there should be discussion and communication when creating class rules. This type of approach shows the teacher respects and appreciates the students' presence and ideas. It shows the fairness of the rules. This way, students might be willing to obey them more because they are actively involved in the process of rule creation.

Kyriacou (2010) proposed a different approach. His approach could be categorized as a bit harsh. But, it is still relevant in several contexts, such as fighting in class, saying dirty words, bullying, and discriminating. Furthermore, he highlights a teacher can punish the students if they misbehave badly, such as saying dirty words and doing verbal acts. For example, if a student keeps using bad words in class, leading to a fight, a teacher needs to be assertive by applying Kyriacou's approach.

Furthermore, Shamnadh & Anzari (2019) also explained that the strategy obtained by the teacher was by building good relationships with students, such as praising students' attitudes and behavior, both academic and non-academic. This technique can increase student engagement in class and can reduce disruptive behavior in class. This approach tends to emphasize an intimate relationship through affection rather than punishment. Here, the teacher will create stronger bonds with his students and build an interactive educational environment.

Conclusion

This research found six types of misbehaving students. Those types happened when students join English classes. They are sleeping while joining class, arriving in class late, eating in class, not bringing books and pens, and doing unrelated things. They could affect the teaching and learning process because they disturb classroom discussion. Also, those acts can disturb the other students' concentration when learning English in class.

Those behaviours could be triggered by the teacher's inappropriate strategy when delivering the materials. The teacher keeps dominating the class without giving more opportunities for students to talk and actively participate in class. Hopefully, teaching and learning involve and engage students more in a discussion to make them get more attracted to join the class. Students' low motivation. One of the causes is the delivered topics are way too difficult for them, so they are disengaged into a classroom discussion. Additionally, those behaviours could be caused by students looking for attention in class and the society where they live. Teachers' behaviour can also affect the students' behaviours. Therefore, it is important for the teachers to always act properly and speak politely.

To eradicate those bad acts, the teachers need to keep monitor their students seriously when they are in class. The teacher and students need to create an agreement regarding some rules that all must obey when in class. The agreement could be discussed together. Building a good and intimate relationship needs to be taken into consideration. This could also lead to a more positive classroom atmosphere.

Hopefully, this study fills the gap on data about EFL student misbehaviour when joining English teaching and learning activities. So EFL teachers can refer to these findings when they encounter student misbehaviour when in class and they can apply the proper approach to deal with the problems. The researchers believe the findings are also applicable in other teaching contexts, outside the EFL teaching and learning activities.

References

- Altinel, Z. (2006). *Student misbehavior in EFL classes: teachers' and students' perspectives*. Unpublished MA thesis. Cukurova University, Adana, Turkey.
- Arbuckle, C., & Little, E. (2004). Teachers' perceptions and management of disruptive classroom behaviour during the middle years (years five to nine). *Australian Journal of Educational and Developmental Psychology*, 4(1), 59–70.
- Arikunto, S. (2002). *Prosedur penelitian : Suatu pendekatan praktek: Edisi revisi*. Jakarta, Indonesia: PT Rineka Cipta.
- Baloglu, N. (2009). Negative behavior of teachers with regard to high school students in classroom settings. *Journal of Instructional Psychology*, 36(January 2009), 69–78. <http://search.proquest.com/docview/213900639?accountid=34574>
- Brophy, J. (2006). History of research on classroom management. In & C. S. W. Evertson (Ed.), *Handbook of classroom management*. Philadelphia: Lawrence Erlbaum Associates Inc.
- Charles, C. M., & Senter, G. W. (2008). *Building classroom discipline (9th ed)*. Pearson: USA.
- Corrie, L. (2001). *Investigating troublesome classroom behavior*. London: Routledge Falmer.
- Etikan, I. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 215–217. <https://doi.org/10.15406/bbij.2017.05.00149>
- Finn, J. D., Fish, R. M., & Scott, L. A. (2010). Educational sequelae of high school misbehavior. *The Journal of Educational Research*, 101(5), 259–274. <https://doi.org/10.3200/JOER.101.5.259-274>
- Kulinna, P. H., Cothran, D. J., & Regualos, R. (2006). Teachers' reports of student misbehavior in physical education. *Research Quarterly for Exercise and Sport*, 77(1), 32–40.
- Kyriacou, C. (2010). *Effective teaching in schools theory and practice*. Oxford, England: Oxford University Press-Children.
- Mahmud, M. (2018). Exploring students' politeness perspectives at the State University of Makassar. *Journal of Education and Learning*, 12(1), 36-43.
- Morrish, I. (2019). *Disciplines of education*. Oxfordshire, England: Routledge.
- O'Leary, Z. (2014). *The essential guide to doing your research project (2nd ed.)*. London: SAGE.
- Öztürk, Y. (2017). Student misbehavior in the EFL classroom : Perceptions of pre-and in-service

- teachers. *Journal of Education and Practice*, 8(29), 115–122.
- Riyani, E. (2012). *Studi kasus tentang anak yang memiliki perilaku sosial negatif di sekolah pada siswa kelas VI Sekolah Dasar Negeri I Sedayu Kabupaten Grobogan tahun pelajaran 2008/2009*. Unpublished Thesis, Universitas Sebelas Maret.
- Shamnadh, M., & Anzari, A. (2019). Misbehavior of school students in classrooms - Main causes and effective strategies to manage it. *International Journal of Scientific Development and Research*, 4(3), 318–321. www.ijedr.org318
- Stephens, P., & Crawley, T. (1994). *Becoming an effective teacher*. Cheltenham: Nelson Thornes.
- Sternberg, R. J., & Williams, W. M. (2002). *Educational psychology*. Boston, USA: Allyn and Bacon Inc.
- Suhardi. (2010). *Faktor penyebab kenakalan siswa dan upaya mengatasinya di Madrasah Tsanawiyah Bolaromang*. UIN Alauddin Makassar.
- Sun, R. C. F., & Shek, D. T. L. (2012). Student classroom misbehavior: An exploratory study based on teachers' perceptions. *The Scientific World Journal*, 2012. <https://doi.org/10.1100/2012/208907>
- Trussell, R. P. (2008). Classroom universals to prevent problem behavior. *Russell The Journal Of The Bertrand Russell Archives*, 2008, 179–186.
- Wong, H. K. (2004). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*, 88(638), 41–58. <https://doi.org/10.1177/019263650408863804>
- Yuan, X., & Che, L. (2012). How to deal with student misbehaviour in the classroom? *Journal of Educational and Developmental Psychology*, 2(1), 143–150. <https://doi.org/10.5539/jedp.v2n1p143>
-