

## THE ANALYSIS OF STUDENT'S MISBEHAVIOR IN LEARNING ENGLISH LESSON

Nina Puspitaloka<sup>1</sup>, Intan Kurnia Syafitri<sup>2</sup>

Universitas Singaperbangsa Karawang  
Indonesia

<sup>1</sup>[nina.puspitaloka@kip.unsika.ac.id](mailto:nina.puspitaloka@kip.unsika.ac.id), <sup>2</sup>[intansyafitri406@gmail.com](mailto:intansyafitri406@gmail.com)

### Abstract

Student's misbehavior, sometimes, can interrupt the process of teaching and learning. Moreover, one of students didn't realize that his/her misbehavior can hinder their achievement on English lesson. The purposes of this research are: (1) to find out the characteristics of student's misbehavior, and (2) to find out the factor of student's misbehavior in learning English lesson. The research used qualitative approach. The participants of this research were 20 students at SDN Cadaskertajaya 1 Karawang. The results of this research showed that: (1) there are three kinds of student's misbehavior to English lesson, There are: (a) in-attention, for examples daydreaming, doodling and looking at the window; (b) disruption, for examples talking with friends, laughing in-inappropriately and shouting out during instruction; (c) annoying others, for examples provoking, teasing, and calling names. (2) The factor of student's misbehavior is affected by internal and external. The internal factor is students itself, for instances: attention seeking and learning difficulties. In other hand, the external factor is from the teacher and society.

**Keywords:** Analysis, Student's Misbehavior, English Lesson.

### Introduction

In this era, as international language, English becomes an essential language for people. In addition, it will continue to be used as a tool of communication between people from different countries. It is because, without communication, everything is difficult to be done. Sneddon (2003) stated that: "As a global language, it is obvious that English plays an important role in the international interactions include economic among countries, international business relationship, global training, and others. In this kind of international interaction, English mainly acts as a lingua franca and that is used to communicate among different people from different countries". That is why English is necessary to be taught for students, especially for pupils or young learners.

McKay (2007) mentioned that, "Young language learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling. In the education system of most countries, young learners are children who are in the primary or elementary school.

In terms of age, young learners are between the ages of approximately five and twelve." In learning English, there are four skills that must be mastered by young learners; that is reading, writing, listening and speaking. Unfortunately when young learners start to learn English lesson there are some misbehaviors that usually occur such as: in-attention, disruption and annoying others. Purwanto in Ansori (2015) stated that: "misbehavior is a bad act or manner showed by someone who can harm and diminish one's enthusiasm. When people convey or show their misbehavior, they may find a negative stimulus from the outer reason since people are not always behaving according to what they want, yet it is all affected by a stimulus they find."

Based on the previous research from Rehman and Sadruddin (2012) entitled "Study on the Causes of Misbehavior among South-East Asian Children", the results showed that there are some cases that cause misbehavior i.e.: (1) family and social environment (2) lack of attention (3) culture shock (4) feeling hopeless (5) favoritism

between children. Then, it continues by Ling Che (2012) with “How to Deal with Student’s Misbehavior in the Classroom?”, the result showed some suggestions of appropriate steps to control the problem effectively, from preventing to punishment, to build good student-teacher relationship and assure the teaching and learning progress. Sun and Shek (2012) in the research entitled e“Student Classroom Misbehavior: An Exploratory Study Based on Teachers’ Perceptions.” the findings showd that teachers perceived student problem behaviors as those behaviors involving rule breaking, violating the implicit norms or expectations, being inappropriate in the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers. Then, the last previous study from Tran (2015) i.e. “Predicting Student Misbehavior, Responsibility and Distraction from Schoolwork from Classroom Management Techniques: The Students’ Views”, it indicates that Vietnamese teachers use least punishment and aggression, and most discussion, recognition, and hinting.

Therefore, the researchers decided to write the research about misbehavior in learning English. The purpose in this research is to explore two stands out research questions as follows: (1) what are the characteristic of student misbehavior while learning English (2) what are the factors of student misbehavior when learning English.

### **Methodology**

The research used qualitative approach because it focused on a certain phenomenon in the school environment, in this case, the activities of the teaching and learning process in English lesson. In line with Creswell (2012): “qualitative is one of the best approach to solve research that focused on process”. In this research, the researcher analyse the characteristics of student’s misbehavior in learning English lesson and its factors.

The subjects of this research were students from SDN Cadaskertajaya

1 Karawang at 5<sup>th</sup> grade and also their English teachers. The total numbers of students of this class were 20 students. There were two English teachers for grade 5<sup>th</sup>, one of them as a teaching English teacher and the second on id English teacher as a home room teacher.

In obtaining the data, several instruments were used in this research. Those instruments were the notebook, individual interview guide both for students and teachers, tape recording, and also camera. The data of this research was collected by observation and interview to get an accurate data. Department of Health and Human Services (2008) mentioned that: “Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting.” In this research, the researcher used participant observation method to collect the results to answer the first research question which was about the characteristics of students’ misbehavior in the classroom. Interview was one of techniques used in this qualitative research to gather the information. In this research, the researcher used individual interview to get the data from students and also the teachers.

### **Findings and Discussion**

Based on the data analysis of students’ misbehavior in SDN Kertajaya 1 Karawang, the results were:

#### **1. The characteristics of student misbehavior while learning English**

There are types of students’ misbehavior that were consistently happened and appeared during the process of teaching and learning in the 5<sup>th</sup> grade of SDN Cadaskertajaya 1 Karawang, i.e.: (a) In-attention was students’ misbehavior that happened consistently in the classrooms of SDN Cadaskertajaya 1 Karawang. This misbehavior was showed from the attitudes of students who did not pay attention to the teacher, the in-attention behavior of students that happened in the classroom during the process of teaching and learning such as the students were

daydreaming when the teacher explained the lesson material, doodling or drawing is something that unrelated to the lesson material, and looking out the window to see what happened outside of the class. This type of misbehavior occurred because of students' lack of understanding of the material that given by the teacher and the length of time of students learn. Then, (b) disrupting behavior also happened in the classroom of SDN Cadaskertajaya 1 Karawang during the process of teaching and learning such as there were two students who talking with their friends, laughing with other excessively and shouting to the teacher; ask teacher to end the learning English lesson. (c) Annoying to the others was misbehavior of students who made their friends in the classroom feel irritated. In this case, the students liked to make some problems with other friends, even when the problems were made intentionally or unintentionally. Then, annoying others behavior happened in the classroom of SDN Cadaskertajaya 1 Karawang during the process of teaching and learning in the classroom such as students who provoked their friends, who teased, who took their friends' things like there were boy disturbed the girl and the girl started crying.

Beside the types of misbehavior that constantly occurred, there was also students' misbehavior that happened constantly in the classroom. This misbehavior happened because there were certain events or actions which stimulated the behavior that occurred in the classroom. Being sleepy was the one of misbehavior that happened in the classroom

SDN Cadaskertajaya 1 Karawang because most of the students feel time of English lesson take so long and they did not understand the materials.

## **2. There are several factors that can increase students misbehavior when learning English such as:**

The students' misbehaviors in the classroom of SDN Cadaskertajaya 1 Karawang resided in the students itself;

learning difficulties and attention seeking as internal factors, education of student before class, what the teacher does, and the society also resided in the external factors.

### **a. The internal factors of students' misbehavior at SDN Cadaskertajaya 1 Karawang were:**

Students want to gain and hold attention from others, some children found they could gain the attention from others; parents and teachers (Erik Erikson, 1963 cited in Fontana, 1993). When students found their misbehavior did not work to gain the attention from others, and they will possibly try to behave not as well as before. It caused teacher may have little time to watch them carefully and respond with attention to the child who produces correct behavior. Instead of praising the good behavior, the teacher will spend most of time to catching the child who behaving badly, and attempt to instruct them to against unacceptable behavior. The teacher's reaction will probably encourage a large amount of misbehavior in the classroom that is only because of students' attention-seeking. Those cases occurred among the students, especially in the process of learning English in 5<sup>th</sup> grade at SDN Cadaskertajaya 1 Karawang. McManus (1993) suggested that the teacher must try to give the students' attention when they are engaged in acceptable behavior; and so far is possible, unacceptable behavior must be ignored or given minimal attention.

There are some students who felt difficult to understand the subject materials, such as when students are asked to read a sentence by the teacher in the context of English in the textbook, students felt afraid to be asked to read English because almost all of students did not know and did not understand how to pronounce the word correctly. On the other hand, when students are asked to produce some words or sentences in English in dictation, students seemed confused because students felt unfamiliar with that words. In addition, students were confused about the idea that they want to

write. Therefore, many students felt that English is absolutely difficult subject. In fact, there are some students who said that learning English is wasting time because when they tried to study hard, they will not understand it. This statement came from students that learned English lessons at SDN Kertajaya 1 Karawang. Kyriacou (1997) stated that: “the most common trigger for student’s misbehavior seems to be encountering learning difficulties which threaten the student’s self-esteem”. When children found themselves performing well in the classroom and get praise and rewards from the teacher frequently, they will have a positive feeling about English material. They will be willing to work hard and cooperate with teachers. On the other hand, the children who have difficulties with their work will be probably unsatisfied with themselves and will have a negative feeling about school and the classroom work. Being unable to manage any formal work in the classroom made they might easily turn their efforts to other activities, such as talking with other children, which would be called disruptive behavior in the classroom.

**b. The external factors of students’ misbehavior at SDN Cadaskertajaya 1 Karawang were:**

Some teachers made their mistakes in the class at the beginning of the lesson that can caused the students’ misbehavior at SDN Cadaskertajaya 1 Karawang. The first mistake is teacher misjudged the relationship between teachers and students. In addition, the way teacher presented the lesson was not suitable for the children’s ability, age and interests. One of the students’ misbehavior in the classroom is a reaction to the teachers’ behavior towards them, which is “unacceptable” to the students; in another words, teachers’ actions can provoke students’ misbehavior, such as teacher is too boring, teacher who could not teach, and teacher who made unfair comparisons. In order to control discipline of the classroom, a teacher must try to make his authority be

accepted by the students. Kyriacou (1997) stated that: “An essential aspect of effective teaching is the need for a teacher to establish and maintain authority over the organization and management of students’ learning”. A positive friendship between teacher and student must be built upon the respect of the students. It can be started at the beginning of the lesson, for instance, when introducing his/herself to students, friendliness can be seen as a sign of weakness, and a teacher can easily lose the respect of their students. In this situation, misbehavior in the classroom seems unavoidable. The right way is trying to build some positive relationship after a teacher’s authority has been accepted by his students. A teacher’s personality characteristics also an important role in the classroom controls that definitely influence the student behavior in the classroom. A teacher who is kind, warm and judges the students’ behavior fairly can easily earn the respect from the students, Otherwise, a teacher’s unfair or impropriety action can provoke student misbehavior.

Not all students live in a good environment but we cannot deny that there are also many students who live in poor environments. From the environment in which students grow, we will see how students behave in class. Students who lived in a good environment will show good behavior, but students who live in a bad environment will show less good behavior in school from the way they communicate and behave to friends and teachers. Long, (2000) stated that: “Social learning theory proposes that many behaviors develop as a result of our observing what other people do, which is a key concept in understanding how children develop their knowledge of social role and their sense of identity in school”. It means children who have not a proper judgment about their right behavior because of their age and social experience normally tend to imitated the behavior around them and it is not difficult to assume that children’s viewing of violence on television can be



causally linked with subsequent aggressive behavior. Another point is family influence, which has been established beyond reasonable doubt that the family can play crucial role etiology of bad behavior. The family environment with the parents' educational bad style and attitude to the children may affect student's bad behavior.

### Conclusion

The conclusions of this research about students' misbehavior in learning English lesson at 5<sup>th</sup> grade in SDN Cadaskertajaya 1 Karawang were:

There were several kinds of students' misbehavior that happen in classroom of 5<sup>th</sup> grade in SDN Cadaskertajaya 1 Karawang. From those kinds of students' misbehavior, there were three kinds of students' misbehavior that happened consistently during English lesson in the classroom such as (1) in-attention, this misbehavior showed the attitudes of students who did not pay attention to the teacher; doodling or drawing something that unrelated to the lesson material, daydreaming and looking at the window to see what happened outside the class, (2) disruption, this misbehavior showed the students' habitual when they already bored with classroom condition; talking with friends, laughing with other excessively and shouting out during instruction, then (3) annoying other; students who provoked their friends, who teased, like there were boy disturb the girl and the girl stated crying and calling other's name during the class.

There were two factors that caused the students misbehavior in the classroom, which iare external and internal factors. The internal factor is students itself such as (1) attention seeking; students did an attention seeking to gain and hold attention from others; parents and teachers. In this case, if students found their misbehavior did not work to gain the attention from others, and they will possibly try to behave not as well as before. (2) Learning difficulties; when children find themselves performing well in the classroom and get praise or rewards from the teacher

frequently, they will have a positive feeling about school and they will be willing to work hard and cooperate with teachers. On the other hand, the children who have difficulties with their work will be probably unsatisfied with themselves and will have a negative feeling about school and the classroom work. And the other ways, the external factor is (1) the teacher; if the teacher wants to control discipline of the classroom, teacher must try to make his authority be accepted by the students. A positive friendship between teacher and student must be built upon the respect of the students; it can start from the first meeting. (2) the society; children who have not a proper judgment about their right behavior because of their age and social experience normally tend to imitate the behavior around them. Another point from family influence; the family can play crucial role etiology of bad behavior. The family environment with the parents' educational bad style and attitude to the children may affect student bad behavior. Children who have not a proper judgment about their right behavior because of their age and social experience normally tend to imitate the behavior around them.

### References

- [1] Rehman, M and Sadruddin, M "Study on the Causes of Misbehavior among South-East Asian Children", 2012.
- [2] Che, L "How to Deal with Student Misbehaviour in the Classroom?", 2012.
- [3] Sun, Rachel and Shek, Daniel "Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions", 2012
- [4] Tran, Vat "Predicting Student Misbehavior, Responsibility and Distraction from Schoolwork from Classroom Management Techniques: The Students' Views" 2015.
- [5] Ansori, "The Analysis of Student's Misbehavior to English Lesson (A Study to the Second Grade of SMP Muhammadiyah 9 Bandung)", 2015

- [6] Fontana, D. (1994). *Managing Classroom Behaviour*. London: Routledge.
- [7] McManus, M. (1993). Discipline in students exclude from school. In Varma, V. (ed.) (1993) *Management of Behaviour in Schools*. London: Longman.
- [8] 2003, Sneddon, English as Global Language
- [9] 2007, McKay, English Young learners
- [10] 2012, Creswell, Qualitative Research Definition
- [11] 2008, Department of Health and Human Services, Method Observation