

CAUSES OF MISBEHAVIOURS AT JUNIOR HIGH SCHOOL IN AN EFL CLASSROOM: A CASE STUDY IN NORTH BALI

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Abstract

Misbehavior becomes a vital issue in classroom management in any classes. Aiming to analyze the causes of the seventh-grade students' misbehavior at a Junior High School in North Bali, there were 35 students of 7.6 class as the subject in this study. This class was purposefully chosen because it is the class with the highest number of misbehavior in grade 7. The data were mainly collected through interviews, while secondary data were collected through observation to crosscheck the validity of the students' answers. This study shows that there were five causes of misbehavior: boredom, sleepiness, lack of motivation from the teacher, poor quality of teaching, and lack of preparation from the students. It implies that teachers need to guide the students to adapt to the new learning environment and modify their teaching style to get students' attention during classroom time.

Keywords: misbehavior, causes, rural area, EFL class

INTRODUCTION

The teacher has a significant role in managing the classroom and keeps the class conducive. Delceva-Dizdarevik (2014) state that the management of a classroom is a process that includes different activities done by teachers and students alike, but also teaching subjects that have to be aligned with both the needs and abilities of the students and the previously established teaching goals. Furthermore, according to Soleimani & Razmjoo (2016), classroom management is one of the most contributing yet challenging issues in a teaching career. There are some problems that teachers need to face in managing the class. One of them is behavioral and psychological challenges related to the learners' unwillingness to speak, demotivate, naughty learners, latecomers, and inappropriate use of cellphones and apps. These types of behavior lead to misbehavior. According to Lopes, Silva, Oliveira, Sass, & Martin (2017), misbehavior is common in the classroom. Classroom misbehavior is a significant source of classroom-wasted time and a situation that negatively interferes with students' opportunities to learn.

In their research concerning types and causes of misbehaviors among students, Ghazi, Shahzada, Tariq, & Khan (2013) found thirteen causes of students' misbehaviors, namely, inconsistent parenting, uncaring parents, over-protective parents, bad influences on a student's local community, poverty, poor quality teaching, teachers' negative attitude towards the student, repeating change in subject teacher, repeating the same class, lack of motivation from the teacher, poor classroom conditions (lack of Lighting, ventilation, sounds, etc.), and some psychological problems on the part of the students. On the other hand, while quoting McManus (1995) that causes of the students' misbehaviors can come from 6 different spheres, namely the individual, family, classroom, school, community, and the whole society, Yuan & Che (2012) chose to classify causes of students' misbehaviors into three, namely the students, the teacher, and the society. Meanwhile, Lamraoui (2016) found that pupils-teachers' relationship is directly affected by classroom misconduct. Both types of research recommended identifying the causes of students' behaviors to enable appropriate behaviors so that students' misbehaviors can be prevented and minimized.

Disruptive behavior is a concern to schools and parents and to fellow students, whose education may be adversely affected. Therefore, disruptive behavior cannot be ignored, and behaviorist tailor a well-understood sound behavior and discipline policy (Temitayo, Nayaya, & Lukman, 2013). Misbehavior in the classroom occurred because of something else. Hameed-Ur-Rehman & Sadruddin (2012) conducted a study to investigate the significant causes of misbehavior among South-East Asian children. The population of the study consisted of married men/women from South-East Asia. The results drawn from the study reveal that there are several causes of misbehavior among South-East Asian children (Hameed-Ur-Rehman & Sadruddin, 2012). Those causes include family and social environment. From the family environment, lack of attention, which includes ignorance of parents, communication gap due to lack of time, lack of understanding, and lack of counseling become factors that lead to misbehavior (Hameed-Ur-Rehman & Sadruddin, 2012). Similar findings are reported by Ghazi et al. (2013) who found that parental, environmental, and instructional aspects are the causes of disruptive behavior of Pakistani students. The change in lifestyle, western culture, and modernism, de-motivation because of discouragement and avoiding children's opinion or too high expectations, and favoritism (impartiality and discrimination among children) can also be the factors of children committed misbehavior (Hameed-Ur-Rehman & Sadruddin, 2012). Evram (2018) studied that immigrant students' misbehavior was based on their struggle to adapt to a new environment where they had to adjust to a new language, culture, and economic problems. The condition of different family and social interactions may cause different problems in behavior (Shamnadh & A, 2019). The different student has different causes of misbehavior that they do. Children living in the city may also have different problems than students in rural areas due to their different social interactions and lifestyle. Thus, this research aimed to find the causes of misbehavior that students did in a junior high school in the rural area in Bali.

The present study focused on identifying the causes of misbehavior among the students in an EFL classroom, considering the importance of identifying the causes of misbehavior among students in the classroom. The present was urgent to be conducted because preliminary observations had indicated that the students repeatedly committed misbehaviors during their English Classes. Thus, it is essential to identify the causes of these misbehaviors to prevent and stop it from happening again in the future.

METHOD

This research used descriptive qualitative model by Miles & Huberman (1994). Qualitative research is a researcher conducted through intense contact with the field of the real-life of an individual, group, societies, and organization. The subject of this research was 7. 6 students at a junior high school located in North Bali. The selected class, consisting of 35 students, was chosen after the preliminary observation showed that misbehavior was mostly found in this class. Furthermore, the object of this research was the causes of misbehavior. In obtaining the data, checklist, interview guideline, camera, and field notes were used as supporting instruments, where the researcher acted as the main instrument. The data obtained from the preliminary observation were used as guides to conduct the interview. The interview was conducted in an open-ended, unstructured interview to avoid anxiety among the research. It was conducted after the data about the causes of misbehaviors committed among the students during their English class. Following Miles' and Huberman's interactive model of qualitative data analysis, the data were then reduced and categorized into types of misbehaviors. They were then arranged into a comprehensive data display that enabled conclusion drawing. These processes were conducted simultaneously and repeatedly until the conclusion achieved was consistent.

FINDINGS AND DISCUSSION

Through open-ended interviews, there were six causes of identified from the interview, namely boredom, sleepiness, poor quality of teaching, lack of preparation, and, students were sleepy, students did not enjoy the lesson, the lesson was not enjoyable, students forgot to bring the equipment needed, and teacher's lack of motivation. The following pie chart illustrates the distributions of the causes of misbehaviors among the students.

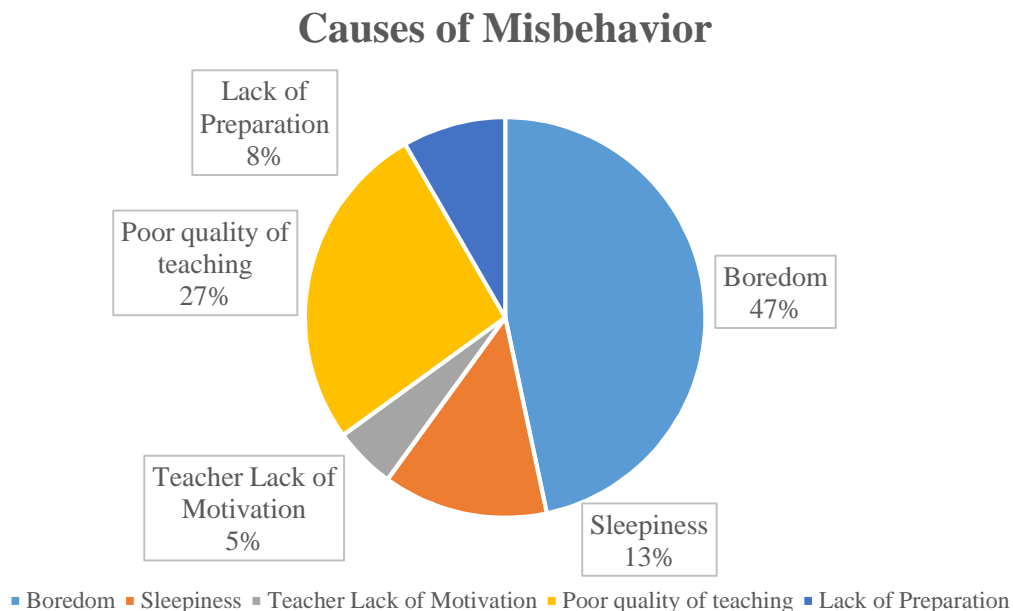


Figure 1. Causes of Misbehavior

From the above pie chart, it can be observed that among the five leading causes of misbehaviors among the respondents interviewed in this study. Among these five causes, the boredom was the cause most frequently admitted by the students as the reason they committed misbehavior, in which 16 students (or 47 %) admitted that they committed misbehavior because they were bored. The next most frequent cause admitted by the students as the reason for their misbehavior was poor teaching quality, in which nine students (or 27%) admitted that they committed misbehavior because the teacher's instruction method was poor. The third most frequent cause of misbehavior admitted by the students was sleepiness in which five students (or 13%) admitted that they committed misbehavior because they tend to fall asleep. The fourth cause of misbehaviors identified from the interviews was lack of preparation, in which three students (or 13%) admitted that they committed misbehavior because they did not prepare well for the lesson. The last cause identified from the interviews was a lack of teacher motivation in which two students (or 5%) admitted that they committed misbehavior because they feel demotivated.

Boredom

Boredom is a situation where the students feel lacks pressure during learning influencing their behavior during the lesson (Lamraoui, 2016; Latif, Khan, & Khan, 2016; Shamnadh & A, 2019). Many have argued that boredom can trigger misbehavior among children (Lamraoui, 2016; Latif et al., 2016; Shamnadh & A, 2019). In this study, boredom came up as the cause that affected most students in their misbehavior. A total of 16 students or 47% claimed that they committed misbehaviors because they were bored. The followings are some of the excerpts from the interviews.

Student A said the following:

“Saya bosan di kelas terus, Buk. Duduk terus, enakan ngobrol ...”

(Translation: I am bored in the class, Ma'am. We sit all the time, I prefer talking...)

Upon spending most of his time in the classroom, student A implied that he felt bored. Thus, to kill the boredom, he talked to his classmate leading to disrupting noise in the classroom.

Meanwhile, student D said:

“Ya, Buk. Saya nakal, tapi kalo bosan aja, buk. Makanya saya main tebak-tebakan sama temen”

(Translation: I admit that I am naughty, but it was out of my boredom. I played guessing game with my friends)

Like student A, student D felt that she did not get excited about the classroom. While the teacher explains the material, she played a guessing game with her classmate and ignored the teacher. When she was asked about what was being explained, she shrugged her shoulder because she was not listening. On the other hand, student F claimed,

“Males jawab, Buk. Terus aja disuruh baca keras-keras. Kan bosan, Buk”

(Translation: I have no interest in answering the question. The reading aloud activity has worn me out...)

Student F admitted that classroom activity led to boredom. She found that reading activity is the most tedious part. She read along but did not pay full attention to the lesson. She felt no interest in answering the questions because of her boredom.

From the interviews, it can be observed that students admitted that when they were bored, they conducted misbehavior, such as talking to another student or chatting, playing with things, and ignoring teacher directions. They said that by doing those things, they could be less bored in the classroom. According to Yildirim, Akan, & Yalcin (2016), the learning and teaching process conservatively increases student boredom. Lamraoui (2016) found that boredom is one of the misbehavior causes dealing with students' psychological factors. Thus, it cannot be observed easily. Like that, Shamnadh & A (2019) found that boredom comes from the pressure felt by the student to stay in the classroom leading the students to disperse their boredom by doing activities irrelevant to learning.

Sleepiness

As can be seen from Figure 1, the next most substantial cause of misbehavior among the students was sleepiness. Sleepiness or drowsiness is when someone feels a lack of energy, decreasing the ability to perform physical or mental tasks (Harvard Health, n.d.). Sun & Shek (2012) state that students may fall asleep because they are lazy, tired, or lack learning motivation. Eight students reported that they were very sleepy during the lesson, or around 13% of the students' total number. The following are some excerpts from the interview.

Student C said the following:

“Saya lain-lain supaya tidak ketiduran di kelas, Bu. Kalo saya ngobrol, ngantuk saya ilang.”

(Translation: I do other things to prevent me from sleeping. When I talk to my friend, I feel less sleepy.)

Student C felt sleepy during the lesson. To avoid himself from falling asleep, she talked to her friend. Talking with her friend helped her to stay awake. However, she still could not concentrate on the lesson.

Student B said:

“Setiap jam pelajaran siang, saya pasti ngantuk Bu. Capek setelah jam sebelumnya.”

(Translation: I feel sleepy for every lesson that starts in the afternoon. The previous session has worn me out.)

Student B said that she was sleepy because the lesson was started in the afternoon. That was usually the time for her to take a nap. Although she tried to concentrate on the lesson, she said that her eyes could not keep up. So, this time was so risky for them to stay awake and study.

Student G said the following:

“Saya ngantuk di kelas Bu, saya kurang tidur karena main game sampe malem.”

(Translation: I feel sleepy in the class Ma'am, I did not get enough sleep because I played the game all night long.)

Student G felt sleepy because he stayed up all night to play mobile games on smartphones. Therefore, it was difficult for him to follow the lesson as he did not get enough sleep at home. Such a condition does not support the learning process because the student was not physically ready. According to Hameed-Ur-Rehman & Sadruddin (2012), children may express their behavior in the wrong pattern due to sleepiness. Sun & Shek (2012) also found sleeping and daydreaming as disruptive behavior in the classroom. Such misbehavior causes the learners to miss knowledge due to inattentive listening. Frahasini, Astuti, & Atmaja (2018) suggested that parents need to be clear about their children's learning and sleep time when children access their gadgets.

The Teacher's Lack of Motivation

The third cause was the teacher's lack of motivation. Three students answered that the teacher did not motivate the students or 5% of the total answer.

One of the answers from student A is:

"Gurunya menjelaskan panjang kali. Saya jadi males."

(Translation: The teacher explains too much. It makes me feel disinterested.)

Student A said that the teacher spent most of the time to explain the material. He slowly got distracted after listening to the teacher for quite some time. She expected some more engaging activities where the students can participate other than being attentive listeners for the teacher.

Student H said:

"Gurunya gak nanyain apa-apa jadi saya nunggu biar cepet keluar kelas."

(Translation: The teacher asks nothing, so I just sit in the class waiting for the end of the class.)

The teacher did not encourage students to be more active or excited about the lesson, so Student H just waits until the class is done. Ulug, Ozden, & Eryilmaz (2011) explain that teachers' attitudes and behaviors affect students' personalities and performances. Unmotivating teaching results in unexciting learning atmosphere. It made students not interested in the lesson and did misbehavior in the classroom. Additionally, the teacher came to the class and giving material to the students. When the teacher was busy explaining in front of the class, many students were misbehaving in the back. It was because students did not feel that they need to learn the material itself. Students also answer that the teacher was too kind that made them felt free to do misbehavior in the classroom. It was because the teacher was barely angry at the students. Ghazi et al. (2013) states that students misbehave due to their inability to judge the right things to do. Therefore, teachers need to emphasize the expected behaviors to increase students' awareness of their misbehavior.

The Teacher's Misbehaving Methods

The cause no four is the poor quality of teaching. Sixteen students answered that the lesson was answered rested, or 27% of the total deadbolt causes feel misbehavior. Students answered that the lesson was always dull.

Student H said:

“Kelasnya monoton, itu-itu aja Bu. Gurunya state menjelaskan, lalu latihan soal sampe selesai.”

(Translation: The activity is monotonous; we keep doing the same things every time. The teacher will explain, and we move to practice until the end of the class.)

The teacher did not provide an interesting lesson for the student. It made students feel demotivated to study in the classroom. The teacher was always explaining the material in front of the class that made students bored and sleepy. Thus, it made students did misbehave in the classroom. Ulug et al. (2011) explain that teachers' attitudes and behaviors affect students' personalities and performances.

Student F said:

“Bahasa Inggris susah banget. Walaupun gurunya ngajar pelan-pelan dan nggak galak, saya malah makin gak pengen belajar. Rasanya gak ada yang saya ngerti di Bahasa Inggris.”

(Translation: The English Class is complicated. Even though my teacher teaches me slowly and kindly, I still do not want to study. It feels like I know nothing in this class.)

The students answered that they did not like the English lesson. They hated the English lesson, although the teacher was excellent and good at teaching. They felt that the English lesson was so painful to be mastered. That made them had no interest in learning English in the classroom and tend to do misbehavior more often in every English lesson. According to Ghazi et al. (2013), creating a fun and enjoyable learning environment is needed by teachers to motivate them. Furthermore, Yildirim et al. (2016) state that conventional teaching may be unaspiring for students. Therefore, due to the dullness during the lesson, the misbehavior in the classroom increased.

The Students' Lack of Preparations

The cause number five is students' lack of preparation. Five students said they did misbehavior because they did not prepare to join the lesson in a total of 8% of the total answer. Some students answered that they shifted from one chair to another when the teacher focused on their teaching.

Student F reported that:

“Hari ini buku saya ketinggalan. Jadi saya pindah tempat duduk ke tempat saya untuk ikut baca bukunya.”

(Translation: I left my book at home today. So I moved my chair to my friend's so I could read from his book).

Another student, Student J, said:

“Pulpen saya hilang Bu, jadi saya minjem ke temen. Tapi temen saya ga ada yang bawa pulpen lebih, jadi saya minta untuk pake pulplennya giliran. Waktu nyatet, kami jadi cepet-cepetan.”

(Translation: I lost my pen, and I have to borrow one from my friend. However, I could not find any. I used my friend's pen in turn. We had to rush to take note because we shared the pen.)

Both students forgot to bring the equipment for studying, such as a book, pen, or homework that they should have prepared a day before. It made them need to move around the class and bothered other students to borrow things. This type of misbehavior usually happened at the beginning of the lesson when the teacher asked them to write down some material or open the book. Students with no equipment would confuse and move around to borrow a pen or book from other students. This finding is supported by the explanation from Yuan & Che (2012), stating that children's issues with learning difficulties lead to misbehaviors. The students intended to deal with their problems, causing them to make a fuss to borrow learning equipment.

CONCLUSION AND SUGGESTION

In conclusion, there were five leading causes of misbehavior that can be concluded after the interview with the students. Students did misbehavior in the classroom because of some causes. The causes of misbehavior were different from one another, but some students found that they have similar causes, namely boredom, sleepiness, lack of motivation from the teacher, poor quality of teaching, and lack of preparation. The causes of the misbehavior came from both the students and the teacher. Considering that the students were adapting from child to teenager, they need more guidance to deal with misbehavior. Preventive actions such as ensuring the students to prepare their learning equipment before the class begins can be the first option. Regarding the causes from the teacher's side, teachers need to consider their learning activities and present the material to be more engaging for the students.

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