

AN ANALYSIS OF CLASSROOM STUDENTS' MISBEHAVIORS IN MECHANICAL ENGINEERING DEPARTMENT CLASS OF GRADE XI IN SMK NEGERI 3 SINGARAJA

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Abstract

This descriptive qualitative research was aimed at finding out the kinds of students' misbehavior in the classroom of Mechanical Engineering Department of grade 11 in SMK Negeri 3 Singaraja, knowing the students' reasons for doing misbehaviors in the classroom, and also the aim at knowing the teacher's responses towards the students' misbehaviors happened in the classroom. The subject of this research was all students in the classroom of Mechanical Engineering Department of grade 11 and their English teacher. Observation and interview were the techniques used to collect the data of this research. Descriptive qualitative techniques were then used to analyze the data that was gathered. The result of this research showed that there were ten kinds of students' misbehavior happened in the classroom of Mechanical Engineering Department grade 11 in SMK Negeri 3 Singaraja. Those misbehaviors were inattention, apathy, needless talk, moving about the room, annoying others, disruption, lying, cheating, aggression and fighting, and also defiance of authority. Six of those misbehaviors happened consistently and four of those misbehaviors happened inconsistently in the classroom. There were found six students' reasons for doing those ten kinds of misbehavior in the classroom. After that, there were found five teacher's responses towards misbehaviors done by the students in the classroom of Mechanical Engineering Department of grade 11 in SMK Negeri 3 Singaraja.

Keywords: classroom management, students' misbehaviors, young adolescent learners

INTRODUCTION

Classroom management is an important skill that should be owned by teachers. Classroom management is a cardinal feature of total of the education, in which classroom management is the process of ensuring that classroom lesson runs smoothly despite disruption by the students (Al-Zu'bi, 2013).). Important factors can be considered in the classroom management skill, such as the teachers can keep students organized, orderly, focused, attentive, on task, and also the teacher can keep learning environment in the classroom suitable and friendly. Therefore, when the teachers teach the students they not only teach them about material, but also at the same time they should manage the process of teaching and learning itself and make sure the environment of teaching and learning in the classroom is running well. At this point, classroom management is a task for teachers that should be learned daily and applied while teaching.

In doing classroom management, the teachers do not rule out the possibility if they are going to face some problems made by the student. It is supported by Rehman and Sadruddin (2012) that all children have different patterns of behavior and that their responses to different situation are unpredictable. It means that teachers will meet varieties behavior of the students in the classroom, whether it is a good behavior or a bad behavior. According to Basar (1999, as cited in Özben, 2010) all sorts of behavior that thwart education are called as unwanted behavior. In addition, Witson and Swin (2011, as cited in Rehman&Sadruddin, 2012) state that behavior that is visibly harmful to human or the environment is coined as misbehavior. Misbehavior in the classroom is behavior that can ruin the class atmosphere and the teaching process, and prevent both students and teachers from achieving their aims and lead to the problems in time management (Özben, 2010).

Misbehavior happening in the classroom takes up a considerable proportion of teaching time, which in turn affects the quality of the students' learning experience (Yuan &Che, 2012). Then teachers also report that spending too much time on handling students' misbehavior (Houghton et al., 1988) and dealing with that misbehavior are leading contributors to teachers' burnout (Bibou-Nakou et al., 1999, as cited in Kulinna, 2008). It means that misbehaviorsthat happen in the classroom done by the students can disturb the quality of their learning process, the quality of teachers in doing teaching process, and also misbehavior can affect the community such as other people to whom their misbehavior affect.

Students' misbehaviors during the lesson seem to be the most significant factors that hinder instructions, in spite of the effort exerted by the teachers for effective behavioral management (Yoncalik, 2010). Yoncalik also adds the reason for it statement that misbehavior cannot be predicted in advance, even if teachers have some expectation of them while planning the lesson. This phenomenon happened in one of the classes in vocational school in Buleleng that is SMK Negeri 3 Singaraja. Based on the pre observation, it was found that one of the classes in SMK Negeri 3 Singaraja, namely XI Mechanical Engineering Department Class, misbehaviors happened when the teacher administered teaching and learning process in the classroom. The misbehaviors of students happened such as there were students who did not bring a book, who talked to his friends when the teacher explained the material in front of the class, who ignored the material, who came late to the classroom, who disturbed the others and also there were students who did not perform their assignment. That phenomenon caused that this class was needed to conduct a research to identify further about the students' misbehaviors in the classroom.

Based on the researcher experience did practicing teaching in the school of SMK Negeri 3 Singaraja, especially in the class of Mechanical Engineering Department at grade 11 were surprising that all students were boys only. In this case, for the teacher had to require particular classroom management strategies that was appropriate with the kinds of students' misbehavior occurred in the classroom as the result of the phenomenon. In this school, all students even the students in Mechanical Engineering Department class did not only learn about academic material but also they had to learn about training skill according to their department. It was caused because vocational schools typically offered career-focused programs that quickly for the workforce. Therefore, this research was significant to be conducted to know how the students' misbehaviors actually happened in the classroom of Mechanical Engineering Department.

As a result from the statements above, the purposes of the research are formulated as follows, the first was to find out the kinds of misbehavior happening in the classroom done by the students of grade XI of Mechanical Engineering Department, to know the students' reasons for doing misbehaviors in the classroom, and to know the teacher's responses towards the students' misbehaviors in the classroom.

Misbehavior is behavior that is not appropriate with the place and also the situation. Albert has found that teachers everywhere are troubled by students' misbehavior, which is reducing students learning, affecting the quality of teaching, and ruining job satisfaction for teachers (Charles & Senter, 2008, p. 94). Misbehavior prefers terms such as inappropriate or disruptive (Charles & Senter, 2008, p. 8) in which it can disturb something. Furthermore, Kyriacou (1997, p. 121, as cited in Yuan & Che, 2012) defines students' misbehavior as any behavior that undermines the teacher's ability to establish and maintain effective learning experience in the classroom. Classroom misbehavior among secondary school students is any activity that interferes with teaching and learning (Omoteso & Semudara, 2011).

According to Charles and Senter (2008, p. 8) there are thirteen types of students' misbehavior. Those are inattention such as daydreaming, doodling, and looking out the window, thinking about thing irrelevant to the lesson. Apathy such as having a general disinclination to participate, sulking, not caring, being afraid of failure, and not wanting to try or do well. Needles talk such as chatting during instructional time about things unrelated to the lesson. Moving about the room such as the student are getting up and moving about without permission, congregating in parts of the room, annoying others. Provoking, teasing, picking at, and calling names. Annoying others such as the students are provoking, teasing, picking at, and calling names. Disruption such as the students are shouting out during instruction, talking and laughing inappropriately, causing "accidents". Lying such as the students are falsifying to avoid accepting responsibility or admitting wrongdoing, or to get others in trouble. Stealing such as the students are taking things that belong to others. Cheating such as the students are making false representations or wrongly taking advantage of others for personal benefit. Sexual harassment such as the students are making others uncomfortable through touching, sex related language, or sexual innuendo. Aggression and fighting such as the students showing hostility towards others, threatening them, shoving, pinching, wrestling, hitting, bullying. Malicious mischief such as the students is doing intentional damage to school property or the belongings of others. Defiance of authority such as the students is talking back to the teacher, hostilely refusing to do as the teacher requests.

According to Yuan and Che (2012) there are three factors that make the students do misbehavior, those are the children (by the students itself), in this case the students make some misbehavior because they want to make attention seeking, so the students do action making jokes or break the school rules. Then, the students have learning difficulties such as they cannot answer the lesson, and then they make some noises in the class. The teacher, the behavior of teacher can make students do misbehavior in the classroom because the students' misbehavior in the classroom is reaction to the teacher's behavior towards them, which is "unacceptable" to the students. In other words, teacher's actions can provoke students' misbehavior. According to Marsh et al. (1978 as cited in Kyriacou, 1997, as cited in Yuan & Che, 2012) it is highlighted four types of teacher behavior which students particularly feel "provoked" into misbehavior. The society, Students' problem behavior in the classroom cannot be isolated from the factors that are originated from society. Generally the students who have not formed a

proper judgment about right behavior because of their age and social experience normally tend to imitate the behavior around them. In addition the family environment along with the parents' educational style and attitude to the children may affect students' bad behavior and also the family background.

There are six factors why problems occurred by the students (Harmer, 2003). Those are, the family, students' experiences in their families have a profound influence on their attitudes to learning and to authority. Sometimes indiscipline can be traced back to a difficult home situation. Sometimes home attitudes to English, to learning in general, or even to teacher themselves can predispose students to behave problematically. Education, previous learning experiences of all kinds can affect students' behavior. The students are influenced by what went before, and their expectations of the learning experience can be colored either by unpleasant memories, or by what they were once allowed to get away with. Self-esteem, a students' self esteem is vitally important if effective learning takes place. Self-esteem may result partly from teacher approval (especially for children), from a students' peers (especially for adolescents), or as a result of success. A lack of respect from teacher or peers – or being asked to do something where they are almost certainly bound to fail – can make students feel frustrated and upset. In such a situation disruptive behavior is an attractive option. It can impress peers, and does, at least, force the teacher to take them seriously. Boredom, when students are engaged with a task or topic they are unlikely to behave disruptively. But if they lose that engagement they may misbehave. When pairs or groups finish early and are left unattended, boredom may lead to disruption; when the chosen topic or activity is inappropriate, students sometimes show their lack of interest by behaving badly. External factors, some external factors may affect students' behavior, too. If they are tired they will not be able to concentrate. If the classroom is too hot or too cold this may result in students being too relaxed or too nervy. Discomfort then leads to disengagement. Noise from outside the classroom can impact badly upon students' concentration. What the teachers does, a lot will depend on how we behave in class, especially when problem behavior first takes place. Students who feel their self-esteem to have been damaged by the way we discipline them – especially if we appear unfair – are more likely to be badly behaved in the future.

According to Yuan and Che (2012) there are three ways to deal with students' misbehavior. Those are, pre-empting misbehavior; here the teacher should preventing the misbehavior rather than curing the bad behavior. The teacher should have vigilant skill in monitoring the students' behavior and also in giving appropriateness of learning activities. Another thing that teacher should have is a clear classroom rules when the teacher and also the students meet in the first time in new class. Teacher behavior continuum, regarding the misbehavior at the individual level, teachers should find out the reasons of the improper behavior first and then response should move along a continuum according to the perceived seriousness of the interruption. Rewards and punishments, punishments are given as the last and most serious formal action which can be used by the teachers to respond the students' misbehaviors. And then reward is given when the students who do desirable behavior. In a word, punishment and rewards, no matter how small, play a large part in molding and directing students' misbehavior in the classroom. Moreover, according to Harmer (2003) there are six ways to react problems behavior of students. Those are act immediately, focus on the behavior not the pupil, taking things forward, reprimand in private, keep calm and also use colleagues and the institution.

Adolescence is an age of opportunity for children, and a pivotal time for us to build on their development in the first decade of life, to help them navigate risks and vulnerabilities, and to set them on the path to fulfilling their potential (Lake, 2011). Another statement about adolescence is adolescence usually defined as the second decade of life; adolescence is the period of transition from childhood to adulthood (McNeely & Blanchard, 2009) in which adolescents who have acquired the habit of ignoring rules, challenging authority and giving in to physical aggression are likely to carry these traits into adulthood (Ahmed, 2013). Young adolescent learners have their own characteristics. According to the compilation between *This We Believed* (2003), *Caught in the Middle* (1987), and *The Exemplary Middle School* (1993, as cited in Salyer and McKee 2016) there are of four categories of young adolescent learner, namely physical, intellectual, social, and emotional. They also state that all four areas are important and directly impact what should happen in the classroom. In addition, according to Summer (2007) there are five key areas of characteristics of the adolescent learner, those are intellectual development, social, physical emotional and psychological and moral development.

METHODE

The design of this research used descriptive qualitative study. According to Denzin and Lincoln (1994, p. 2, as cited in Hughes, 2016) qualitative research involves the studied use and collection of a variety of empirical materials - case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts - that describes routine and problematic moments and meanings in individuals' lives. Meanwhile, Sharma (2010) asserts that qualitative research is description representation of the observation to explain a phenomenon. Moreover, Patton and Cochran (2002) state that qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. Besides it, according to Grant (2007) descriptive qualitative research is research that tends to be more naturalistic in that the researchers employ neither the philosophical underpinnings nor the interpretative requirement to search for higher meaning associated with phenomenology; nor do the researcher require the advancement of finding to higher theoretical concepts or abstractions consistent with grounded theory approach. A descriptive qualitative research is research that is suitable when detailed description of phenomena and a focus on the presentation of participants' dialogue with the researcher are desired (Sandelowski, 2000). From it, descriptive qualitative research means research that describes the detailed about phenomenon, opinion and experience of individuals' life and its data are described using words rather than numbers. Method in this research was used to present any description and interpretation about students' misbehaviors in the classroom in form of writing. Here, all detailed data were gathered then a conclusion was drawn at the end. The data were collected by observation and interview. All of the data were described and analyzed qualitatively to explore and discuss further about the kinds of students' misbehavior in the classroom, the students' reasons for doing misbehaviors and also the teacher's responses towards students' misbehaviors.

The subjects of this research were students from Mechanical Engineering Department class at grade 11 in SMK Negeri 3 Singaraja and also their English teacher. Based on the pre-observation done previously, there were two classes of Mechanical

Engineering Department at grade 11. Those were Mechanical Engineering Department One and Mechanical Engineering Department Two. The total numbers of students of those two classes were 42 students, 17 students in Mechanical Engineering One and 25 students in Mechanical Engineering Two. The English teacher for Mechanical Engineering Department One was same with the English teacher who taught in Mechanical Engineering Department Two, so the English teacher for both classes was same teacher. As a result, the subjects of this research were forty two students from Mechanical Engineering Department One and Two and one English teacher.

The objects of this study were the kinds of students' misbehavior in the classroom that was done by the students of Mechanical Engineering Department One and Two at grade 11. In this case, the students' misbehaviors were behavior of students that could disturb and hinder the process of teaching and learning of the English lesson, behavior of students who broke the rule that was there in the classroom, and behavior of students was not appropriate to do to the teacher, other students, and also to the environment in the classroom. And then, the next objects of this study were the reasons of students of Mechanical Engineering Department One and Two for doing those misbehaviors in the classroom, and also their English teacher's responses towards the misbehaviors in the classroom that were done by the students of Mechanical Engineering Department One and Two.

In obtaining the data, this research collected through several instruments, those were the researcher, observation checklist, field note, individual interview guide, tape recording, and also camera. The data of this research was collected by observation and interview to obtain an accurate data. Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting (Department of Health and Human Services, 2008). In this study the researcher used nonparticipant observation method to collect the data to answer the first research question which was about the kinds of students' misbehavior in the classroom. Interview was one of techniques used in this qualitative study to gather the information. In this research the researcher used individual interview to interview the students and also the teacher. The type of interview used in this study was semi-structured interview. This type interview belongs to in-depth interview, in which the researcher does this interview is loose structure rather than structured interview (Sugiyono, 2011, p. 233).

FINDING AND DISCUSSION

Types of students' misbehavior that happened consistently were types of misbehavior that were always happening and appearing during the process of teaching and learning in the classroom of Mechanical Engineering Department that were done by the students. Inattention was students' misbehavior that happened consistently in the classrooms of Mechanical Engineering Department. This misbehavior was misbehavior that showed the attitudes of students who did not pay attention to the teacher and also to the things related to the lesson. Then, the inattentive behavior of students happened in the classroom of Mechanical Engineering Department during the process of teaching and learning such as the students were daydreaming when the teacher explained the lesson, doodling or drawing things unrelated to the lesson, and looking out the window to see what happened outside of the class. Apathy was a misbehavior that showed the students' laziness in learning the lesson. In this misbehavior, the students would lean on their friends without attempting to try to do what they thought. Then, the apathy behavior of students happened in the classroom of Mechanical Engineering Department

during the process of teaching and learning such as there were students who did not care about their friends who presented their works in front of class, did not care about their friends who answered the teacher's questions and also there were students who did not participate to answer the task, exercise, or to make the conversation in group. Then, there were also students who did not try to answer the test by themselves; they only waited the other friends' answer. Needless talk was a misbehavior of students who chatted about things unrelated to the lesson during the process of teaching and learning. In this misbehavior, the students talked to their friends about things unrelated to the lesson when the teacher tried to explain the lesson, explain the instructions, or explain the things related to the lesson in front of the class. Then, needless talk happened in the class of Mechanical Engineering Department during the process of teaching and learning in the classroom such as there were students chatted during the lesson. Annoying others was a misbehavior of students who made their friends in the classroom feel irritated. Here, the students liked to make problems with their friends, even when the problems were made intentionally or unintentionally. Then, annoying others behavior happened in the classroom of Mechanical Engineering Department during the process of teaching and learning in the classroom such as there were students who provoked their friends, who teased, who took their friends' things, and who called the names of their friends. Cheating was a misbehavior that happened when the teacher gave the students task, exercise, homework, or test. This misbehavior showed the students duplicated what the other friends' work or the students who cheated were students who followed and copied what the other students made in their work. Then, cheating behavior happened in the classroom of Mechanical Engineering Department such as the students were wrongly taking advantage of others for personal benefit and also for group benefit. Defiance of authority was misbehavior of students showed that the students did not follow the rule that was made and did not do what was requested by the teacher. Then, this misbehavior happened in the classroom of Mechanical Engineering Department such as the students were refusing to do as the teacher's requests.

Besides types of misbehavior that happened consistently, there were also students' misbehaviors that happened inconsistently. This misbehavior happened because there were certain events or actions which stimulated the behavior that occurred in the classroom. Moving around was one of misbehaviors that happened in the classroom of Mechanical Engineering Department because there were things that would be found by the students. Then, this misbehavior happened in the classroom of Mechanical Engineering Department during the process of teaching and learning such as the students were moving around in the classroom without permission to visit their friends' seat to cheat their friend's works and to do nothing that was related to the lesson. Disruption was misbehavior of students that happened inconsistently in the classroom of Mechanical Engineering Department during the process of teaching and learning. In this misbehavior, the students showed disrespect attitude to their friends and they talked using impolite language to their friends. Then, the disruption behaviors happening in the classroom during the process of teaching and learning were that there were students who talked to their friend using impolite language and there were students who laughed at their friend excessively when their friends made a mistake. Lying was misbehavior of students that happened inconsistently in the classroom of Mechanical Engineering Department during the process of teaching and learning of English lesson. This happened when the students made a problem and they wanted to avoid being

punished because of their problems made. Then, the lying behavior happened in the classroom of Mechanical Engineering Department during the process of teaching and learning such as the students gave a false reason to the teacher when they were known making a problem. Aggression and fighting was one of misbehaviors of students that rarely happened in the classroom. Aggression is taking unfriendly action towards others (Kagan, Kyle, and Scoot in Charles & Senter, 2008, p. 157). The students who did this misbehavior showed their attitude that they disturbed the others in the classroom. Then, this misbehavior happened in the classroom of Mechanical Engineering Department during the process of teaching and learning such as there were students who shoved their friends, pinched, and hit their friends. Even though these misbehaviors did not make the students fighting but it could make the others disturbed.

Based on the theory, the students' misbehaviors that were done by the students in the classroom of Mechanical Engineering Department misbehaviors resided in the students itself, education of student before, class peers and groups, what the teacher does, the students' family and also resided in the external factors. From what the teacher did to the students in responding the students' misbehaviors, the teacher was mostly reacting students' misbehaviors directly. The teacher acted immediately when she knew there were students who did behavior that caused the process of teaching and learning was uncomfortable. Then, the teacher took things forward to the students' misbehaviors if the teacher knew that those misbehaviors needed to give further response. The teacher also kept calm ways to react to the students' misbehaviors. Those were such as the teacher shouted to the class when the students made the class really noisy, and the teacher suddenly stopped explaining to make the students be aware of that they made some noise. The teacher did pre-empting misbehaviors to the students' misbehaviors. Then, the teacher also gave the students punishment when they repeatedly did misbehaviors.

CONCLUSION

There were ten kinds of students' misbehavior happening in the classroom done by the students of grade 11 of Mechanical Engineering Department. From ten kinds of students' misbehavior, there were six kinds of students' misbehavior happened consistently in the classroom and there were four kinds of students' misbehavior happened inconsistently in the classroom. There were six reasons that caused the students did misbehaviors in the classroom. Then, there were five responses that the teacher gave to the students' misbehaviors during the process of teaching and learning in the classroom of Mechanical Engineering Department of grade 11 in SMK Negeri 3 Singaraja.

The English teacher had been being aware of and had been giving various responses to the students' misbehaviors happened in the classroom, but it was better that the teacher could increase the tighter responses and give responses more frequent to the students who did misbehavior. It could be better if the students could decrease their behavior that was unrelated to the process of teaching and learning in the classroom. The other researchers could conduct the deeper and better research about students' misbehaviors in the classroom whether it was in the same school or in the other schools.

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