

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Disruptive behaviors in EFL high school students are an emerging concern in the field of education. Education experts such as (Montessory & Charles Buhler, 1993 as cited in Santoso, 2000), stated that at this stage a person is in a period of 'self-discovery'. In addition to this, Karimy et al., (2018) agreed that senior high school is considered as one of the major periods in structuring and establishing the personality. At this point, senior high school students are about to step through the doors of higher education or the working environment, which will help them develop the kind of professional morality they greatly desire. Furthermore, it is a crucial time in which mental and behavioral disorders may manifest (Stringaris et al., 2013). Hence, these behaviors can significantly disrupt the teaching-learning process and hinder the overall educational experience especially at Senior High School context.

One of the most common behavioral disorders that occur at the senior high school is Disruptive Behavior Disorder (DBD). Campbell et al., (2013) found that 35.8% of students of senior high school do disruptive behavior during the teaching-learning process. Students' disruptive behavior can be defined as disruptive behavior committed by a student that does not comply with the norms, values, and schools' regulation (Gordon & Browne, 2004). Disruptive behavior in the classroom is one of the most widely expressed concerns among teachers and school administrators (Duesund & Ødegård, 2018) From those statements, it can be concluded that disruptive behavior may interrupt not only students but also the teaching and learning process. The belief is that the presence of disruptive behavior in the classroom negatively affects students' learning (Gómez Mármol et al., 2018) and lowers students' academic performance (Granero-Gallegos et al., 2019).

At the same time, disruptive behavior at the senior high school EFL classroom not only disrupts the flow of instruction but also has a significant impact on student engagement and academic achievement, it is in line with the

result of the study of Muna, (2019) which concluded that student with disruptive behavior had a detrimental impact on class time, curriculum delivery, and overall classroom atmosphere. Therefore, students who engage in disruptive behavior find it difficult to participate fully in class and retain the material being taught since they are frequently distracted from the lesson.

Moreover, teachers need to have effective teaching strategies to create a fun and engaging learning environment. The strategies are important because, according to Mottet and Beebe, (2002), good teaching strategies have to be able to affect students emotions. Essentially, Teachers need to be able to influence students' emotions so that they feel excited, confident, and happy while learning. Finally, they help teachers organize classroom activities and present their material clearly.

Disruptive behavior at the senior high school EFL classroom also attracted the attention of some of the researchers. Jati et al., (2019) investigated several causes of student disruptive behaviors on the students of 7 senior high school English teachers. Similarly, Ardin, (2020) also discussed about factors causing students' disruptive behavior in learning English based on the case study of a student who is categorized as the most disruptive student in learning English, two of the EFL teachers, a counselor, two of his classmates, and one of his family were interviewed for the data collection. While the study from Umar & Khair, (2022) aimed to explore kinds of students' disruptive behaviors, to explore factors causing students' disruptive behavior and to find out the impact of students' disruptive behaviors on students' speaking skill in the SELF classroom of a senior high school.

Based on those previous studies, only few studies had given attention to find out teacher's strategy in managing students' disruptive behavior, and almost all the studies only covered one out of two of the different Senior High School educational systems in Indonesia (SMA, & SMK). This gap needs to be covered by conducting this research. Considering the issue in the background, the researcher intending to conduct a research under the title "Exploring Teacher's

Strategy to Manage Students' Disruptive Behavior in EFL Senior High School Setting: A Case Study”

## **B. Formulation of the Problem**

The question of the research is:

- What strategies do teachers in EFL Senior High School classrooms employ to manage disruptive behaviors among students?

## **C. Operational Definition(s)**

The researcher provides four definitions related to this study to avoid misunderstanding about the terms set out in this study as follows;

### **1. Teachers' Strategies**

Teachers' strategies in this term are for managing students with disruptive behavior, involve a set of planned actions and approaches designed to maintain an orderly and positive classroom environment. These strategies focus on preventing disruptions by establishing a structured and supportive atmosphere where expectations are clear. When Disruptive Behavior occurs, teachers implement consistent and fair measures to address it, ensuring that all students understand the consequences of their actions. Effective strategies also involve understanding the individual needs of students and fostering strong relationships to identify the root causes of disruptive behavior.

### **2. Disruptive Behaviors**

In this study, disruptive behavior refers to student behaviors that interfere with the teaching-learning process and hinder classroom interaction, as reported by the participating teachers. Operationally, disruptive behavior includes actions such as talking without permission, being off-task, disturbing peers, ignoring instructions, sleeping in class, excessive chatting, and passive disengagement during lessons. These behaviors were identified through teachers' interview responses and served as the basis for analyzing how teachers applied preventive and managing strategies in their classrooms.

### **3. Senior High School Student**

Senior high school students in this study refer to learners aged approximately 15–18 years who are enrolled in Indonesian senior high schools (SMA and SMK). Operationally, these students are characterized as adolescents who are in a critical developmental stage where behavioral, emotional, and motivational challenges, including disruptive behavior, may emerge during classroom learning activities.

### **4. EFL Teacher**

An EFL teacher in this study refers to an English teacher who teaches English as a Foreign Language in an Indonesian senior high school context. Operationally, EFL teachers are defined as the participants who have a minimum of five years of teaching experience and have direct experience in handling students' disruptive behavior during English language instruction.

## **D. Aim(s) of the Study**

According to the research question, this research aims to examine the teacher's strategies to Manage students' disruptive behavior in EFL Senior High School classrooms.

## **E. Significance(s) of the Study**

### **1. Theoretical Significance**

This study contributes to the theoretical understanding of educational psychology by exploring the teacher strategies to deal with students with disruptive behaviors in ELT class. It provides insights to ELT teachers to create a more focused and engaging classroom, enhancing the overall effectiveness of language instruction.

## **2. Practical Significance**

The study's findings can inform the development or modification of school policies related to classroom behavior. Schools may use the insights gained to implement evidence-based practices that support both teachers and students in dealing with disruptive behaviors in the EFL context.

## **3. Empirical Significance**

By addressing disruptive behaviors effectively, the study indirectly contributes to improved learning outcomes for EFL students. Understanding how teachers face in managing disruptive behaviors, which can inform the development of effective strategies and policies to enhance classroom management and student outcomes.