

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Concept of Disruptive Behaviors

Disruptive Behavior or from the psychology term can be called Disruptive Behavior Disorder (DBD) which can be explained as Disruptive Behavior of a student in the classroom included: speaking with other students without permission, disturbing others, talking out of turn, and disturbing the teacher (Bru, 2009) This also in line with the finding of the research of Villafranca et al., (2017) which defined disruptive behavior as behavior that does not show others an adequate level of respect and causes victims or witnesses to feel threatened. Stavnes, (2013) also defined disruptive behavior as the behavior that inhibits the students' own learning, the peers' learning and/or the teacher's ability to operate efficiently in the classroom. In accordance with Cruickshank et al., (1995), which "any action or activity that teachers perceive as disruptive to the learning environment can be defined as student Disruptive Behavior in the context of inside the classroom."

2. The Kinds of Disruptive Behaviors

There are a lot of kinds of Disruptive behavior in the classroom, (Jack, C, Richards & Willy, A, 2002) identified three categories of disruptive behavior that frequently occur in language classes: 1) the back-row distractor: the student who always sits in the back and distracts others; 2) the nonparticipants: a certain students which aren't involved in the assigned class activities; and 3) the over-power student: the student who is smart but extremely influential and controls all classroom activities.

Similarly, Cruickshank et al., (1995) list a number of common Disruptive Behavior issues that can occur in a classroom: immoral acts such as lying, cheating, and stealing; disregard of authority such as becoming disrespectful or talking loudly; aggressive actions such as throwing objects,

calling out, and daydreaming; and off-task behaviors such as playing around and fantasizing.

On the other hand, Orlich et al., (2009) suggest that there are four types of disruptive students' behavior that teachers must deal with. They are called as ABCD of disruptive behavior; aggression, breaking rules, confrontations, and disengagements:

1. **Aggression.** Student aggression can be shown physically, verbally, and sometimes passively. Physical aggression includes hitting, kicking, biting, pinching, pulling, and slapping. Verbal aggression includes put-downs, swearing, ridiculing, and name-calling. Passive aggression involves stubbornly refusing to comply with reasonable requests.
2. **Breaking Rules.** When unable to meet certain needs satisfactorily, students often try to do so through behavior that violates class rules. Common examples of rule-breaking behavior are talking without permission, making weird noises, chewing gum, passing notes, being out of seat, and not turning in work. Sometimes students break rules just to see what it feels like or to see what happens when they do.
3. **Confrontation.** Confrontations occur among students or between student and teacher when the parties involved try to get their way, vie for control, or attempt to show dominance. Examples of confrontational behavior are refusing to comply, complaining, arguing, calling names, and giving various reasons why things are no good or should be done differently. When students don't get their way in confrontations, they often pout or make disparaging remarks about the task, teacher, or fellow students.
4. **Disengagement.** Students may disengage from lessons for a variety of reasons. They may have something more interesting on their minds, feel incapable of performing the task, or find the task boring or meaningless. Passive disengagement includes inattention, being off task, not finishing work, and pretending to be incapable. Active disengagement includes putdowns, excessive requests for help, and comments such as, "This stuff is stupid."

We could identify some examples of disruptive behaviors that can lead to discipline problems when teaching English in a classroom by looking at those kinds of behaviors.

3. The Factors of Disruptive Behaviors

Disruptive behavior has so many factors for it to occur, some of the previous research has explained it and finds some answer. The first one was Jati et al., (2019) in their study titled “Why Do the Students Do Disruptive Behavior in English Classroom? A Case Study on Senior High School Students in One of the Small Towns in Indonesia” found that there are several factors which can cause students doing disruptive behavior in the classroom, which consist of internal and external factors. Internal factors which are: boredom, learning difficulties, & attention seeking. And the external factors which affect the students were: fatigue, and the influence of the media.

Likewise, the study that was conducted by Ardin, (2020) also found that the cause of the student’s disruptive behavior in learning English were divided into internal and external factors. Internal: seeking attention and External factors: classmate, close friend, learning environment, family, and social environment. This leads to the conclusion that the most dominant cause of the student’s disruptive behavior was the student’s external factors. In other words, from both researches they are agreed that there are The Internal Factors, and also The External Factors of the Disruptive Behavior, from which the following can be drawn as:

- a) Internal Factors: Boredom, Attention seeking, Learning difficulties
- b) External Factors: Fatigue, Influence of media, Influence of environment

The result was in line with Stacks, (2005) and Henricsson & Rydell, (2004) which they are stated that Disruptive Behavior In the senior high school setting are typically categorized into externalizing and internalizing behaviors. Externalizing behaviors are disruptive and challenge educators' expectations, encompassing destructive and aggressive actions, defiance, temper tantrums, impulsivity, and hyperactivity. On the other hand, internalizing behaviors, though less overt, can also be disruptive. These

include unhappiness, anxiety, somatic complaints (physical symptoms without a medical cause), and loneliness. Stacks, (2005) further expand this definition to include anxiety, depression, and withdrawal. Both behavior types necessitate distinct strategies and interventions from educators to manage effectively in the school environment.

4. Teacher's Preventive Strategies for Students Disruptive Behavior

To prevent disruptive behavior in the classroom, it's important to establish a positive classroom climate. According to Gordon & Browne, (2004) teachers can achieve this by building “affinity”, balancing praise and criticism, and generating energy. Rapport involves creating a positive connection between teachers and students, which can be fostered by showing interest in each student as an individual, openly seeking their ideas and feelings, valuing their thoughts, and sharing in their successes. Teachers should also provide feedback on students' progress in English, collaborate with them as a team, and engage in relaxed, friendly interactions. Balancing praise and criticism is crucial for helping students become more effective, as praise energizes them and makes them more receptive to criticism. The positive energy generated during the learning process can be carried over to subsequent classes, maintaining a lively and productive classroom environment.

While Ur, (1996) offers another perspective, suggesting that classroom behavior issues should be addressed proactively. She recommends three main preventive strategies. First, careful planning is crucial. Teachers who come to class with well-prepared lesson plans can capture students' attention and gain their trust, avoiding idle moments that lead to distractions. Second, providing clear instructions is essential, especially in ESL or EFL contexts. When instructions are unclear, students may become confused, ask questions, or create noise using their first language. It is important to clearly communicate what tasks and activities students need to complete. Third, staying vigilant is key. Teachers should be attentive from the start of the class, making sure students know they are being monitored. This heightened awareness allows

teachers to quickly detect and address any potential disruptions in the classroom.

Another method to prevent students' Disruptive Behavior is by establishing an agreement or a code of conduct. This learning contract, created on the first day of English class, can be either written or implicitly understood. Harmer, (1987) suggests that a code of conduct involves both teachers and students in outlining acceptable and unacceptable behaviors in the classroom. This helps prevent issues such as tardiness, interrupting classmates, forgetting homework, eating or drinking during class, and lack of attention or participation.

5. Teacher's Strategies for Managing Students Disruptive Behavior

Preventing the situation is the best solution for Disruptive Behavior to occur, meanwhile, the classroom sometimes cannot be easy to predict. Therefore, Cruickshank et al., (1995) outline several intervention strategies that teachers can use to address classroom disruptions. First is ignoring, where teachers ignore minor distractions, assuming that attention-seeking behavior will fade if it's not reinforced. Second, mild desists involve nonverbal interventions like eye contact, facial expressions, body language, and gestures, as well as verbal interventions such as slowing down speech, speaking more clearly, and pausing briefly. Third, verbal reprimands remind students of their disruptive behavior and make it clear that it is not tolerated. Fourth, time-out is a mild punishment that might involve excluding students from class activities, asking them to put their heads on their desks, or sending them to a time-out room. Lastly, severe punishment is a last resort. Although harsh verbal or corporal punishment can sometimes be effective, teachers must be cautious as these methods can conflict with school policies and state laws.

While Wan Yusoff et. al., (2016) Compiling several strategies from other researcher, which some of the strategies used include modifying the physical layout of the classroom, using punitive actions like managing student behavior through negative and forceful interactions to ensure obedience, referrals, suspensions, contacting parents, implementing stricter school rules, giving redirections, enforcing sanctions, and applying a step-based disciplinary approach. This approach gradually increases the severity of corrective actions, starting with a warning, followed by in-class time-outs, out-of-class time-outs, redirection to a school leader, in-school suspension, out-of-school suspension, and, in the most extreme cases, permanent expulsion from school.

B. Study of Relevant Research

Previous research on disruptive behavior in EFL classrooms has revealed several key findings. Jati et al., (2019) have shown that factors such as the classroom environment, instructional strategies, and teacher-student relationships can have a significant impact on the occurrence and management of disruptive behavior. However, there are still gaps in the current literature, including unresolved questions and contradictions. For example, Wulandari, (2011) focused on the analyzing general strategy in dealing with disruptive behavior and investigating the difficulties of the teaching in implementing the strategies, Sufahmiati, (2015) only focused in investigating causes and types of students' disruptive behavior, and Pita, (2017) only focused in examining teacher's strategies in managing disruptive behavior without analyzing the impact of disruptive behavior on English teaching and learning outcomes of the students.