

## ABSTRACT

ALFI SYAHRI HAMZAH. 2025. "EXPLORING TEACHER'S STRATEGY TO MANAGE STUDENTS' DISRUPTIVE BEHAVIOR IN EFL SENIOR HIGH SCHOOL SETTING: A CASE STUDY"

Managing students' disruptive behavior is a crucial aspect of maintaining an effective English as a Foreign Language (EFL) learning environment, particularly in senior high school settings where learners vary widely in motivation, maturity, and engagement. This study explores the strategies teachers employ to prevent and manage disruptive behaviors in EFL classrooms, highlighting why such strategies are essential for supporting meaningful learning and sustaining productive classroom interactions. The objective of this research is to identify and analyze the specific preventive and managing strategies used by teachers, as well as the challenges they encounter when applying these approaches. This research uses a qualitative case study design involving semi-structured interviews with two English teachers from a senior high school and a vocational high school. The data were analyzed through Thematic Analysis following Braun and Clarke's (2013) procedures. The findings indicate that teachers employ several preventive strategies, including clear instruction-giving, structured lesson planning, technology integration, cooperative learning, and consistent monitoring to reduce the likelihood of disruptions. When disruptive behaviors occur, teachers use managing strategies such as gentle reminders, extinction, verbal reprimands, and temporary seat relocation. Challenges include large class sizes, limited resources, and students' emotional or physical conditions. In conclusion, the study shows that preventive and managing strategies work together to support classroom stability and enhance the overall EFL learning experience.

**Keywords:** disruptive behavior, classroom management, EFL classroom, preventive strategies, managing strategies