



STRATEGIES IN MANAGING VOCATIONAL HIGH SCHOOL STUDENTS'
MISBEHAVIORS IN ENGLISH TEACHING AND LEARNING PROCESS :

A CASE STUDY

By:

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ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
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JEMBER UNIVERSITY

2019



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THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Study Program, Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University

By

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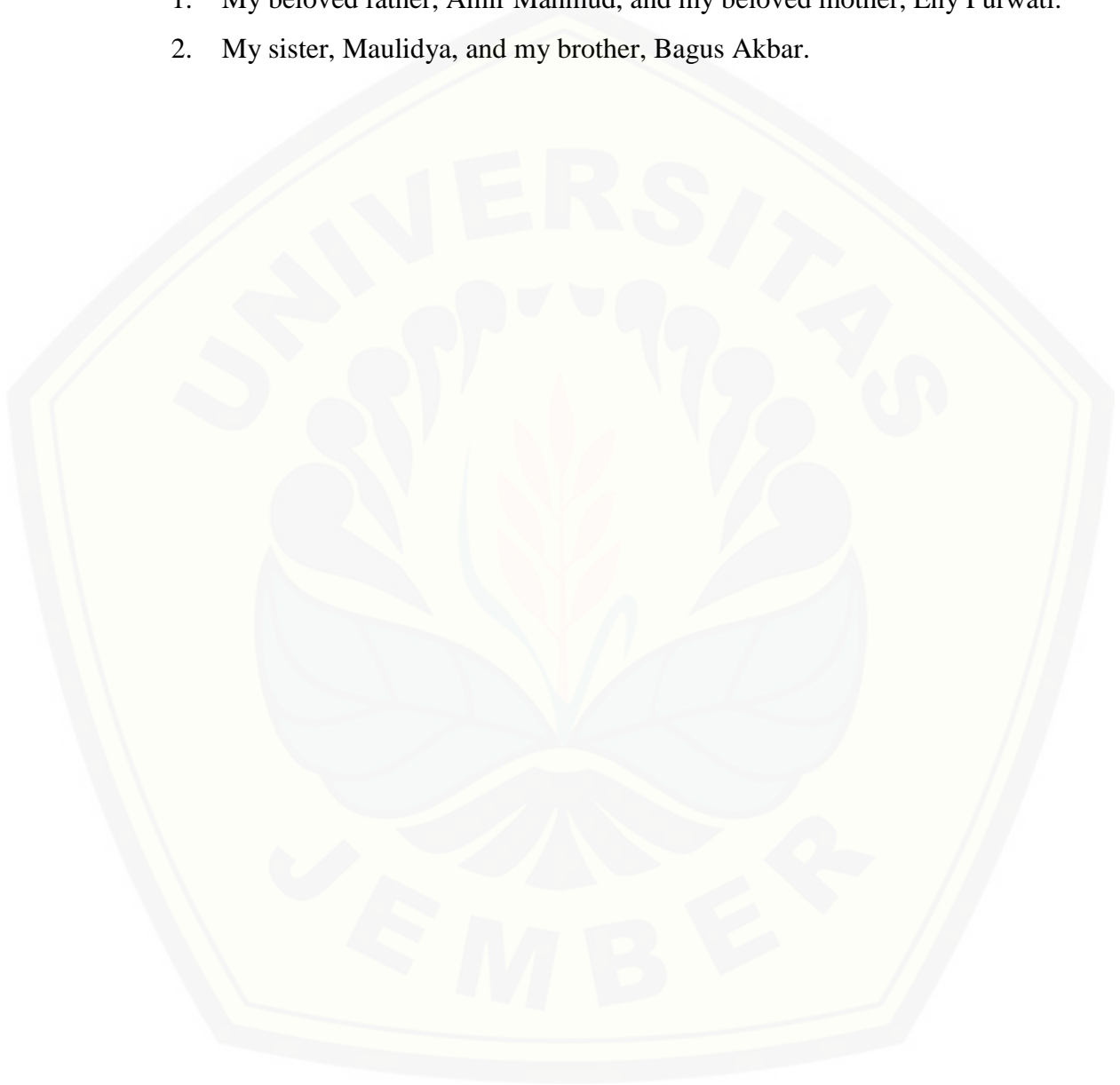
**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY**

2019

DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Amir Mahmud, and my beloved mother, Eny Purwati.
2. My sister, Maulidya, and my brother, Bagus Akbar.



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty has been followed.

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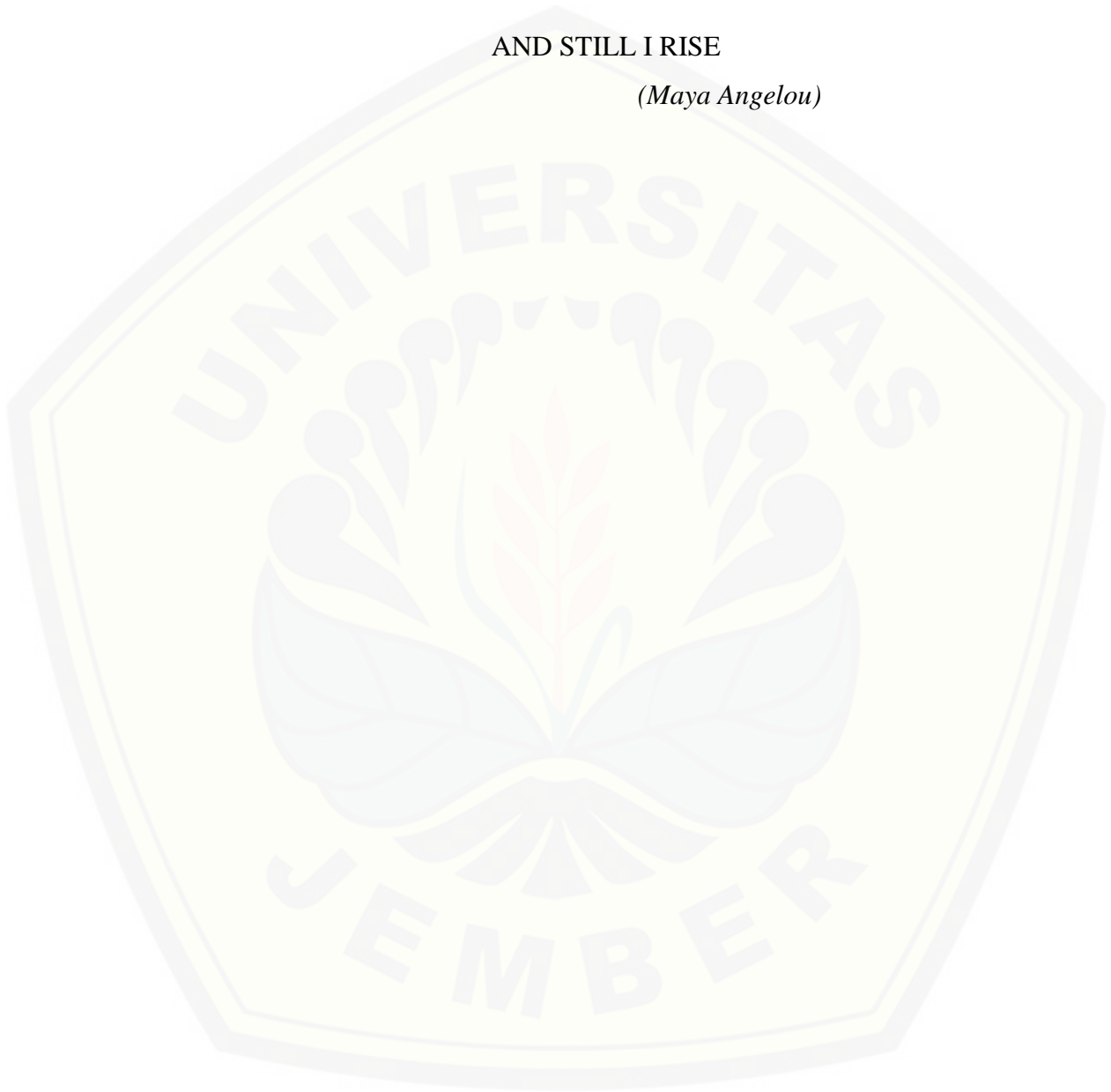
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Putri Firda N.I

MOTTO

AND STILL I RISE

(Maya Angelou)



CONSULTANT APPROVAL

**STRATEGIES IN MANAGING VOCATIONAL HIGH SCHOOL STUDENTS'
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THESIS

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1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language & Arts Department.
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I hope this thesis will be useful for the readers. Any suggestions and criticisms are wisely appreciated.

Jember, 28 June 2019

The Writer

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Summary

Strategies In Managing Vocational High School Students' Misbehaviors In English Teaching And Learning Process : A Case Study, Jember; Putri Firda N.I, 120210401038; 2019; 38 pages; English Language Education Study Program, Language and Art Education Department, Faculty of Teacher Training and Education, Jember University.

The role of teacher concerns not only with the material or the subject to be learned but also how to manage the teaching learning process running as the expectation. In fact, very often the teaching learning process is interrupted by students' misbehavior. It becomes the common issue among teachers since its existences disrupt the students' own learning as well as the whole class.

In relation to that issue, classroom management itself is not taught in the institution where the student teachers are prepared. Consequently, they are lack of skill in managing misbehavior. Some of them apply strategies as what their senior high school teachers did which may not be relevant to the characteristic of the students nowadays. Also, the teacher has to face different misbehaviors every year.

This study is conducted to give detailed description about types of students' misbehavior that the English teacher faces and how the English teacher manages the students' misbehavior. Additionally, it is aimed to know the students' view about their English teacher management strategies as a reflection for the teachers.

The design of this research was case study. The research respondents were the students from Mechanical Engineering Department Two at grade 12 in SMKN 5 Jember and also their English teacher. In collecting the data, the researcher used observation and interview. The observation was used to collect the data in relation to the types of students' misbehavior and the teacher strategies in managing these misbehaviors. Interviewing the teacher was used to know the teacher's type of students' misbehaviour she encounters and her strategies in handling that problem and to support the result of the observation. Moreover, the interview with the students was to discover their view

about the English teacher's strategies. The gained data were in the form of qualitative data. The data of students' misbehavior was classified based on Charles categories. Whereas the English teacher's strategies was classified based on Levin and Nolan's categories. The qualitative data were analyzed by describing the real condition of the students.

The data revealed that the English teacher of twelfth-grade students of Engineering Department faced fifteen types of student misbehavior. They are talking to friends, making noise, looking at the window, writing something on the table, forgetting the school stuff, playing phone, missing the class, laying the head on the table, playing personal stuff, propping the chin up, dropping object, laughing at friend's mistake, leaving the seat and tapping friend's shoulder aimlessly. The English teacher employed verbal strategies such as referring question to the students, giving advice, asking to the students to keep silent; nonverbal strategies like using eye contact, touching and approaching; and logical consequences in the form of agreement. Rather than relying on all of those strategies, she emphasized the importance of building communication and maintaining a close relationship with students. In addition, five interviewed students generally accepted the English teacher strategies



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CHAPTER I. INTRODUCTION

This introductory chapter gives readers' information about the research topic, the issue being investigated, the importance of investigating the issue, the research focus, and the research contributions.

1.1 Background of the Study

The role of teacher, according to document "Classroom Management" produced by Asia e University, concerns not only with the material or the subject matter but also the process of instruction. The second one deals with how the teacher creates an environment where instruction and learning can run efficiently in order to achieve learning objectives. Managing a class with thirty-six student (the ideal amount of students in class according to the Department of Education) coming from a different background is the greatest challenge faced by the teacher. It takes a lot of energy and time. Whereas it is part of a teacher's job to make the students learn.

Classroom management is one of the important teaching skills that every teacher must have. According to Rinne (1997), the prime goal of conventional classroom management is maintaining order in the classroom. In order to maintain order, the teacher has to prepare some things such as lesson planning as well as time and seating arrangement. They also have to be ready with unexpected discipline problem like students' misbehavior. Therefore the teacher should think about management strategies they need to use to minimize the risk of losing control of the situation.

Often, the teaching-learning process is interrupted by students' behavior, such as talking out of turn and out of seat which is called as misbehavior. Misbehavior may range from small, annoying disturbances to those that are life-threatening (Cummings, 2000). It becomes a common issue among teachers since its existences disrupt the students' own and the whole class learning as well as the teacher.

Due to the continuous growth of technology, the characteristic of students may differ from those in the past. Nowadays, the teachers have to face students of the mass-media generation (Cummings, 2000). They like to spend a day in front of the television which contains some inappropriate behavior such as using a cellular phone in the class, violation, and fighting modeled by the character of heroes. It influences the students' behavior at school. That is only one factor that causes the diversity of misbehavior. In addition, the teacher has to face the differences in students' ability, background, culture, interest, and personality (Altinel, 2006) in every academic year. That is why this topic is still important to be studied.

In relation to that issue, classroom management itself is taught slightly in the institution where the student teachers are prepared. The entire courses are concerned with material and the skill to be mastered. Consequently, they lack skill in managing misbehavior. Some of them apply strategies as what their junior or senior high school teachers did which may not be relevant to the characteristic of the students nowadays. In fact, what students remembered a lot when they have graduated is more related to teacher's personality than what the material taught (Shindller, 2010).

Teaching foreign language classroom is unlike any other subject. Commonly language is used to deliver content. In the foreign language classroom, however, language is as a means of communicating content and also as the content itself (Evans, 2012). Her study on managing foreign language classroom shows that some problems faced by the teachers were related to their teaching field. Two of them were target language usage and lack of respect for the study of a foreign language, for example students who cannot see the importance of studying a foreign language are necessarily more difficult to teach.

While some previous studies have addressed students' misbehaviors and teacher's strategies, there was no study in Indonesia specifically investigating the student's view on their English teacher strategies. Finally, by considering the fact above, a study entitled "Strategies in Managing Vocational High School Students'

Misbehaviors in English Teaching and Learning Process: A Case Study” was conducted.

1.2 The problem of the Research

Based on the background of the research above, the problem that will be investigated are:

1. What types of misbehavior does the English teacher face?
2. How does the English teacher manage the students’ misbehavior?
3. How do the misbehaving students view their teacher’s management strategies in managing misbehavior?

1.3 Objective of the Research

Considering the problem of the study, this study is conducted to give detailed description about types of disruptive behavior that the English teacher faces and how the English teachers’ manage the students’ misbehavior. Additionally, it is aimed to know the students’ view about their English teacher management strategies as a reflection for the teachers.

1.4 Significances of the Research

This research gives contributions and knowledge for student teacher of English Department, English teachers, and other researchers.

1.2.1 Theoretical Contribution

This study will draw on and contribute to scholarly literature of Levin and Nolan (2000) that examine teacher’s ways in handling students’ misbehavior using verbal and nonverbal strategies as well as logical consequences. Beside, the finding will present Charles’ category of student’s misbehavior (2007).

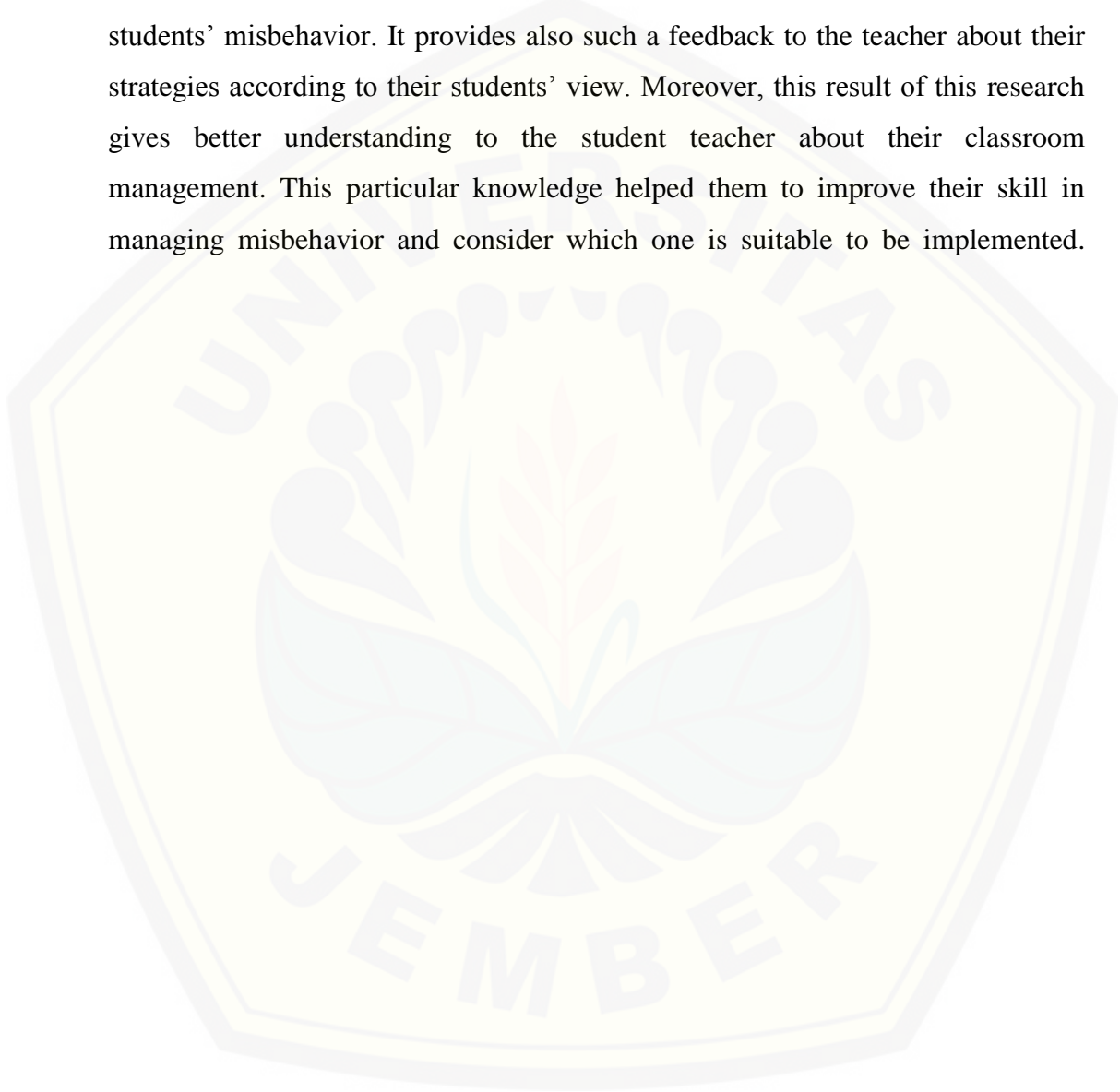
1.2.2 Empirical Contribution

This study will contribute to the empirical record of different point of view in managing students’ misbehaviors. Therefore, it would be possible to conduct further research on the similar topic but in different focus. For example, it can be

used as the reference for another research which focuses on management strategies employed by students' teacher in their teaching practice.

1.2.3 Practical Contribution

This study will help the English teachers to be aware of the existence of students' misbehavior. It provides also such a feedback to the teacher about their strategies according to their students' view. Moreover, this result of this research gives better understanding to the student teacher about their classroom management. This particular knowledge helped them to improve their skill in managing misbehavior and consider which one is suitable to be implemented.



CHAPTER II. REVIEW OF RELATED LITERATURE

In relation to the problem of the study, this chapter provides theoretical framework, conceptual framework and some previous studies dealing with classroom management, discipline and misbehavior.

2.1 Classroom Management

Classroom management is considered as the most difficult problem faced by teachers in their first year of teaching. Moore and Hansen (2011:53) state that classroom management is not simply organizing and conducting the business of the classroom relatively free of behavior problems. It involves the establishment and maintenance of the classroom environment so that educational goals can be achieved. In broader sense, Martin and Baldwin (1996) say classroom management as a general term describing teacher efforts to oversee variety of activities in the classroom including learning, social interaction, and student behavior. Furthermore, classroom management includes the organization of students, space, time, and materials so that the teacher can then allow the students to learn the intended content (Walters and Frei, 2007:14). In this definition, three aspects of classroom management are emphasized: the instructional aspect, the person, the discipline aspect. It shows that classroom management is not limited to discipline concerns.

The word “classroom management” and “classroom discipline” are often used interchangeably. In fact, both terms are different. Marshall (2003) states that discipline deals with how people behave and it sets the students to behave properly. In relation to this, a set of rules is usually made from the beginning of academic year which contains expected manner for classroom conduct, for example: “be in your seat and ready to work when the bell rings” (Good and Brophy, 2008). In fact, classroom is rarely free from misbehavior. In this case, as cited in Altinel (2006), Burden (1995) defines discipline as the act of responding to misbehaving students in an effort to restore order. In other words, it is the

teacher's specific discipline model to handle the disruption happened in the middle of teaching learning process.

Models of discipline are a set of approaches which with the degree of teacher's control in managing students' behavior. How a teacher deals with classroom problems depends on his beliefs, personality, and goals. Burden (1995) classifies three models of discipline: Low Teacher Control Approaches, Medium Teacher Control Approaches, and High Control Approaches. According to Low Teacher Control Approaches, the most democratic view, the students have the responsibility to evaluate and change their own behavior. Whereas, Medium Teacher Control Approaches stresses the joint responsibility of student and teacher because learning takes place in a group context. Finally, High Control Approach believes that the students are incapable of monitoring and controlling their own behavior. Therefore the teacher uses his authority in controlling the students' behavior mostly by using punishment or reinforcement.

2.2 Student's Misbehaviors

Distraction is a normal and natural part of classroom life. Different terms are used to define such problem of students' behavior. Some experts use the term "misbehavior", some others as "disruptive behavior". Levin and Nolan (2000) define disruptive behavior as any learner's behaviors that hinder achievement of the teacher's purposes. Charles (2007:19) adds it can be an *intent* or *thoughtlessness* learner's behaviors. We can conclude that student's misbehavior refers to any behavior by a pupil that interfere the teacher's ability to establish and maintain effective teaching learning activity.

According to Charles (2007:20) there are thirteen types of students' misbehaviour. Those are: (1) **inattention**, such as daydreaming, doodling, and looking out the window; (2) **apathy**, such as unwilling to participate, sulking, not caring, and being afraid of failure; (3) **needles talk**, for example chatting during instructional time about things unrelated to the lesson; (4) **moving around the room**, for instance the student are getting up and walking around the class without permission, or gathering in parts of the room; (5) **annoying others**, include

provoking, mocking, and unintentionally calling other students' names; (6) **disruption**, for instance the students are shouting out during instruction, talking and laughing inappropriately, and causing "accidents"; (7) **lying**, for example not admitting the fault to get others in trouble; (8) **stealing**, like the students are taking things that belong to others; (9) **cheating** such as copying or duplicating other students' work; (10) **sexual harassment**, making others uncomfortable through touching or sexual jokes; (11) **aggression**, such as the students showing hostility towards others, threatening them, shoving, pinching, wrestling, hitting, bullying; (12) **malicious mischief**, it's about doing intentional damage to school property or the belongings of others; (13) **defiance of authority**, such as the students is talking back to the teacher and refusing to do as the teacher requests. We can see that types of misbehavior range from minor disruption to very serious ones.

Kyriacou (2009) states that knowing the main cause of students' misbehavior will give different implications for how the teacher can best deal with such incidents. It means that if the teacher wants to deal successfully with misbehavior, she/he must try to identify the deeper problems that are causing the actions. Three main sources of students' misbehavior possibly come from the student itself, the teachers and the society (Yuan and Che, 2012).

One of the reasons why students misbehave is that they are seeking attention from others, as it is said to be a general characteristic of human (Erikson in Yuan and Che, 2012). Naturally students will gain attention by doing a "good behavior", in fact, many teachers spend their time handling the students behaving badly. The unfair reactions of the teacher will probably "encourage" misbehavior appears in the classroom that is only because of students' attention-seeking. Students' low academic self-esteem (Kyriacou, 2009) is another cause of misbehavior. Frequent failure in the past makes the students unwilling to engage in academic tasks; consequently they prefer doing other activities. Furthermore, in EFL classes the students might have lack of motivation since Williams and Burden argues that if the students do not have a positive relationship to the language or the culture, they are not interested in it sufficiently (Satelsova, 2003).

According to Kyriacou, the teacher's greatest task is to organize and manage pupils' learning and pupils' behavior. He argues in order to control discipline of the classroom, a teacher must try to make his authority be accepted by students. A teacher who is kind, warm and judges the students' behavior fairly can easily earn the respect from the students, and build a positive relationship with the children. Otherwise, a teacher's unfair or inappropriate action can provoke student misbehavior because as Kyriacou (2009:124) points out that students like to maintain their sense of self-dignity in the circumstance that confront them.

Sociological factors such as family, school and social group also play the significant roles. Students normally tend to imitate the behavior around them, which can be explained as *social learning theory*. Bandura' social learning theory proposes that many behaviors develop as a result of our observing what other people do (Nabavi, 2012:5). Besides, almost every student have social media that contains various kind of pictures and videos. From social learning theory, it is not difficult to assume that parents' attitude, what group they belong to and social media usage influence how the students behave.

After knowing the cause of misbehavior, it becomes necessary for the teacher to deal with misbehavior quickly and firmly before it's becoming bigger. According to Levin and Nolan (2000) there are three ways in managing common misbehavior problems. They are nonverbal intervention, verbal intervention, and logical consequences. The first is nonverbal interventions in which the teacher reminds the students without any word. The following action are regarded as nonverbal intervention, they are ignoring, making eye contact, putting the finger in front their mouth, approaching the misbehaving students and touching the students. While calling on the student, humor, questioning the students whether they are aware of the effect of their behavior, directly requesting the students to stop the misbehavior, and etc. belong to verbal behavior. Finally logical consequences makes the students understand the consequences of what they do. Ideally, the consequences should always be related to the problem, for example, no score for a student who did not do an assignment.

To avoid misunderstanding, operational definition of the terms are proposed to give explanation about the terms and concepts used in this research. The terms that are necessary to be described operationally are: (1) Students' Misbehaviours, refer to any intent or thoughtlessness behavior by a student that disrupt the student's own learning, the whole class learning and the teacher's purposes in English teaching learning process at SMKN 5 Jember; and (2) Teacher's Strategies, that refer to any action used by the English teacher in attempt to handle the senior high school students' misbehaviours whether in the form of non-verbal action, verbal action or logical consequences (Levin and Nolan, 2000).

2.3 Studies on Classroom Management, Discipline and Misbehavior

Some studies on Classroom Management, Discipline and Misbehavior have been conducted in context of both English Teaching Learning (ELT) and other subject. Omoteso and Semudara (2011) conducted a descriptive survey study with 420 teachers selected randomly from 10 secondary schools in Ondo State to determine the effectiveness of the teachers and the strategies adopted by the teachers in managing classroom misbehaviours. Results showed that the following misbehaviours occurred frequently in the classrooms: talking while teaching (75.4%) and fighting (90.9%). The strategies adopted by teachers included giving advice (90.5) and referring the students to the school counsellors (88.6%).

Another study was conducted by Sun and Shek (2011) in Hong Kong with twelve junior secondary school teachers by using semi structured interview to identify the most common, disruptive and unacceptable student problem behaviours from teachers' perspective. It was found that the most common and disruptive problem behaviour was talking out of turn, followed by non-attentiveness, daydreaming, and idleness. Based on the finding, the teachers perceived student problem behaviours such as rule breaking and being inappropriate in the classroom settings and upsetting teaching and learning were mainly required intervention from the teacher.

One of studies about an analysis of classroom students' misbehaviours in Indonesia was done by Wedhanti and Sasih (2017). They tried to find out the types of misbehaviour happened in Mechanical Engineering Department class of grade XI in SMKN 3 Singaraja and the strategies used by the English teacher to handle them. Through observation and interview, the finding revealed that types of students' misbehaviours happened consistently were not paying attention to the teacher and to other students who presented the work, refusing to participate in answering the task, copying other students' work and daydreaming. Whereas, the students' misbehaviours occurred inconsistently 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, showing disrespect attitude to their friends as well as talking using impolite language to their friends. Furthermore, the teacher used nonverbal intervention like suddenly stopped explaining to make the students be aware of that they made some noise and also verbal intervention like shouted to the class when the students made the class really noisy.

Based on the results of those three studies, misbehaviors found in the classroom are talking while teaching, talking out of turn, non-attentiveness, daydreaming, idleness, cheating, fighting, doing something unrelated to the lesson, and showing disrespect attitude. There are similarities in terms of misbehaviour happened such as daydreaming and talking out of turn. On the other hand, there are significant differences in strategies used among the teachers such as giving advice, referring the misbehaving student to the school counsellor, shouting to the class and giving sign by suddenly stop explaining. Thus, it is proved that the same studies with different subjects give different results. To follow up the findings of previous studies situated in different settings with the participants secondary school students, this present study is going to be conducted in attempt to know types of misbehaviour occurred and English teacher intervention strategies in managing those misbehaviour in vocational high school. To differentiate, this study will also investigate the misbehaving students' views about their teacher's intervention strategies.

CHAPTER III. RESEARCH METHODOLOGY

This chapter presents the research methods used in this study. It covers several sub-chapters, such as: (1) research design, (2) area determination method, (3) research respondent, (4) data collection method, and (5) data analysis method. Research method is considered as the main core of the research because it defines the steps done by the researcher. Furthermore, this chapter defines some processes take place in this research and the way how to analyse the data.

3.1 Research Design

This study employs a case study research since this research's purpose is giving detailed description of type of students' misbehaviors and how the English teacher manages this situation. As it is stated on Ary et al (2010;454) that case study provides an in-depth description of a single "unit". In line with Ary, Lodico et al (2010;156) argue that case study gets you close to a particular individual, group, school, classroom, program, or event. It is clear that this research examine a classroom which is said to have a complicated problems dealing with students' misbehavior.

The procedures of the research design will be as follows: (1) determining the research topic; (2) formulating research problem; (3) determining the respondents of the research by using purposive method; (4) constructing the research instrument; (5) collecting data by observation and interview; (6) analyzing the collected data descriptively

3.2 Area Determination Method

Area determination method is the method used in determining area or the place that is used in conducting the research. To determine the research area, the researcher used purposive method. Frankel et al (2012;100) say that purposive method is where investigation use personal judgment to select a sample based on previous knowledge of a pulation and the spesific purpose of research.

This research was conducted at SMKN 5 Jember 2018/2019 academic year because of three reasons: (1) the English teacher allowed the researcher to conduct the research in the twelfth grade students; (2) the headmaster gave permission to the researcher to conduct the research; (3) teacher strategies in managing classroom misbehavior has never been documented through research.

3.3 Respondent Determination Method

The subjects of this research were the students from Mechanical Engineering Department at grade 12 in SMKN 5 Jember and also their English teacher. To determine the respondent, the researcher used purposive sampling strategy. Based on the researcher experience did practicing teaching in the school of SMK Negeri 5 Jember, especially in the class of Mechanical Engineering Department were surprising that all students were boys. 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. Based on the previous interview, the English teacher said that twelfth grade students of Mechanical Engineering Department have the most problem dealing with misbehaviour.

3.4 Data Collection Method

In conducting a research, the process of collecting the data is considered to be the important thing, because it gives the researcher information dealing with the problem. There were two kinds of data collection methods used in this research, namely: observation and interview.

3.4.1 Observation

Observation is used to get the description of behaviour in particular setting (Ary et al, 2010). It might consist of the activities that took place in that setting, the people who participated in those activities and the meanings of what is observed from the perspective of those observed. In this research, this activity was aimed to identify the students' misbehaviours types and the English teacher's strategies. The observation was conducted for three meetings in the natural

settings. The role of the researcher was non-participant observer since the researcher took position at the back row and observed everything's happened without disturbing the teaching learning process. The observation procedures whereas follows: was asking permission to the English teacher, taking position at the back row, and then describing the teaching learning process. The instrument used was field note that was adapted from the thesis of Altinel (2006) and it was provided in Appendix B. The result of observation was rewritten due to readability issue.

3.4.2 Interview

Hancock et al. (2009:16) say interviewing is conversational activity done by interviewer with interviewee in which based on strict predetermined order of the questions that is already prepared before. Further, he states that interview can be either highly structured that set of question is arranged in advanced by using interview protocol, or completely unstructured like a flexible conversation. Moreover, semi structured interview allows the interviewer and the interviewee to discuss the topic in depth. In this research, semi structured interview was used so that the researcher could gain specific information by elaborating the answer from the interviewee.

This semi-structured interview was conducted with the English teacher and the misbehaving students after having done the observation. The data that was obtained from the English teacher provided information about type of students' misbehaviour she encounters and her strategies in handling that problem. Moreover, this data would support the result from the observation. In doing this particular interview, the researcher was using English. On the other hand, interviewing five the misbehaving students was aimed to know their view about the English teacher's strategies in managing misbehaviour. In this interview, the researcher was using *bahasa Indonesia* so that the student could understand easily the content of each question in the interview itself. The interview guide for the English teacher and the misbehaving students are provided in Appendix C and it

was elaborated from the result of observation. A tape-recorder and transcription notebook was used in order to transcribe the interview.

3.5 Data Analysis Method

The qualitative data collected through observation and interview was analysed qualitatively. In stages of qualitative data analysis according Ary et.al (2009; 481), are: organizing and familiarizing, coding and reducing, interpreting and representing. Initially, the data gathered through observation and interview was written down in the form of the verbatim transcriptions. Then, the researcher analyse the collected data in order to find recurring themes and topics. In stage of coding and reducing, the data about students' misbehaviors was classified based on Charles's types of students' misbehaviors (2007), while types of teacher intervention strategies by Levin and Nolan (2000) was used to classify the collected data of the English teacher's strategies in managing misbehavior. At the end of the stage, the researcher comes to writing the interpretation and conclusion of this study. These processes were ongoing activity while doing the course of study.

CHAPTER 5. CONCLUSION

This chapter presents the conclusion of the research result and suggestions. The suggestions are proposed to the English teacher and future researchers.

5.1 Conclusion

According to the result of data analysis and discussion, it can be concluded that the English teacher of twelfth-grade students of Engineering Department faced fifteen types of student misbehavior. Those are classified into six categories according to Charles (2007) as follows the needless talk, inattention, apathy, disruptive, annoying others, and malicious mischief. To overcome these problems, the English teacher employed verbal and nonverbal strategies as well as logical consequences. Rather than relying on all of those strategies, she emphasized the importance of building communication and maintaining a close relationship with students. In addition, the students' are generally accepted the English teacher strategies. Despite this acceptance, the result of students' view on their English teacher's strategies cannot be used as generalization because only five students participated in the interview. Therefore, it is suggested that the future research can include more participants.

5.2 Suggestion

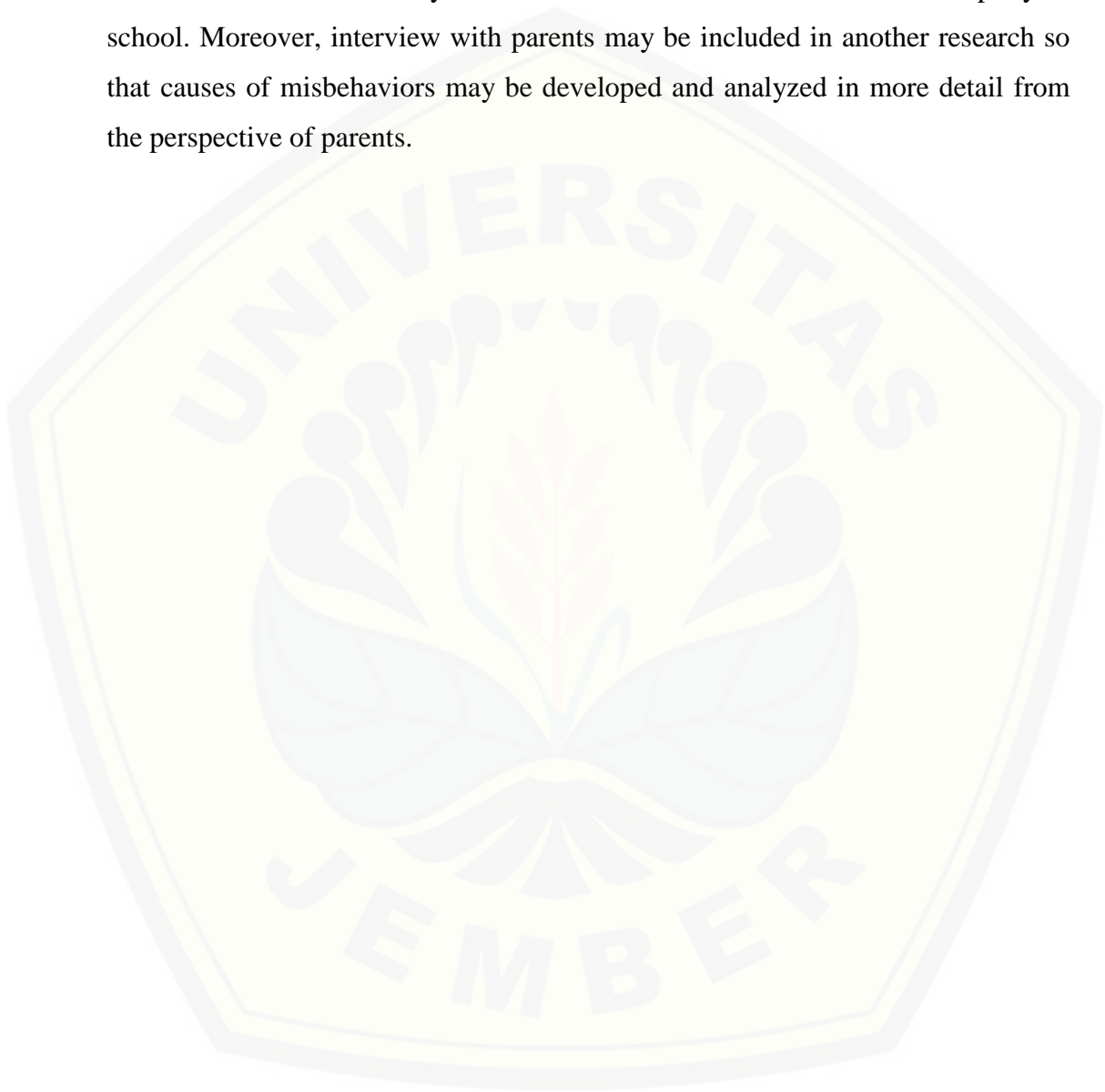
From the findings of this particular research, the researcher proposes some suggestions to the following people :

5.2.1 The English teacher

It is suggested that for the teacher to walk around the class during the teaching-learning process and make sure that the students are ready. Especially when it comes to students sitting in the back row that is rarely noticed by the teacher. Since small disturbances can lead to another one if it doesn't immediately handle.

5.2.2 The Further Researcher

Misbehaviour is a large area to investigate. It is important to highlight that in this study some only aspects of student misbehavior were investigated. Education involves not only the teacher and students but also the other party in school. Moreover, interview with parents may be included in another research so that causes of misbehaviors may be developed and analyzed in more detail from the perspective of parents.



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Appendix A. Research Matrix

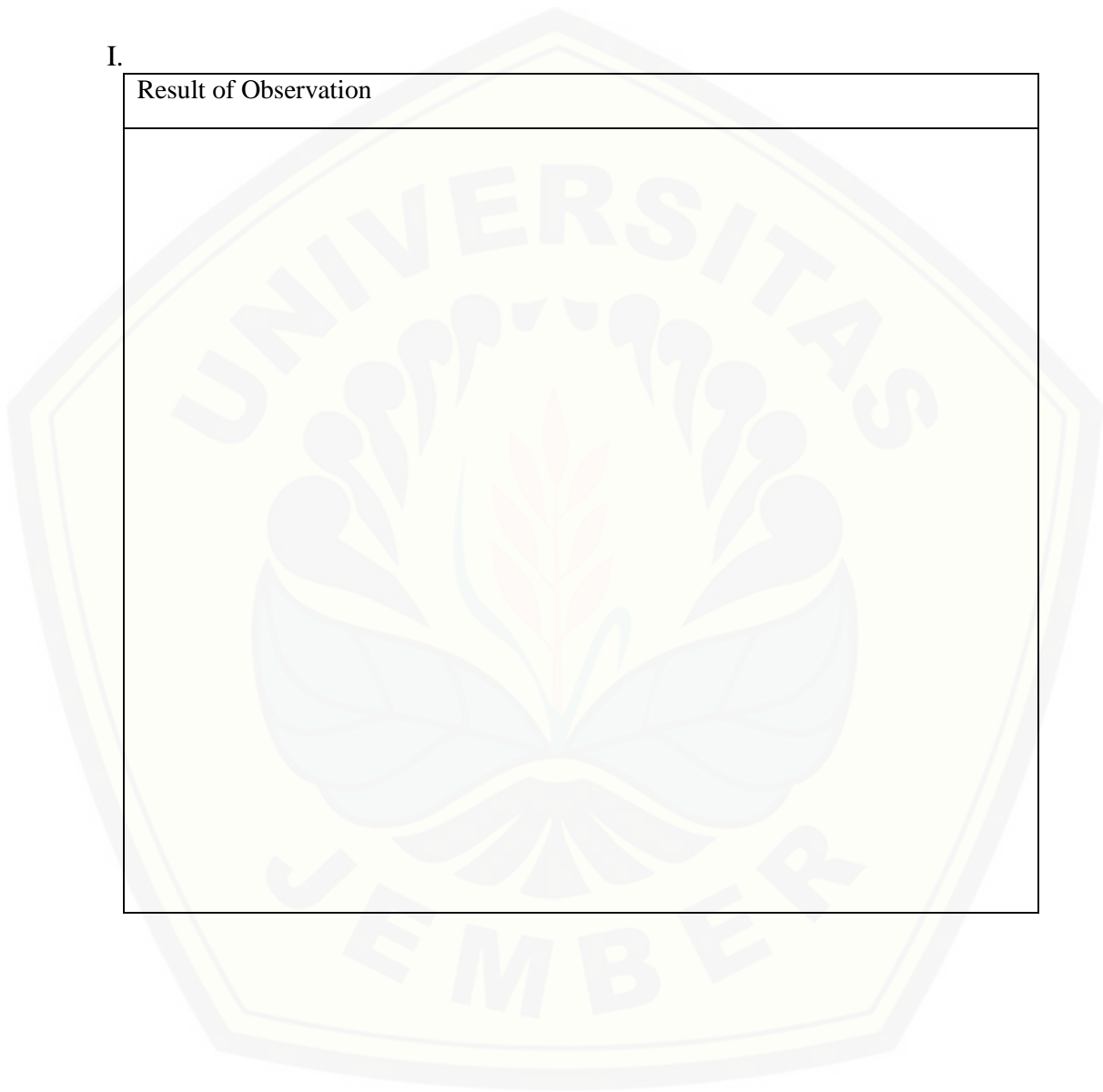
TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Strategies in Managing Vocational High School Students' Misbehaviors in English Teaching and Learning Process: A Case Study	<p>1. What types of misbehavior does the English teacher face?</p> <p>2. How does the English teacher manage the students' misbehavior?</p> <p>3. How do the students view their English teacher management strategies?</p>	Students' misbehaviors and teacher management strategies	The category of misbehaviors and management strategies	<p>1. Respondents The tenth-grade students of SMKN 5 Jember</p> <p>2. Informant The English teacher of the tenth grade at SMKN 5 Jember</p> <p>3. Observation</p> <p>4. Interview</p>	<p>1. Research design Case Study</p> <p>2. Respondent determination method - Purposive sample</p> <p>3. Data collection method - Interview - Observation</p> <p>4. Data analysis method Descriptive Qualitative</p>

Appendix B. Observation Form

Date of observation :
Time of observation :
Participants :
Observer :

I.

Result of Observation



Appendix C. Interview Guide

Interview Questions to Teachers

- 1 In your opinion, what kind of students' conduct that can be considered as misbehavior?
- 2 What types of misbehaviors did you face?
- 3 What do you think about the possible reasons for misbehavior?
- 4 Based on my observation, you have applied some verbal and nonverbal strategies to handle misbehavior. Is there any consideration when you decided to apply those strategies? Would you explain more?

Interview Questions to Misbehaving Students

1. Why did you behave in that way?
 - *Mengapa Anda bersikap demikian ?*
2. What do you think about your English teacher's ways of handling the misbehavior?
 - *Bagaimana pendapat anda tentang cara guru Bahasa Inggris mengatasi masalah itu ?*

Appendix D. The Result of The First Observation

Observation Form

Date of observation : 28 Januari 2019
Time of observation : 13.30 - 15.00
Participants : Dra. Wahyu Ekawati, M.Pd
Observer : Putri Firda

I.

Result of Observation
<p>The class was started by greeting from the teacher, but not all the students answered. Some of them were busy with their stuff and talking to friends. So that the teacher repeated the greeting and continued by checking the attendance list. After having finished, the class was quite noisy. The teacher made an eye contact to the students who still kept talking. As the result, they stopped talking and gave attention to the teacher. It was the time for listening session. When the teacher was preparing the audio, the class becoming noisy. Then the teacher tried to get back the students' attention by saying "be silent please!". In this session, the students had to answer the question on the paper based on the recording. The teacher has asked the students to copy the material a week before. Unfortunately, two students sitting in the backrow didn't have the copy of material. During listening session, they just looked look around and played their phone because the teacher didn't notice. After it has finished, the teacher gave an explanation on how to solve each problem in listening. Suddenly there was a student who drop something, and it caused some students looked at it. The teacher directly took an action by raising her volume. Also she kept maintaining</p>

Observation Form

Date of observation : 28 Januari 2019
Time of observation : 13.30 - 15.00
Participants : Dra. Wahyu Ekawati, M.Pd
Observer : Petri Firda

I.

Result of Observation

eye contact to student who always looking out the window and gave him a question. Finally she also realized that there were student who didn't have the paper. She asked them to join their friends without any confrontation.

Appendix E. The Result of The Second Observation

Observation Form

Date of observation : 29 Januari 2019
 Time of observation : 14.00 - 15.30
 Participants : Dra. Wahyu Ekawati, M.Pd
 Observer : Putri Firda

I.

Result of Observation

The teacher ~~is~~ arrived at the class and suddenly saw one of student sitting in the ~~back~~ front row writing something on the table. She gave a little pinch on the student's hand and told him not to ~~do~~ do that again. After greeting the students, the teacher began to call the students' name. when it came to students who were talking to friends, she would raise the volume. ~~she~~ she also found the student who has missed the class for three times, ^{with no news} and asked him to sit in the front row. The teacher asked the students to prepare the copy of material while she ~~was~~ set the audio. In this moment, the students made noise by chatting with friends, and calling out the other student in high volume. The teacher then staed in front of the class and stare to them. the crowd reduced but she still saw two students talking to each other. so she ~~came to~~ approached them and gave a touch to ask their attention.

The teacher started to remind the students about some tricks in listening. Unfortunately, a student laid his head on the table. so the teacher tried to build communication by referring a question to him. It was about to start listening, when the teacher noticed there was no paper on one of student's table. The student realized that

Observation Form

Date of observation : 29 Januari 2019
Time of observation : 14.00 - 15.30
Participants : Dra. ~~Sya~~ Wahyu Ekawati, M.Pd
Observer : Putri Firda

I.

Result of Observation

The teacher came to him and he ~~see~~ directly took out the paper from his bag even without any word from the teacher.

In stage of discussion, there were two students chatting and the teacher come closer to ~~them~~ ask their attention by saying "it's my turn". At last, the teacher asked the students to conclude what they have learned and what part of the teaching and learning process they like. Unfortunately, there were no response from the students since the bell rang and they were busy to pack their stuff.

Appendix F. The Result of The Third Observation

Observation Form

Date of observation : 4 Februari 2019
Time of observation : 13.30 - 15.00
Participants : Dra. Wahyu Ekawati, M.Pd
Observer : Putri Firda.

I.

Result of Observation
<p>The teacher greeted the students and asked how their day was. She checked the attendance list. There were two students who didn't pay attention so that the teacher called their name twice. That was time for reading session, especially focusing on how to do do test items on National Examination. She asked the students to distribute the copy of material. After that, she explained some tricks about doing reading test and instructed the students to answer 5 questions in the paper. In this phase, there were some students There was a student who was playing his stuff, another was tap frequently tapping the shoulder's friend with no aim, and a student propping up his chin. After ten minutes, the teacher invited the students to discuss the problem they face in answering the question. She asked one of the student to read the question. Suddenly some of the students laughed because this student pronounced a word inappropriately. The teacher quickly remind the student not to laugh when someone make mistake. Then the discussion continued. Few minuter later, it heard the siren of ambulance, and it succes fully disturbed the students' attention. Some of them stood up and looked at the window. then teacher said " I am will not say anything before you stopped talking and please back to your seat".</p>

Appendix G. The Result of the Interview with the Teacher

Interviewee : Dra. Wahyu Ekawati, M.Pd

Interviewer : Putri Firda Nurul Istiqomah

Date/ Place : February 8th, 2019 at SMKN 5

No.	Question	Answer
1.	In your opinion, what kind of students' conduct that can be considered as misbehavior ?	In my opinion, misbehavior done by students in classroom is when the students do not follow the teacher's instruction and break the teaching learning process in the classroom. Let's have an example when there is a student, seems that he busy with himself but he can complete the task and still focus on teaching learning process, I cannot consider that it's misbehavior.
2.	What type of misbehavior did you face?	Based on the number of students who misbehaved, it can be either individual or group. But from the weight, it can be light and heavy misbehavior. Even though it is done by individual students but influence the other classmates and I considered it's heavy.
3.	What do you think about the possible reason of misbehavior?	Based on my observation, the first is because actually the misbehaving student wants teacher's attention. One of the students in this class was noted too often coming late in class in the previous semester. The agreement stated that whoever comes late must educate and entertain the class. Recently I have just known this student intentionally do that so he can speak up in front of the class. The second is the heavy one because usually it deals with misbehaving student's background, such as

		broken home family. So they come to school without any motivation to learn. Because of that I consider that it's heavy and need a personal touch.
4.	<p>Based on my observation, you have applied some verbal and nonverbal strategies to handle misbehaviour.</p> <p>Is there any consideration when you decided to apply those strategies?</p> <p>Would you explain more?</p>	<p>Well first of all, I don't think that verbal or nonverbal action that I used today is the key. Maybe yeah I use that for basic misbehavior only. Actually the important thing is the first impression in the beginning. The relationship between teacher and student has to be built first and then it can be continued by making an agreement. The condition of the class in the beginning of academic year was completely different from what you see today. They need to be motivated and psychologically touched. As I said before that the punishment must be educating and entertaining. As a result closer relationship and good communication help me to handle the students easily. Let's say if all of the strategies do not work, I will collaborate with school counselor to look around and discover the cause and the solution as well.</p>

Appendix H. The Permission Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

04 AUG 2017

Nomor : **5143** / UN25.1.5 / LT / 2017
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMKN 5
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Putri Firda Nurul Istiqomah
NIM : 120210401038
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkean dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Strategies in Managing Vocational High School Students' Misbehaviours in English Teaching and Learning Process"
Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 19670625 199203 1 003



Appendix I. Letter of Accomplishing the Research from the Principal of SMKN
5 Jember



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 5 JEMBER
Jl. Brawijaya 55 ☎ (0331) 487535, 📠 (0331) 422695 Jember
e-mail : smk5jember@yahoo.co.id
website : http://www.smkp5jember.sch.id
JEMBER 68151

SURAT KETERANGAN
Nomor : 421.4/0399/101.6.5.24/2019

Yang bertanda tangan dibawah ini :


Nama : **Dra. Hj. KUMUDAWATI, M.Pd**
NIP : 19630915 198903 2 004
Pangkat/Golongan : Pembina Utama Muda / IV c
Jabatan : Kepala Sekolah
Instansi : SMK Negeri 5 Jember

Dengan ini menerangkan bahwa:

Nama : **Putri Firda Nurul Istiqomah**
NIM : 120210401038
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Perguruan Tinggi : Universitas Jember

Telah selesai melaksanakan penelitian guna penyusunan skripsi dengan judul "STRATEGIES IN MANAGING VOCATIONAL HIGH SCHOOL STUDENTS' MISBEHAVIORS IN ENGLISH TEACHING AND LEARNING PROCESS : A CASE STUDY" pada tanggal 28 Januari s/d 8 Februari 2019 di SMK Negeri 5 Jember.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 25 Juni 2019
Kepala Sekolah,

Dra. Hj. KUMUDAWATI, M.Pd
NIP. 19630915 198903 2 004