TEACHER'S RESPONSES TOWARD STUDENT'S MISBEHAVIOR IN THE TEACHING LEARNING PROCESS

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Abstract

This research has purpose to find out how English teachers respond towards students misbehavior. The writers used two instruments in gotten the data which were observation checklist, video and field note. The sample was two English teachers who taught at VIII grade of Junior high school in *Padang*. Writers wanted to know how English teachers respond to passive and active misbehavior that has been done by the students in the teaching learning process. The data were the participants which are teacher 1 and teacher 2 used serious and minor respond toward students' misbehavior. In the students' passive misbehavior they used difference respond. Teacher 1 used serious respond and teacher 2 used minor response. Then, in the active students' misbehavior both of the teachers used serious responds.

Keywords: *Student's Misbehaviors, Teachers' Response*

INTRODUCTION

Students in learning will respond to the teachers' explanation with positive or negative respond. The positive respond is done by the students if they understand and know the materials and they feel enjoy and comfort with the teaching learning process. However, if they feel uncomfortable, and fear with the teachers and the teaching learning process, they will react in negative response. The most common misbehaviors of the teachers which cause the students to become afraid, to drift away from the class, to be afraid of their teachers and to take offence are excessive negative criticism, humiliating and embarrassing, yelling with anger (Yildirim, Akan, & Yalçın, 2016)

In responding the student's misbehavior, teachers should respond the misbehavior correctly. The teacher could not respond the students' misbehavior freely, because the incorrect response would make new problem for the teacher such as problem with students' parents. The teachers should choose the best

respond before respond the student's misbehavior. The Correct respond would avoid the teacher from any troubles in school and with students' parents.

At SMPN 21 Padang, researcher saw that some teachers respond to student's misbehavior freely and spontaneously without think about what is the correct respond which is based on the level of students misbehavior. If they disturb other students, the teacher can respond through give advice. At Junior High School Padang the teachers gave explanation or warning for first misbehavior that students made in teaching learning process and if the students' misbehavior still continuous the teachers would make serious action, for example make angry expression or give a punishment as final respond. The reason the teachers respond students' misbehavior freely was because some teachers said that the common respond to respond students' misbehavior was not too effective to control the students' misbehavior in the classroom. Thus, the purpose of this research was to describe English teachers' response toward students' misbehavior at grade II in SMP in Padang.

Students' misbehavior is a bad behavior made by student that can undermine teacher to establish and maintain effective learning. It is stated by (Downey & Pribesh, 2004, p. 267) that is "*Black students' classroom behavior is rated more favorably by black teachers than by white teachers. This pattern could be a function of white teachers' bias—rating black students more harshly than they deserve—or black students' misbehavior—acting out more when placed with white teachers versus black teachers*". This idea is supported by R. Marzano and J. Marzano (2003) in (Yildirim, Akan, & Yalçın, 2016), the attitudes of the teachers in the classroom has a determinant effect on the student success. Bad behavior of students can disturb others or teacher in the teaching. The teacher should concern and find the ways in maintaining it if the teachers obey it, so it will be serious problem. The misbehavior that students do is various, so it can be in difference motives.

According to (Meyer, 2003, pp. 30 - 35) there are two types of students' misbehavior, they are:

1. Being over (active misbehavior)

The misbehaviors are talking during class, using cell phones, eating, and drinking.

2. Covert (passive behavior)

Sleeping during class, coming late, leaving class early, acting bored on purpose

In responding students' misbehavior the respond is teachers' responsibility. Teachers' response is any teachers' action to students, violations of school rules in matter such as dress, language or interpersonal, and interaction (Carolyn M & Kristen W, 2006, p. 392).

There are 3 types of teacher's response:

1. Assertive teachers

It means that, the teacher is aggressive toward students and the insensitive to students need

2. Aggressive teachers

It means that, the teacher harsh with the students and they are view by students as incentive to their need

3. Nonassertive or passive

It means that, the teacher not too active in responding for what students need or responding the students.

The teachers' response should be a correct respond and effective to stop students' misbehavior in the classroom. There are two types of responds (Cohen, 2011, p. 103), they are:

Minor responds

1. Eye contact

Check a minor infraction is simply to look at the offender and establish eye contact with her

2. Touch and gesture

Teacher touches the students head or shoulder lightly

3. Physical closeness

Teacher moves close toward the students who do misbehavior

4. Inviting a response

The teacher asks to the students' example: what did i just say john?

5. Other non-verbal gesture

Teacher makes some expression for example raising the eye brows, clicking a finger or shaking head negatively.

Serious responds

1. Direct intervention

It can be look like command to end the behavior or remind the students about the rules

2. Interview technique

Teacher does interview why the students do that behavior

3. Conflict-resolving

Teacher will avoid conflict in responding the misbehavior.

From the experts it can be seen students' misbehavior is a bad behavior made by student that can undermine teacher to establish and maintain effective learning, and there are two types of misbehavior they are: being over (active misbehavior) and covert (passive behavior). Respond students' misbehavior is teachers' responsibility. From the expert it can be seen teachers' respond is any teachers' action to students. There are three types of teacher response they are: Assertive teachers, Aggressive teachers, Nonassertive or passive and to respond students' misbehavior teacher can use in responding students' misbehavior, they are: serious respond and minor respond.

METHODS

In this research, researcher used descriptive research as research design. Descriptive research is a study determines and describes the way things are (Gay & Airasian, 2003, p. 275). Researcher got the data from participants. Participants are group or individual that participation in research project (Gay & Airasian, 2003, p. 121). There were two participants in this research. The participants are 2 English teachers at grade VIII at SMPN. 21 Padang. This research used three instruments. The first instrument is observation checklist, field note, and video. Observation checklist is a model of observation that can give explanation about

the behavior and give checklist mark on the list or table, (Herdiansyah, 2013, p. 134). The researcher used observation checklist to observe two teachers in teaching learning process in giving responds of student's misbehaviors. Second instrument is field note. Field note is a result of record like word/sentence that written in a format to (Herdiansyah, 2013, p. 149). The field note would be used to write all of the data and explanation about the two teachers in responding due to student's misbehaviors.

To support observation checklist and field note researcher used video recorder. Digital video affords qualitative research, the ability to work directly with sound, event and talking in close proximity and without losing nuance through transcription form (Creswell, 2003, p. 201). researcher would use the instruments in collecting the data. In analyzing the data researcher followed several steps, the steps are: Reading/Memoing, Description, Classifying, and interpreting (Gay & Airasian, 2003, p. 237). The first step is reading or memoing which is the researcher read the data from the field note and observation checklist. The second step is description that is in this step the researcher described the data from video, observation checklist and field note. The third step is the researcher classified the data from description papers based on the indicators of the research. And the last step is interpreting the data which were classified.

FINDINGS AND DISSCUSION

In this part the researchers taken the data, they would be described based on the indicators of misbehavior's theories of (Cohen, 2011, p. 103). The data from three instruments which are observation checklist, field note, and video would be discussed as followed;

1. Minor

a. Eye contact

In responding student misbehavior researcher did not find that teacher A and teacher B used eye contact to respond students' misbehavior.

b. Touch and gesture

Touch and gesture respond is the teacher touches the student's head or shoulder lightly (Cohen, 2011, p. 103) in using touch and gesture respond researcher did not find teacher A used touch and gesture respond. Researcher found teacher B used touch and gesture respond to stop students' passive misbehavior acting bored. When teacher B was explaining the material that is about narrative text "the lion and the mouse", there is a student who is wondering something, then the teacher used book to touch the student's head and the teacher touched the students' head slowly, then the teacher said "*Alah tibo awak di Pantai Padang, Yo*" (did you arrive at Padang beach?)

It means that the teacher quipped the students about he was in the Padang beach because he was thinking something, so he does not concern with the materials that are explaining by the teacher. Then, Padang beach is one of the most famous tourism places in Padang city which means that he was thinking about playing in Padang beach with someone (girl friend).

c. Physical closeness

Researcher did not find teacher A or teacher B use physical closeness in responding students active misbehavior or student passive misbehavior.

d. Inviting a respond

Researcher did not found teacher A or teacher B used Inviting a respond in responding students active misbehavior or student passive misbehavior.

e. Other non-verbal gesture

Definition of other non verbal respond is the teacher makes some expression for example raising the eyes brows, clicking a finger or shaking head negatively. Researcher found teacher A use non verbal gesture. The respond was hand signal. Teacher A used hand signal in responding passive misbehavior sleeping during teaching learning process. When the teacher A saw a student fall asleep the teacher call the students name and moved her hand up and down once. Researcher also found teacher B do non verbal gesture respond in responding active misbehavior talking during class. It was clicking a marker. The respond can be seen from teacher B action. The teacher clicked a marker to the white board, teacher B clicking the marker to the white board to

stop some students who did active misbehavior talking during class and by clicking the marker teacher B can get students' attention or focus in teaching learning process.

2. Serious respond

a. Direct intervention respond

Direct intervention respond is a command or remind the student about the rules (Cohen, 2011, p. 103). Researcher found that teacher A used serious respond direct intervention to respond active misbehaviors (talking during class, and eating) and passive misbehaviors (come late), and teacher B used direct intervention in responding active students' misbehavior (talking during class). It can be seen from teacher A direct intervention respond was a command. First, when teacher A saw students who did misbehavior talking during class spontaneously the teacher give a command to the student to stop the misbehavior such as "keep silent please" and "please stop talking". Second, when teacher A found a student did misbehavior eating in classroom the teacher command the students to stop the students' misbehavior such as "*tolong perutnya jangan di isi terus*" it means teacher asked the student to stop eating. Teacher B also used some kind of command to respond active misbehavior talking during class. the command was "*coba dengar dulu*". When teacher B found a student did misbehavior talking during class teacher B would say "*coba dengar dulu*" it means the teacher asks the student to listen what teacher B said. The respond was not clear but in this case "*coba dengar dulu*" is a command.

b. Interview Technique

The meaning of Interview Technique is the teacher did interview to the students. Researcher found teacher A used interview technique in responding active misbehavior (eating) the teacher A interview technique can be seen from the respond that teacher A made. When teacher A saw a student did active misbehavior eating teacher would do interview to the student. The teacher ask several question like "*wak makan makan?*" it means the teacher ask the student "did you eat some thing?" And "*ko sarok wak tadi ko..?*" (Are they your

rubbish?) The teacher did the interview to stop misbehavior and to make sure the student did misbehavior or not. Researcher did not find teacher B use interview respond in responding student misbehavior.

c. Conflict resolving

The meaning of conflict resolving respond is avoiding a conflict. Researcher found teacher A used conflict resolving in responding passive misbehavior come late and acting bored. When the teacher saw a student come late teacher A would ask the student to stand in front of classroom. From the action it seen the teacher avoid a conflict respond by asking the student to stand in front of the classroom and when the teacher saw a student did passive misbehavior such as play with pen, the teacher would take the pen to stop the misbehavior and make the student focus again. Researcher also found teacher B used conflict resolving in responding active misbehavior talking during classroom, when the teacher saw students talking during classroom the teacher would separated the sit position and give a warning to stop the students' misbehavior. From A warning and separated the sit position, it was seen that the teacher avoided a conflict respond in responding students' misbehavior. It could be seen with the teacher A said to students "*Pindahlah you kebelakang, duduk disamping si Benny Sudiwan itu.*" It means that the teacher asked the students to move to the back chair next to another student who is Benny Sudiwan. Then the student responded with the teacher instruction, and he moved to the chair next to his friend who sat in the back. This data could be concluded that the teachers did the solution without conflict which she asked the students to move with another friend, so he would not talk and disturbed the teaching learning process.

CONCLUSION

Based on the finding researcher found teachers at junior high school 1 Pulau Punjung used serious respond and minor respond in responding student misbehavior. Researcher found the most respond that teachers used in responding active students' misbehavior was serious respond the responds were direct

intervetation, interview technique, and conflict resolving. The teachers just used minor respond once the respond was clicking the marker Researcher concludes that the most respond that teacher used in responding active misbehavior at junior high school 1 Pulau Punjung is Serious respond, and for passive misbehavior teacher A and teacher B had different way in responding students' passive misbehavior the most respond that teacher A used in responding passive misbehavior was serious respond the respond were conflict resolving and direct intervetaion teacher A used minor respond once the respond was hand signal. The most respond that teacher B used in responding passive misbehavior was minor respond the respond was touch and gesture respond.

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