

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**EXPLORING ENGLISH TEACHERS' STRATEGIES IN
COPING STUDENTS' MISBEHAVIOR IN LEARNING
ENGLISH: A CASE STUDY AT A PRIVATE
VOCATIONAL HIGH SCHOOL
IN PEKANBARU**

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
in partial fulfillment of the requirement for the degree of
Magister in English Education



BY:

HEMNIATI
SRN. 21790125861

**POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU
1443 H./2021 M.**



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama	: Hemniati
Nomor Induk Mahasiswa	: 21790125861
Gelar Akademik	: M.Pd. (Magister Pendidikan)
Judul	: Exploring English Teachers' Strategies in Coping with Students' Misbehavior in Learning English: A Case Study at a Private Vocational High School in Pekanbaru

Tim Penguji:

Dr.H.Abdullah Hasan, M.Sc
 Penguji I/Ketua

Dr. Khairil Anwar, MA
 Penguji II/Sekretaris

Dr. Bukhori, M.Pd
 Penguji III

Dr.Nur Aisyah Zulkifli, M.Pd.
 Penguji IV

Tanggal Ujian/Pengesahan

27/08/2021

UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

EXAMINERS' APPROVAL SHEET

The thesis entitled "Exploring English Teachers' Strategies in Coping With Students' Misbehavior In Learning English: A Case Study At a Private Vocational High School in Pekanbaru.", written by :

Name : Hemniati
Students Number : 21790125861
Program Study : Islamic Education
Field of Study : English Education

Has been corrected and revised based on the feedbacks provided by the thesis examiners' team in the final exam held on Tuesday, August 27th 2021.

Approved by :

Examiner I
Dr. Bukhori, S.Pd.I., M.Pd
NIP.19790512 2007 10 1001



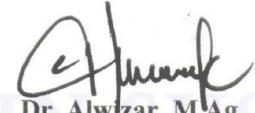
.....
Date: August 28th 2021

Examiner II
Dr. Nur Aisyah Zulkifli, M.Pd
NIP. 19850619 2009 12 2008



.....
Date: August 28th 2021

Acknowledge by:
Head of Islamic Education Study Program



Dr. Alwizar, M.Ag
NIP. 19700422 2003 12 1002

SUPERVISOR APPROVAL SHEET

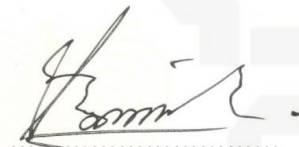
The thesis entitled “Exploring English Teachers’ Strategies in Coping with Students’ Misbehavior in Learning English: A Case Study at a Private Vocational High School in Pekanbaru.”, written by:

Name : Hemniati
Students Number : 21790125861
Program Study : Islamic Education
Field of Study : English Education

Has been corrected and revised based on the feedbacks provided by the thesis examiners’ team in the final exam held on Friday, August 27th 2021.

Approved by :

Supervisor I
Abdul Hadi, S.Pd., MA., PhD
NIP. 197301182000031001



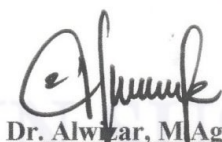
.....
Date: August 28th 2021

Supervisor II
Drs. H. Promadi, MA., PhD
NIP. 196408271991031009



.....
Date: August 28th 2021

Acknowledge by:
Head of Islamic Education Study Program



Dr. Alwizar, MAg
NIP. 19700422 2003 12 1002

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Abdul Hadi, S.Pd., MA., PhD
The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Hemniati

To: Director of Postgraduate
Program State Islamic University
Sultan Syarif Kasim Riau Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: Hemniati
Student Number	: 21790125861
Program of Study	: Islamic Education
Field of study	: English Education
Thesis Tittle	: Exploring English Teachers' Strategies in Coping with Students' Misbehavior in Learning English: A Case Study at a Private Vocational High School in Pekanbaru

It is, therefore, approved to be examined and assessed in the Final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, August 28th 2021
Supervisor I,



Abdul Hadi, S.Pd., MA., PhD
NIP. 197301182000031001

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Drs. H. Promadi, MA., Ph.D
The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Hemniati

To: Director of Postgraduate
Program State Islamic University
Sultan Syarif Kasim Riau Pekanbaru

Assalamu`alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: Hemniati
Student Number	: 21790125861
Program of Study	: Islamic Education
Field of study	: English Education
Thesis Tittle	: Exploring English Teachers' Strategies in Coping with Students' Misbehavior in Learning English: A Case Study at a Private Vocational High School in Pekanbaru

It is, therefore, approved to be examined and assessed in the Final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

Wassalamu`alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, August 28th 2021
Supervisor II,


Drs. H. Promadi, MA., Ph.D
NIP. 19640827 1991 03 1009

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Lampiran Surat :
 Nomor : Nomor 25/2021
 Tanggal : 10 September 2021

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : HEMNIATI
 NIM : 21790125861
 Tempat/Tgl. Lahir : Pentalian, 4 Juli 1994
 Fakultas/Pascasarjana : Pascasarjana
 Prodi : PAI konsentrasi PBI

Judul Disertasi/Thesis/Skripsi/Karya Ilmiah lainnya*:

EXPLORING ENGLISH TEACHERS' STRATEGIES IN COPING STUDENTS'
 MISBEHAVIOR IN LEARNING ENGLISH : A CASE STUDY AT A
 PRIVATE VOCATIONAL HIGH SCHOOL IN PEKANBARU

Menyatakan dengan sebenar-benarnya bahwa :

1. Penulisan Disertasi/Thesis/Skripsi/Karya Ilmiah lainnya* dengan judul sebagaimana tersebut di atas adalah hasil pemikiran dan penelitian saya sendiri.
2. Semua kutipan pada karya tulis saya ini sudah disebutkan sumbernya.
3. Oleh karena itu Disertasi/Thesis/Skripsi/Karya Ilmiah lainnya* saya ini, saya nyatakan bebas dari plagiat.
4. Apa bila dikemudian hari terbukti terdapat plagiat dalam penulisan Disertasi/Thesis/Skripsi/(Karya Ilmiah lainnya)* saya tersebut, maka saya bersedia menerima sanksi sesuai peraturan perundang-undangan.

Demikianlah Surat Pernyataan ini saya buat dengan penuh kesadaran dan tanpa paksaan dari pihak manapun juga.

Pekanbaru, 25 November 2021

buat pernyataan



HEMNIATI

NIM : 21790125861

*pilih salah satu sesuai jenis karya tulis

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



ACKNOWLEDGEMENT

First and foremost, the researcher would like to express gratitude to Allah SWT, the almighty God and the lord of the universe for blessing, kindness, and inspiration in lending me to accomplish the final project as one of the requirement for the master program in English Education major at the post graduated program of State Islamic University of Sultan Syarif Kasim Riau.

Second, Shalawat and Salam always dedicate to our prophet Muhammad SAW (peace be upon him), who had brought us from the darkness into the brightness, from the stupidity to the cleverness with full of science like today.

Then, I would like to express gratitude sincerely to:

1. **Prof. Dr. Hairunnas, M.Ag.**, as the Rector of State University of Sultan Syarif Kasim Riau.
2. **Prof. Dr. H. Ilyas Husti, MA.**, as the Director of Postgraduated Program of State University of Sultan Syarif Kasim Riau.
3. **Dr. Alwizar, M.Ag.**, as the Chairperson of Islamic Education Study of State University of Sultan Syarif Kasim Riau.
4. **Dr. Khairil Anwar, MA.**, as the Secretary of Islamic Education Postgraduated Program of State University of Sultan Syarif Kasim Riau.
5. **Abdul Hadi, S. Pd., MA., PhD**, as my first Supervisor for his suggestions, guidance, and positive feedback in completing this amazing final project.
6. **Drs. H. Promadi, MA., PhD**, as my second Supervisor for his invaluable supervision for the accomplishment of the witting of this final project.



Hak Cipta Dilindungi Undang-Undang

7. All lectures of the Postgraduate Program who have given me meaningful knowledge during the course and all of my friends in PBI-A class for their motivation and togetherness during my study.
8. My beloved parents, Jawahir and Narti, and my beloved brother and sisters for their never ending loves and supports for me to accomplish this thesis materially and spiritually.
9. My first supervisor Abdul Hadi, S. Pd., MA., PhD, and my second supervisor Drs. H. Promadi, MA., PhD, for their invaluable supervision for the accomplishment of the writing of this thesis.
10. All lectures of the Postgraduate Program who have given me meaningful knowledge during the course and all of my friends in PBI-A class for their motivation and togetherness during my study.
11. Last but not least, special thanks for my beloved cousins Resti Rohma Yuli, S. Sos, Melly Handayani, S.Pd, Widia Yulianti, SKM, Cici Hayatun Nupus, S.Pd, Cahya Sumantri, Resni Yentri, S.Pd, Andrefka, S.Tr. Keb, Ardi Saputra, S.Pd, Ayu Ningsih, S.Pd for always be there for me and for their amazing supports.

Finally, I realize that this thesis is still far from perfect. Therefore, constructive comment, critiques and suggestion are appreciated very much. May Allah almighty bless them all. Aameen.

Pekanbaru, June 2021

The writer,

Hemniati, S.Pd
SRN. 21790125861

LIST OF CONTENT

ACKNOWLEDGMENT	i
LIST OF CONTENT.....	iii
LIST OF TABLE	vi
LIST OF FIGURE.....	vii
LIST OF APPENDICES	viii
TRANSLITERATION GUIDELINES	ix
ABSTRACT.....	xi
CHAPTER I INTRODUCTION.....	1
1.1 Background of Study	1
1.2 Statement of the Problem	7
1.3 Delimitation of the Problem	10
1.4 Research Question	10
1.5 The Purpose and the Objective of the Research	11
1.6 The Significance of the Research	11
1.7 Definition of Key Terms.....	12
1.7.1 Students' Misbehavior	12
1.7.2 Teaching Strategies.....	12
CHAPTER II LITERATURE REVIEW.....	14
2.1 Understanding Students' Misbehaviour	14
2.1.1 The Types of Students' Misbehaviour.....	16
2.1.2 The Causes of Students' Misbehaviour	22
2.1.3 The Strategies to Cope With Students Misbehaviour	33
2.1.4 Investigating Teachers' Strategies in Coping with Students' Misbehavior	50
2.1.5 The development of students' behavior in the classroom	55
2.2 Related Study.....	58

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.3	Theoretical Framework.....	70
CHAPTER III RESEARCH METHODOLOGY		73
3.1	The Research Design	73
3.2	The Research Site	73
3.3	Participant	74
3.4	Technique of Data Collection.....	74
3.4.1	Observation.....	74
3.4.2	Interview	77
3.5	Data Analysis.....	78
CHAPTER IV FINDINGS AND DISCUSSION		81
4.1	Research finding.....	81
4.1.1	Types of students' misbehavior in learning English.....	82
4.1.2	Strategies used by English teachers in coping with students' misbehavior in learning English.....	89
4.1.3	The reason why English teachers use those strategies in coping with students' misbehavior	99
4.1.4.	Students behavior after the English teachers apply the strategies.....	102
4.2	Discussion.....	105
4.2.1	What are the types of students' misbehaviorin learning English?.....	106
4.2.2	What strategies did English techer use in coping with students' misbehavior?.....	108
4.2.3	Why did the English teacher use those strategies in coping with students' misbehavior?	112
4.2.4	How was the students' misbehavior after the English teacher apply the strategies?.....	114

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V CONCLUSION AND SUGGESTION	117
5.1 Conclusion.....	117
5.2 Implication and recommendation.....	118
REFERENCES	121
APPENDICES	126



UIN SUSKA RIAU

LIST OF TABLES

Table 3.1	Observation Schedule.....	76
Table 3.2	The Interview Guideline for the Teachers.....	78
Table 4.1	English Teachers' Strategies in Coping with Students' Misbehavior.....	83
Table 4.2	Teachers' Strategies in Coping with Students' Misbehavior ...	103
Table 4.3	Cross case table of the findings.....	106

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF FIGURE

Figure 2.1 Theoretical Framework of Students' Misbehavior	77
---	----



- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF APPENDICES

Appendix 1 Interview Questions.....	128
Appendix 2 Classroom Observation Fieldnoted	129
Appendix 3 Transcript of Interview	132



- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	'ain	'
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
هـ	Hamzah	ء
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance العمة written *al-ammah*

3. Short Vowel

Fathah is written *a*, for instance الشريعة (syari'ah), Kasrah is written *i*, for instance الجبالي (al-Jibali) and *dhommah* is written *u*, for instance زولو ما (zhuluman).



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. Double Vowel

وا is written *aw*, وا is written *uw*, يا is written *ay*, and يا is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse *h*, for instance الشريعة is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance al-maytatu in

Arabic: الميتاتو

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبد الله)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRACT

Hemniati, (2020): Exploring English Teachers' Strategies in Coping with Students' Misbehavior in Learning English: A Case Study at Private Vocational High School in Pekanbaru.

This research aims to explore English teachers' strategies in coping with students' misbehavior in learning English at a Private Vocational High School Pekanbaru. The study employed qualitative approach. The participants of this study involves two English teachers and 85 students of ten grade class. The data collecting technique used in this study were observation and interview. The result of this research discover six types of teachers' strategies used by English teacher in coping with students' misbehavior in the classroom. They were; (1) Verbal strategies, (2) Reprimand and punishment, (3) Non-verbal strategies, (4) Pre-empting misbehavior, (5) Dealing with confrontation, and (6) Pastoral care. Verbal strategies and reprimand and punishment used by English teacher quiet often in the classroom. However, verbal strategies is the most frequently strategies used by English teachers in coping with students' misbehavior in English lessons at SMK TARUNA SATRIA Pekanbaru.

Keywords: *Teachers' strategies, students' misbehavior, English learning*

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRAK

Hemniati, (2020): Mengeksplorasi Strategi Guru Bahasa Inggris dalam Mengatasi Masalah Perilaku Tidak Baik Siswa dalam Pembelajaran Bahasa Inggris: Sebuah Studi Kasus di Sekolah Menengah Kejuruan Swasta di Pekanbaru.

Penelitian ini bertujuan untuk mengeksplorasi strategi guru dalam mengatasi perilaku tidak baik siswa dalam proses pembelajaran Bahasa Inggris di Sekolah Menengah Kejuruan Swasta di Pekanbaru. Penelitian ini menggunakan pendekatan kualitatif. Partisipan dalam penelitian ini melibatkan dua orang guru Bahasa Inggris dan delapan puluh lima siswa kelas sepuluh. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan wawancara. Adapun hasil dari penelitian ini menemukan enam jenis strategi yang digunakan oleh guru dalam mengatasi perilaku tidak baik siswa di kelas. Strategi tersebut adalah: (1) Verbal strategies, (2) Reprimand and punishment, (3) Non-verbal strategies, (4) Pre-empting misbehavior, (5) Dealing with confrontation, and (6) Pastoral care. Verbal strategi dan reprimand and punishment merupakan strategi yang sering digunakan oleh guru di dalam kelas. Namun, verbal strategi adalah strategi yang paling sering digunakan oleh guru dalam mengatasi perilaku tidak baik siswa dalam pembelajaran Bahasa Inggris di SMK TARUNA SATRIA Pekanbaru.

Kata kunci: *Strategi guru, perilaku tidak baik siswa, pembelajaran Bahasa Inggris*



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ملخص

حمنياتي ٢٠٢١ : استكشاف على إستراتيجية مدرس اللغة الإنجليزية في

علاج مشكلة السلوكية السيئة في تعليم اللغة الإنجليزية:

دراسة القضية في المدرسة الثانوية المهنية الخصوصية

بباكنبارو

ويهدف هذا البحث إلى استكشاف على إستراتيجية المدرس في علاج السلوكية السيئة للطلاب أثناء تعليم اللغة الإنجليزية في المدرسة الثانوية المهنية الخصوصية بباكنبارو. واستخدم البحث مدخلا نوعيا وفيه مدرسان اللغة الإنجليزية كالمشركون وخمسة وثمانون طالبا ثم تقنيات لجمع البيانات في هذا البحث مراقبة ومقابلة. وكشفت نتائج البحث أن يوجد ستة أنواع الإستراتيجيات التي يستخدم المدرس بها في علاج السلوكية السيئة للطلاب في الفصل وهي الإستراتيجيات اللفظية والتأنيب والعقاب وغير الإستراتيجيات اللفظية واستباق سوء السلوك والتعامل مع المواجهة والعناية الرعوية. وأما الإستراتيجيات اللفظية والتأنيب والعقاب. والإستراتيجية اللفظية والتأنيب والعقاب التي يستخدمها مدرس اللغة الإنجليزية الهادئة في كثير من الأحيان في الفصل. ومع ذلك فإن الإستراتيجية اللفظية هي أكثر الإستراتيجيات التي يستخدمها مدرسو اللغة الإنجليزية في التعامل مع سوء سلوك الطلاب في تعليم اللغة الإنجليزية في المدرسة الثانوية المهنية تارونا ستريا باكنبارو.

الكلمات المفاتيح : إستراتيجية المدرس، سلوكية سيئة الطلاب، تعليم اللغة

الإنجليزية

CHAPTER I INTRODUCTION

1.1 Background of the study

The teachers' strategies are important in teaching and learning process. Remembering the role of the teacher is not only teaching but also educate the students. The teachers should know the strategies to build an interesting learning situation, so that the students can enjoy the lesson and it may prevent the problems occur during teaching and learning process. Richards (1986) defines teachers' strategies as a plan, step, or conscious action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to a new situation. It is necessary for the teachers to know how to use those strategies and how to choose an appropriate one based on their classroom situation. Evan and Lang (2006) stated that a good method was useless in teachers' hands who did not know how to use it and a good teacher could not be effective if she/he used a bad method. It means that choosing the right strategy is very important in the learning process.

The topic of the teachers' strategies in teaching and learning English have been conducted by a number of researchers. Sueb et al (2020) did a research with the title "Excellent Teachers' Strategies in Managing Students' Misbehavior in the Classroom". The result of this study shows that the teachers used three main categories of strategies in dealing with students' misbehavior in the classroom. The



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

first category was pertaining to the preparation and activities that carried out by the teachers in the classroom, the second category was interaction, and the last category was the presentation of treatment pertaining to pleasant and unpleasant consequences.

Ningsih (2019) did the research related to teachers' coping style strategies with misbehaving students. This study found that there were various coping style strategies used by the teachers in handling misbehaving students such as giving clear expectation from the start, being consistent and firm, using loud voice, standing next to the students, using eye contact, using others as good examples, discussing their misbehaviors and informing the consequences, separating them so they can be more focus, talking to them to discuss their misbehaviors, asking them to stop, stopping the activity, clapping hands, sending to playgroup or principal's office and giving time out.

Besides, Sun (2015) also conducted a research entitled "Teachers' Experiences of Effective Strategies for Managing Classroom Misbehavior in Hong Kong" which revealed several strategies used by the teachers namely; (i) control student behavior while nurturing students' responsibility for managing one's behavior, (ii) forge a good relationship conducive to cultivating student trust and positive behavioral changes, and (iii) engage the students in learning which in turn thwarts misbehavior.

A study of teachers' strategies in dealing with students' misbehavior in elementary school has been conducted by Ratri (2016). This study found five types of



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

teachers' strategies namely calling the students' name, talking to the whole class, coming to the students and advising directly, ignoring the behavior and reprimanding them using eye contact.

Altinel retrieved from (Cimen and Cepik-Kiris, 2015) highlighted and ranked verbal warning, communicating with parents, threatening, talking with students, using eye contact, and giving responsibilities as the mostly used teachers' intervention strategies. Furthermore, Kyriacou (2009) explained several strategies in coping students' misbehavior such as using pre-empting misbehavior, reprimand and punishment, dealing with confrontation, and pastoral care.

It is inevitable that all teachers encounter some problems in teaching. The teachers meet various kind of students' characteristics, classroom situations, and school environments. Even though there are various number of strategies have been revealed and developed in literature, however, students' misbehavior still become the most often problem faced by the teachers in the classroom. (Oliveira, 2013) claimed that misbehavior was frequently pointed out as the major cause for boredom and frustration, and the main reason for teachers stress.

Toshalis (2015) stated that misbehavior is a form of communication. It is the way we tell others that something is not right. All of us will misbehave when we feel threatened, vulnerable, misunderstood, humiliated, or betrayed, we tend to act out. In this case, student do it in the classroom. According to Kyriacou (2009), students'



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and also defiance of authority. Six of those misbehaviors happened consistently and four of those misbehaviors happened inconsistently in the classroom.

Mardiyah (2019) conducted a study of teachers' strategies in handling students' misbehavior at Junior High School 22 Surabaya. This study found that the students did misbehavior in reading and speaking class. Those misbehavior were doing something in private, talking out of turn, being verbally aggressive, playing, not paying attention, eating and drinking, and dealing with personal stuff.

Furthermore, Ningsih et.al (2019) also conducted a study about students' misbehavior in the classroom. The findings revealed that there were ten kinds of students' misbehavior occur in the classroom. They were inattention, needless talk, moving about the room, annoying others, disruption, lying, stealing, sexual harassment, aggression and fighting and also defiance of authority.

Kyriacou (2009) explained that the student need to be evaluated to ensure whether the students have emotional and behavioral disorder. Kyriacou clearly stated that there are a lot of factors that influence the degree and types of misbehavior that occurs such as the factor outside and within the classroom. According to Ardin (2020), the causes of students' misbehavior divided into two types. There are internal and external factors. Internal factor including seeking attention. External factors refers to classmate, close friend, learning environment, family and social environment. Ardin inferred that the external factor is the most dominant cause of students' misbehavior in the classroom. If the teachers cannot use the appropriate



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

strategies in teaching, it is going to be the triggers for the students to do misbehavior during teaching and learning process.

In this case, the researcher conducted the study at a Private Vocational High School. This school is a semi military school. Regarding this issue, the researcher has done the preliminary research conducted on August 28th by interviewing the English teacher. There were some problems encountered by the English teacher during the lesson. The teacher stated that the students did not pay attention when the teacher explained the lesson, the students did not bring the dictionary, the school lack of teaching media and they have problem with students' misbehavior. The teacher had used some strategies and efforts in coping those problems such as giving punishment, using teaching media and games during the lesson and giving advice, yet the students still did misbehavior and it was occur frequently.

For this reason the researcher conducted the study with deep exploration about the types of students' misbehavior, English teachers' strategies in coping students' misbehavior and students' behavior development. Besides, this study also explores the reasons behind the use of those strategies. The results of this study provides useful information for other teachers who faced the same problems in teaching and learning process. The findings can be a guidance for English teachers to prevent the occurrence of students' misbehavior in the classroom.



Hak Cipta Dilindungi Undang-Undang

1.2 Statement of the problem

Considering to the phenomena described above, the importance of English teachers' strategies in coping students' misbehavior is apparent. It is become an interesting issue which require exploration of the type of teachers' strategies used by English teachers, type of students' misbehavior, and students' behavior development.

A numerous studies have been conducted pertaining to the issue of teachers' strategies in coping students' misbehavior. Among of those studies were Sueb et al (2020) found three main categories of teachers' strategies in dealing with students' misbehavior in the classroom such as pertaining to the preparation and activities that carried out by the teachers in the classroom, interaction and the presentation of treatment pertaining to pleasant and unpleasant consequences. Ningsih (2019) found several strategies. Those were giving clear expectation from the start, being consistent and firm, using loud voice, standing next to the students, using eye contact, using others as good examples, discussing their misbehaviors and informing the consequences, separating them so they can be more focus, talking to them to discuss their misbehaviors, asking them to stop, stopping the activity, clapping hands, sending to playgroup or principal's office and giving time out.

Sun (2015) found several teachers' strategies namely control student behavior while nurturing students' responsibility for managing one's behavior, forge a good relationship conducive to cultivating student trust and positive behavioral changes, and engage the students in learning which in turn thwarts misbehavior. Besides,

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Alfanel retrieved from (Cimen and Cepik-Kiris, 2015) found that verbal warning, communicating with parents, threatening, talking with students, using eye contact, and giving responsibilities as the mostly used teachers' intervention strategies. Kyriacou (2009) suggested using pre-empting misbehavior, reprimand and punishment, dealing with confrontation, and pastoral care in handling students' misbehavior in the classroom.

Despite some studies have been conducted related to English teachers' strategies in coping students' misbehavior, yet students' misbehavior is still become the problems source for the teachers in teaching and learning process. There were various kinds of students' misbehaviors found in literature. Among those students' misbehaviors were disruptive talking, idleness, joking, interfering with teacher activities, harassing classmates, verbal insults and even rudeness to the teacher (Reed and Kirkpatrick, 1998), not listening to the teacher, students' talking to each other, avoiding the responsibility, physical and verbal aggression, walking in the class, displaying odd behaviors, cheating, stealing and challenging the teachers' authority (Ozben, 2010), and using mobile phone, using mother tongue, lack of willingness to study as part of low motivation, excessive talking and asking irrelevant questions (Debreli and Ishanova, 2019).

Similarly, in Indonesia context, the types of students' misbehaviors found were apathy, needless talk, moving about the room, annoying others, disruption, lying, cheating, aggression and fighting, and also defiance of authority (Whedanti,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2017), doing something in private, talking out of turn, being verbally aggressive, playing, not paying attention, eating and drinking, and dealing with personal stuff (Mardiyah, 2019), and inattention, needless talk, moving about the room, annoying others, disruption, lying, stealing, sexual harassment, aggression and fighting and also defiance of authority (Ningsih et.al, 2019).

However, in Indonesia context, there were only a few number of studies conducted in private vocational school. As a vocational high school, the students does not only learn about academic material, but they also had to learn about training skills according to their department. Most of the students consist of male students rather than female students. There is a common belief among the teachers that says male students cause misbehavior more often rather than female students. Todras (2007), as cited in Trisnawati et.al (2019), confirmed that “boys seem more annoying than girls”. He also stated that gender differences will appear constantly while identifying students’ misbehavior.

In line with this, Wicaksono (2013) as cited in (Trisnawati et.al 2019) found that male students did misbehavior more often compare to female students. It shows that there were different attitude between the male and female students in the school. Male students tend to feel that they are brave and when they have chance to break the rules, the will take it. While, female students tend to use their feeling and they will not do that. In order that, the researcher found that this is an appropriate school to conduct this study. Based on explanation above, the researcher interested to conduct

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



the research entitled EXPLORING ENGLISH TEACHERS' STRATEGIES IN COPING STUDENTS' MISBEHAVIOR IN LEARNING ENGLISH: A CASE STUDY AT A PRIVATE VOCATIONAL HIGH SCHOOL IN PEKANBARU.

1.3 Limitation of the problem

This study focuses on exploring English teachers' strategies in coping students' misbehavior in learning English. Exploration of this issues is important since it provides the strategies which can be used by the teachers who faced the same problem in teaching and learning process.

In this study, all forms of students' misbehavior that occur outside the classroom are not included. This study only focused on exploring the strategies used by English teacher in coping students' misbehavior which occur in classroom. Hence, the reason why the teachers use the strategies also take a part in this study.

1.4 Research question

Arising from the problem stated in the background, three research question were stated for this study:

1. What are the types of students' misbehavior found in SMK TARUNA SATRIA Pekanbaru?
2. What strategies did English teachers use in coping with students' misbehavior?

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Why did the English teachers use those strategies in coping with students' misbehavior?
4. How was the students' misbehavior after the English teachers apply the strategies?

1.5 The purpose and the objective of the study

The main objective of this study is to identify English teachers' strategies in coping with students' misbehavior in the classroom. In detail, the purpose of this study is stated as follows:

1. To identify the types of students' misbehavior in teaching and learning English at SMK TARUNA SATRIA Pekanbaru.
2. To explore strategies used by English teacher in coping with students' misbehavior.
3. To explore the reason why English teachers used those strategies to cope with students' misbehavior.
4. To observe the development of students' misbehavior after the English teachers apply the strategies.

1.6 The significance of the study

The result of this study attempted to give benefit in theoretically, practically and policy. Theoretically, this study is expected to contribute to the development of teachers' strategies in coping with students' misbehavior especially in teaching and



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

learning English at vocational high school. The result of this study can enrich previous research about teachers' strategies in coping with students' misbehavior.

Practically, the result of this study is useful for teachers to develop their strategies in handling students' misbehavior and problems they faced in the classroom. This study may give an overview to the students about the consequences of their misbehavior, so that they will reduce to do misbehavior in the classroom.

Furthermore, the result of this study is expected to provide information for the government in making policy and decision on a micro scale to avoid students' misbehavior especially in vocational high school in Pekanbaru.

1.7 Definition of key terms

There are two key terminologies explained in this section. The two terms are define as follow:

Students' misbehavior. According to Levin and Nolan (1991) misbehavior refers to a kind of psychologically and physically dangerous behavior that hinders other people's rights to learn. In this study, students' misbehavior refers to any kind of psychologically and physically behavior that interfere classroom atmosphere and disrupt the process of achieving teaching and learning goals.

Teachers' strategies. Richards (1986) defines teachers' strategies as a plan, step, or conscious action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to a new situation. In this

study, teachers' strategies is any effort, manner and strategies used by the teachers in the classroom in order to prevent students' misbehavior.

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

LITERATURE REVIEW

2.1 Understanding students' misbehavior

There are several definitions of students' misbehavior in the literature. Some of educators prefer to say it inappropriate behavior, disruptive behavior and maladaptive behavior. It is depend on the educators' idiosyncrasies (Charles, 2007). Vedadri (2020) point out "disruptive behavior is described as when a child is not cooperative and preventing themselves and other children in the class from performing the work given by the teachers".

As Houghton, Wheldall and Merrett, (1988) cited in (Cimen and Cepik-Kiris, 2015) define misbehavior in the classroom as "activity which (a) annoys, upsets or distresses teachers (b) is disruptive of good order in the classroom and causes trouble, and (c) leads teachers to comment continually". Furthermore, Levin and Nolan (1991) define, "misbehavior is a kind of psychologically and physically dangerous behavior that hinders other people's rights to learn". Henricsson, & Rydell, (2004) pointed out that destructive behavior will fail meet the expectations of educators and the expectations of educators challenging is what can be defined as "destructive and aggressive behavior, resistance, tantrums, impulsivity, and hyperactivity behavior". These students have a higher level of negative relationships with others teachers and



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

other students, including despite receiving more negative interactions attention from teachers.

Another explanation that Sun and Shek (2012) define classroom misconduct is behaviors that disrupt classroom order and cause trouble to the teachers, such as making nonverbal noise, disobedience, talking nonsense, laziness/slowness, unpunctuality, hiding others, physical aggression, untidy, not in the seat, and verbal abuse. In the most general sense, Kyriacou (2009) defines “pupil misbehavior refers to any behavior by a pupil that undermines the teacher’s ability to establish and maintains effective learning experiences in the classroom”. From the definitions above, it can be concluded that students’ misbehavior is any kind of psychologically and physically behavior which interfere classroom atmosphere and disrupt the process of achieving teaching and learning goals.

Kyriacou (2009) has explained that “the notion of misbehaviour inherently involves such ambiguities, an essential feature of effective teaching is that the teacher’s expectations and requirements in this area are made explicit and applied consistently”. He also explained that every teacher has their own idea and judgment of students’ misbehavior. Refusal to do any work and hitting other student are considered as forms of misbehavior among the teachers. Teachers’ judgment of misbehavior may vary from class to class and from student to students within the same class. Every teacher must decide, for each student at what point any deviation from this ideal constitutes misbehavior. The teachers have to make a judgment of



what kind of misbehavior which assumed to be occur and which such misbehavior need action. All students need to know exactly where they stand in relation to a teacher's judgment of misbehavior.

2.1.1 The types of students' misbehavior

“Teachers can encounter lots of different types of problematic behaviors in a classroom setting from students' distraction of attention to hitting other students”, Cimen and Cepik-Kiris, (2015). According to Kyriacou (2009), “Pupil misbehaviour can range from simple non-compliance (e.g. not paying attention) to overt disruptive behaviour (e.g. throwing a missile across the room)”. Evertson, Emmer, and Worshan, (2006) cited in (Cimen and Cepik-Kiris, (2015) classified misbehavior in the classroom in four dimensions. The first is no issue. These practices were truly not issues in light of the fact that they were of short length of time and did not intrude on learning or direction. It can be exemplified as short distractedness and a brief time of daydreaming. Second, Minor issue. These are practices that run counter to class principles or methods. If these practices don't happen frequently they don't genuinely meddle with learning such as getting out, eating something, or passing notes. Third, Significant issue yet restricted in degree and impacts. For example, a student might seldom finish an errand, may neglect to take after the principle for development around the classroom, or may hit other students. Fourth, A raising or spreading issue. This is where a minor issue gets to be typical, bringing about a risk to arrange the

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



learning environment. Case in point, numerous students may get out inconsequential remarks or meander around the classroom.

Hereinafter, Kagan as cited in (Wulandari, 2011) classify students' disruptive behavior as: a) Aggression, there are two types of aggression; physical aggression and verbal aggression. Physical aggression including hitting, kicking, biting, pinching, pulling, and slapping. While verbal aggression including put downs, swearing, ridiculing, and name calling, b) breaking rules, c) Confrontation. The way student showing dominance over another person, d) disengagement. The students tend to ignore the lesson or task given by the teacher for several reason.

While, Meyers (2003) in (Bayhan and Dalgic, 2014) classified students' misbehavior as being overt and covert. Overt refers to open and observable behaviors like students talking during class, using cell phone, eating or drinking, while covert refers to passive behavior like sleeping during class, coming late, leaving class early, acting bored and disengaged. Furthermore, Rathod (2018) mentioned three typical behavior problems faced by the teachers. They are verbal interruptions, off-task behaviors and physical movement intended to disrupt. Verbal interruptions including talking, humming, laughing, calling out, whispering etc. Off-task behaviors including day dreaming, sleeping, playing with something, doodling et, and physical movement intended to disrupt including visiting, passing notes, sitting on the desk or on two legs of the chair, and throwing paper.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Epstein (2008) mentions several examples of specific descriptions problem behaviors, such as answers that do not raise their hands and blurt out in the whole class, physical attacks on peers (beating, kicking, and boxing) during breaks and often leave the seat without permission in small group discussion. According to Richards and Renandya (2002), Students' misbehavior occur in language classroom divided into three types, namely; the back-row distractor, they are the student who always sits at the back and distracts others, the nonparticipants, they are some students who are not taking part in the assigned class activities, enthusiastic student, they are the students who are smart but very dominant and monopolize all activities in classroom.

Furthermore, Huber (1984), Weber and Sloan (1986) cited in (Rathod, 2018) have explained about surface behavior, where arguing, teasing, vulgarity, talking back are include in it. These behavior typically not a result of any deep rooted personal problem but are normal development behaviors of children. Although, they tend to be quite disruptive to both teaching and learning. They are usually readily observable by an experienced teacher.

Charles (2007) in Debreli and Ishanova, (2019) outlines that inattentiveness, obtuseness, talkativeness, moving around the room, annoying others, disruption such as shouting out during instruction, talking and laughing inappropriately, having confrontations with others, causing "accidents", lying, stealing, cheating, sexual harassment, aggression and fighting, malicious mischief (mischievous) for example: striking the school's furniture (tables, chairs, boards, windows and shelf) or breaking



someone's tools, and defiance of authority as the most common types of classroom misbehavior. Similarly, Tiwari and Panwar, (2014) also found that inattentiveness as students' misbehavior in the classroom, furthermore, they add the types of classroom behavior such as talking, shouting, fighting, and arguing.

Previously, Cruickshank, Jenkins, & Metcalf (2009) claimed similar typical misbehavior problems that may exist in a classroom namely; aggression (physical and verbal attacks), displays of violence (immoral acts i.e., cheating, lying, and stealing), defiance of authority (refusing to obey teachers or becoming unruly), disruptive behaviors i.e., talking loudly, calling out, and tossing objects, off-task behaviors i.e., daydreaming and fooling around.

Whereupon, Charles and Senter (2008) identified thirteen types of students' misbehavior. Those are inattention such as: daydreaming, doodling and looking out the window, thinking about thing irrelevant to the lesson, apathy such as having a general disinclination to participate, sulking, not caring, being afraid of failure, and not wanting to try or do well, needless talk such as chatting during instructional time about things unrelated to the lesson, moving about the room such as the student are getting up and moving about without permission, congregating in parts of the room, annoying others, provoking, teasing, picking at, and calling names, annoying others such as the students are provoking, teasing, picking at, and calling names, disruption such as the students are shouting out during instruction, talking and laughing inappropriately, causing "accidents", lying such as the students are falsifying to avoid

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



accepting responsibility or admitting wrongdoing, or to get others in trouble, stealing such as the students are taking things that belong to others, cheating such as the students are making false representations or wrongly taking advantage of others for personal benefit, sexual harassment such as the students are making others uncomfortable through touching, sex related language, or sexual innuendo, aggression and fighting such as the students showing hostility towards others, threatening them, shoving, pinching, wrestling, hitting and bullying, malicious mischief such as the students is doing intentional damage to school property or the belongings of others, defiance of authority such as the students is talking back to the teacher, hostilely refusing to do as the teacher requests.

In addition, Debrelli and Ishanova (2019) found students' misbehavior occur in the classroom were using mobile phone, using mother tongue (L1), lack of willingness to study as part of low motivation, excessive talking and asking irrelevant question. In the other hand, Cummings (2000) listed classroom misbehavior which commonly occur in the classroom, the list includes: playing with a ruler or pencil or other objects, tapping, whistling or making inappropriate sounds, saying "shut up", ignoring or not listening to the teacher or other students, leaning back in chairs (two legs off the floor), passing notes, invading the personal space of others (physically picking on or intimidating others), tattling, teasing or delivering put-downs, not sharing and taking materials that belong to someone else, performing self-abuse, making noise inappropriately using manipulatives, eating or chewing gum, sleeping

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



in class or daydreaming, talking during instruction, complaining, whining, and pouting, spitting, being off task (e.g., talking when they're supposed to be singing), telling lies, writing on or destroying other people's property, putting on make-up or lotion, brushing hair, blurting out answers, asking inappropriate and insincere questions, arguing with the teacher, talking back, refusing to do work (won't take "no" for an answer), swearing, using inappropriate language, doing work from other class, cheating or copying, reading magazines, books, using headphones during instruction, flipping off another student or the teacher; insulting others, action out or behaving in a manner that suggests sexual harassment, showing or stating open defiance (e.g., "make me"), throwing desk, books, or objects at students or teacher, making threats, screaming yelling, tantrums, hitting others, using weapons. Also, Rosen (1997) as cited in Ali et.al, (2014) identified ten types of students' misbehavior which may lead to postponement aimed to punish the students who do any of that behavior. They are defiance to school authority, class destruction, truancy, fighting, the use of profanity, damaging school property, violation of school dress code, theft / stealing, leaving campus without permission, and not reporting to after school detention or Saturday School.

There are various numbers of the types of students' misbehavior occur in the classroom. It depends on the characteristic of the students and classroom situation. Overall, most of the expert found similar students' misbehavior in their studies and some of them also found different types of students' misbehavior. Yoncalik (2010)

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



stated that “misbehavior cannot be predicted in advance, even if teachers have some expectation of them while planning the lesson”. Every teacher encounter different types of students’ misbehavior in the classroom. As Girmen et al. (2006) stated in Yazlik, (2017) “It is expected that teachers should be able to change the behavior positively by reacting to such behaviors in right way when encountering undesired student behaviors in the classroom environment”. Therefore, the teacher should have strategies to deal with students’ misbehavior in teaching and learning process.

2.1.2 The causes of students’ misbehavior

The causes of students’ misbehavior are not something that uncertain. The causes can be identified by the teachers. Students’ misbehavior can be caused by many reasons. The student perform a lot of activities in the classroom. Those activities can be change or constant in every day since every student has different background of live and environment. Students’ behavior can influence by a number of factors such as environment, friends and their family life (Wulandari, 2011). Veradri (2020) stated that the factor of students’ misbehavior in the classroom can be the task is too easy or too difficult for them and the students feeling bored when they are not feel challenge in the lesson.

Teachers themselves may become the main factor influencing students’ misbehavior and institutions (Harmer, 1991). For example, the teachers who are not prepare the lesson well. Even though the teachers are well prepared, the possibility of getting trouble because of students’ misbehavior still exist. So that, it is important for

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta milik UIN Suska Riau

State Isami University of Sultan Syarif Kasim



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the teacher to evaluate the students in order to know why they misbehaving in the classroom. All kinds of misbehavior must be known so that the teacher can know how to respond appropriately to student misconduct. On the other hand, children have different personalities. Therefore, the teacher need to give each child a different response or specific treatment.

Kyriacou (2009) explained that the student need to be evaluated to ensure whether the students have emotional and behavioral disorder. Kyriacou clearly stated that there are a lot of factors that influence the degree and types of misbehavior that occurs such as the factor outside and within the classroom.

According to Ardin (2020), the causes of students' misbehavior divided into two types. There are internal and external factors. Internal factor including seeking attention. External factors refers to classmate, close friend, learning environment, family and social environment. Ardin inferred that the external factor is the most dominant cause of students' misbehavior in the classroom.

Every behavior is motivated by the desire to achieve some goals and the students have a national basis for their behavior Marciniak (2015). Robertson (1996) as cited in Kyriacou, (2009) has argued that "when considering the causes of misbehavior it is useful to identify what the motive (or pay-off) for the student might be. He has identified four such common pay-offs: attention seeking, causing excitement, malicious teasing, avoid work". In line with this, Puspitaloka and Syafitri (2019) found that there were two factors that cause the students' misbehavior which



are internal and external factors. Internal factor consist of attention seeking and learning difficulties, while external factor are the teachers and the society. It means that the cause of students' misbehavior are not only come from their personality, but it can be from the teacher and the society. Similarly, Yuan and Che (2012) found that there are three factors that make the students do misbehavior. The first is the children (by the students itself). In this case the students make some misbehavior because they want to make attention seeking, so the students do action making jokes or break the school rules. The second, the students have learning difficulties such as they cannot answer the lesson, and then they make some noises in the class. The last is the teacher, the behavior of teacher can make students do misbehavior in the classroom because the students' misbehavior in the classroom is reaction to the teacher's behavior towards them, which is "unacceptable" to the students. In other words, teacher's actions can provoke students' misbehavior.

According to Oyetubo and Olaiya, (2009), there are seven causes of students' misbehavior in the classroom such as the idea of democracy with its emphasis on the rights and freedom of the individual, the "generation gap" in ideas, beliefs and values about the nature of man, life and society, the high level of sophistication of young men and women compared with that of the old generation, the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students' power against authority, the failure of the adults, both in society and at school to set standards of good behaviors for young men and women to follow, the

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



failure of many homes to provide basic and essential moral training in the nurture of the children and the failure of parents to set good examples, the failure in communication between young men and women insisting on their right and the authorities who tend to see the issues involved simply from the “official” point of view.

Charles and Senter (2005) stated that students have their own purpose in doing misbehavior in the classroom. Those purpose are attention seeking behavior, power-seeking behavior, revenge-seeking behavior, and avoidance of failure behavior. Attention-seeking behavior means that the character of each students are different. Some of them want to seek attentions in the classroom. They usually do something that go astray in the classroom or outside the classroom. Attention seeking divide into active attention seeking and passive attention seeking. Active attention seeking involves AGMs-attention getting mechanisms, for example pencil tapping, showing off, calling out, and asking irrelevant questions. Passive attention seeking is proven in the behavior of students who dawdle, lag behind, and are slow to comply. Power-seeking behavior means that the students did not want to be arranged by the teacher. This is aim to get teachers’ attention. Power seeking behavior also divided into active power seeking and passive power seeking. Active power seeking involves temper tantrums, back talk, disrespect, and defiance. Passive power seeking involves quite noncompliance with directions. These students usually hide behind label such as lazy, forgetful, and inattentive. Revenge-seeking behavior means that the students

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



doing revenge because of feeling hurt by the teacher or students in the class. This is one of the causes of students' misbehavior in the classroom. Avoidance of failure behavior. The students pretend to be lazy in doing the assignment given by the teacher because they feel unable to do the assignment.

There are four categories of the causes of students' misbehavior highlighted by Carles (2007). The first category is the causes of misbehavior reside in individual students raise ten causes of students' misbehavior. This category including; a) unmet needs. Students continually try to meet needs related to security, belonging, hope, dignity, power, enjoyment, and competence in the classroom. If those need are not fulfilled, students become unsettled, distracted, and more prone to misbehave. b) thwarted desires. The students tend to complain when they fail to get something they want badly. c) expediency. In order to make their lives easier and enjoyable, the students will take shortcut, conveniently forget what they are supposed to do, look for ways to get out of work, and intentionally break rules. d) urge to transgress. Everybody has the urge to break the rules even though they know the consequences. The students are easy to succumb to that urge when they have change to break the rules. e) temptation. The students tend to imitate something they feel attractive although it is not allowed, inappropriate habits, Inappropriate habits are ingrained ways of behaving that violate established standards and expectations. f) poor behavior choices. The behaviors perform by students to meet their needs sometimes can be accepted, sometimes no since students capability may not be clear to students. g)

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

avoidance. The students avoid to do teachers' instruction for their reason. For example, they feel intimidated by their peers. h) egocentric personality. The students with egocentric personality tend to being selfish, believe they are superior to others, and think they do little wrong. i) neurological-based behavior (NBB). The students who have different diagnoses such as learning abilities, attention-deficit hyperactivity disorder (ADHD), sensory-processing disorder, fetal alcohol spectrum disorder, and autism spectrum disorder.

The second category is the causes of misbehavior that reside in class peers and groups. This category involves; a) classroom misbehavior occur because of the students provoking each other. b) contagious group behavior. The student tend to be influenced by their peer emotion.

The third category is causes of misbehavior that reside in instructional environments. This category involves; a) physical discomfort. Students often become restless when made uncomfortable by inappropriate noise, temperature, lighting, seating, or workspaces, b) boredom, c) meaninglessness, c) lack of stimulation.

The fourth category is causes of misbehavior that reside in teachers and other school personnel. This category involves; a) poor habits, b) unfamiliarity with better techniques, c) presenting poor models of behavior, d) showing little interest in or appreciation for students, e) succumbing to personal frustration, f) succumbing to provocation, g) providing ineffective guidance and feedback, h) using ineffective



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

personal communication, i) failure to plan proactively, j) using coercion, threat, and punishment.

Altinel and Cabaroglu (2006) revealed teachers' and students' perspective towards students' misbehavior in EFL classroom. From the teachers' perspective, they stated that the reasons of students' misbehavior were characteristics of parents, socio-economic level, media, class size and students' indifference. Characteristics of parents is considered as the number one reasons of students' misbehavior. Furthermore, "the parents' attitudes and their characteristics, "media, socio-economic level, class size and students' indifference" were shown as the primary causes of student misbehavior" Altinel and Cabaroglu, (2006). Meanwhile, the students explained that boredom, modelling peers, parents' indifference towards their children, and teacher behavior and attitudes" were mentioned as the underlying causes of student misbehaviors. Related to the teachers, students declared that they do misbehavior in the classroom because some teachers "discriminated their students, threatened them with low grades, or did not reward their students' positive behaviors".

According to Rusman (2017), the students do misbehave in the classroom because they do not understand the material. Moreover, they are often bored during the teaching and learning process. For this reason, the students do things that are not related to the lesson which considered as students' misbehavior.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Furthermore, McManus cited in (Kyriacou, 2009) certified there are two major headings of students' misbehavior: testing teachers and displaying, developing and defending personal identity. Testing teachers implicate testing their rules, resolution and ability to maintain order. Some students do misbehavior to break their boredom while following the lesson or to punish or humiliate the incompetent teacher. An appropriate statement stated by Kyriacou (2009). He stated that the teachers being boring, teachers who could not teach, teachers whose discipline was weak, teachers who made unfair comparisons become the situation which provoke the students into misbehavior.

Harmer cited in Wedhanti and Sasih, (2017) claimed that there are six factors why problem occur by the students. The factor can be from family. Students' experiences in their family can influence their attitude towards learning and authority. Difficult home situation can cause indiscipline. That is the reason why the students do misbehavior in the classroom.

Then, from the education. Students' behavior can be affected by previous learning experiences. The students are influenced by what went before, and their expectations of the learning experience can be colored either by unpleasant memories, or by what they were once allowed to get away with. Students' self-esteem is vitally important if effective learning takes place. Self-esteem may result partly from teacher approval (especially for children), from a students' peers (especially for



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

adolescents), or as a result of success. This can be a factor that cause students' misbehavior.

Otherwise, a lack of respect from teacher or peers – or being asked to do something where they are almost certainly bound to fail – can make students feel frustrated and upset. In such a situation disruptive behavior is an attractive option. It can impress peers, and does, at least, force the teacher to take them seriously. Boredom, when students are engaged with a task or topic they are unlikely to behave disruptively. But if they lose that engagement they may misbehave. When pairs or groups finish early and are left unattended, boredom may lead to disruption; when the chosen topic or activity is inappropriate, students sometimes show their lack of interest by behaving badly.

Some external factors may affect students' behavior, too. If they are tired, they will not be able to concentrate. If the classroom is too hot or too cold this may result in students being too relaxed or too nervy. Discomfort then leads to disengagement. Noise from outside the classroom can impact badly upon students' concentration. What the teachers does, a lot will depend on how we behave in class, especially when problem behavior first takes place. Furthermore, Belle (2017) also examined the external factors of students' misbehavior as the school, peer pressure, family, community and the media.

The school is the natural social setting for the students. Most of their daily times is spent in the school. The characteristics of the school may impact on the ways



in which the students behave with others. Belle, (2017) found several school features that encourage students to misbehave such as overcrowded classroom; too much harsh discipline measures; student alienation; the feeling of disempowerment from the principal to deal with indiscipline; lack of effective leadership from the principal; inadequate supervision; absence of the teaching of social, creative, communication and interpersonal skills; lack of student voice and choice in their learning; the feeling of rejection by students; lack of care from friends, educators and the principal; lack of extracurricular activities and sport activities; the banning or controversial use of corporal punishment; and absence of academic support for students with academic and behaviour problems.

The next external factor stated by Belle, (2017) is peer pressure. Belle argue that “the peer group pressure influences what the adolescent values, knows, wears, eats and learns”. With peer pressure, the students may do extreme misbehavior, break the school rules and involves in antisocial behavior. The characteristics of the family may also have impact to students’ behavior. (e.g child who neglected and abused by their family members, divorce parents, child treated harshly, using drugs and weapon at home and other family situation will impact their behavior negatively. Moreover, the socio-economic status of the family also may influence children behavior. As Khaliq, Baig, Ameen & Mirza cited in Belle, (2017) found that there is a moderate positive relationship between parental income/status/occupation and the adolescent’s

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

academic performance and behaviour. Hence, the lack of parental involvement also can influence children behavior.

Community also become an external factor that cause students' behavior. Belle, (2017) stated that the community in which the student lives may be socially disorganized. When there is poverty, low employment and education opportunities, gang activities, drug activities and crimes and the absence of cohesion among neighbors and community networking, the community is dysfunctional. The last external factor claimed by Belle is the media. Adolescents are millennial and therefore their daily life at home, at school and even in their peer group is technology-driven. When the adolescents over consume the social media, they tend to do the same thing like what they see on it.

Moreover, Ghazi, Gulap, & Khan (2013) have explore thirteen causes of students' misbehavior, such as inconsistent parenting, uncaring parents, over-protective parents, bad influences on a student's local community, poverty, poor quality teaching, teachers' negative attitude towards student, repeating change in subject teacher, repeating the same class, lack of motivation from teacher, repeating the same class, classroom poor conditions (lack of Lighting, ventilation, sounds etc.) and some psychological problems of a student.

On the other hand, Morongwa cited in Ali et.al, (2014) presented factor identified as the causes of students' misbehavior, they are parental / home influence, teachers / educators, political, social and economic factors, learners with emotional



problems, head teachers / principals factor, influence of gender and race, and public schools versus private schools.

There are various factors that influence students' misbehavior. The teachers have to give some effort in order to prevent students' misbehavior in the classroom. The teachers have to recognize and understand their students. That is the reason why teachers should have strategies to deal with students' misbehavior.

2.1.3 The strategies in coping students' misbehavior

Castano and Henao (2015) stated that classroom behavior strategy is for teachers to implement solutions to problem behaviors that are designed to lead to student learning. This is consider the basis of the strategy within the individual and class level, in all cases it must be a strategy and a useful tool that can reduce disruptive behavior.

Strasser (1964) cited in (Castano and Henao, 2015) define teaching strategies a generalized plans for a lesson or lessons which includes a structure, desired learner behavior, and an outline of the necessary tactics to perform the strategy proposed to address certain situation. In other words, teaching strategies ensure the learning of certain concepts or content and minimize problem behavior while keeping students engaged throughout the class. The strategies used with the purpose to correct disruptive behavior are not only useful for promoting a safe environment for students

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



and teachers, but also for enhancing scenarios where learning can take place (Castano and Henao, 2015)

Kyriacou, (2009) stated that “How you develop your approach to dealing with pupil misbehaviour is likely to be influenced by your beliefs about how best to address the underlying causes of pupil behavior”. As Witcher et.al. (2008) cited in (Sueb, Hashim, Hashim & Izam, 2020) stated that the way teacher disciplines the students may adopt different methods in different situations. However, teachers tend to use one method more frequently than other methods. Lewis (2008) cited in (Kyriacou, 2009) adduced about developmental management approach. The student categorized into four category (A, B, C or D) according to their misbehavior. These category ranging from those students who are positively motivated towards the work, are confident in their ability and who occasionally engage in low-level misbehavior, to those students who are poorly motivated, have a negative academic self-concept and engage in repeated and more intrusive misbehavior. This approach aims to help the teacher to match their discipline techniques to the type of students and gradually move the students in category D to C, those in C to B, and those in B to A.

Moreover, Wolfgang postulated in (Kyriacou 2009), proposed three main approaches to deal with misbehavior, each based on a particular set of beliefs about discipline. The first is a non-interventionist (relationship–listening) approach based on regarding the student as a good person who needs affection and empathetic support to behave well when they break the rules. The second is an interactionist

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(confronting–contracting) approach based on viewing the pupil’s misbehavior as a result of an inability to manage their behavior in response to the pressures of classroom life – here the teacher interacts with pupil to share goals and standards and to ‘socialize’ pupils into self-regulating their behavior better. The last is an interventionist (rules and consequences) approach based on viewing good behavior as being the result of pupils having a clear understanding of classroom rules and the consequences (rewards/punishments).

There are various strategies used by the teachers to overcome students’ misbehavior based on to the problem they encountered in the classroom. According to Weinstein’s (1996) categorization as cited in (Cimen and Cepik-kiris, 2015), teachers’ intervention strategies includes verbal and nonverbal strategies. Verbal strategies involve ignoring, utilizing rewards and punishments, making some changes in lesson, talking with students, etc. Nonverbal strategies include interventions such as using eye-contact, using gestures, approaching to students etc.

Tiwari and Panwar (2014), listed the strategies used by the teacher in the classroom based on the frequency. The most common strategies used by the teacher in dealing with students’ misbehavior are staring at the students (16%) and asking question (16%), the next strategies were shouting, giving punishment, seating arrangement, remind the students about the rules positive reinforcement, constantly moving in the classroom, appoint monitors, clear instruction, planning lesson plan



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

according to time, teachers encourage students to raise hands to answer and threaten students by the name of principal.

Other than that, Tiwari and Panwar also suggested several preventive measure to the teachers in dealing with students' misbehavior. Those are asking the students to enter the class on time, set up procedures for beginning your class, establish a routine or activity that will occupy the learner's attention in the first few minutes, set up procedures for dismissing the class, ask the learner to sit quietly their seats to prevent them from rushing out when they leave, stop misbehavior immediately, make the rules clear, make transitions between activities quick and orderly, give clear instructions what the learner should do and how they should do it.

In other words, the learner must know exactly what should they do, when and how. Direct your talk to the class and not to the chalkboard, be polite to students and reinforce their politeness, communicate your expectations from the learners to ensure cooperation, avoid irony, be firm and consistent, warn learners when they violate the rules persist in the consequences of breaking the rules, uncompromising to the rules that already broken, consequences are applied across the board, without concessions, providing positive reinforcement, be with-it, show learners your knowledge of what happened in class. Monitor and walk around in your classroom. Avoid focusing on a certain part of the class, use nonverbal signals, be helpful, not hurtful, plan well, plan classroom lessons, activities and routines thoroughly and clearly. This should be done



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

in advance to avoid unnecessary confusion, delays and interruption, always set a good example and counselling students.

Furthermore, Kyriacou (2009) suggested several strategies to deal with students' misbehavior. There are; a) pre-empting misbehavior. To deal with misbehavior, he suggest that prevention is better than cure by using vigilance plus action. Vigilance involves the teacher monitoring the pupils' behavior (in terms of attentiveness and receptiveness) and the learning activities (in terms of their appropriateness). The teacher should regularly scan the classroom and walk around to check pupils' progress. Action refers to what the teacher does to sustain pupils' academic engagement in the learning experience whenever it appears to be slipping. b) reprimand and punishment. A reprimand refers to a communication by the teacher to a pupil (which can be verbal or non-verbal) indicating disapproval of the pupil's misbehavior. Such action can range from a stern stare to a threat of punishment. Punishment refers to the formal administering of an unpleasant action designed to punish the misbehavior. Such action can range from moving a pupil to a seat at the front of the classroom to exclusion from the school. The distinction of reprimand and punishment often very blurred. A reprimand considered as a warning aimed to stop misbehavior and prevent its reoccurrence. A punishment embodies a statement that the misbehavior is so serious that formal action is required, which is intended to be unpleasant in order to emphasis the gravity of the situation. c) dealing with confrontation. Heated and emotional confrontation between students and the teachers



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

could be occur in the classroom, and it would become a distressing situation for the teacher. In order to deal with the confrontation, the teachers should make an effective discipline management and have to be able to use various social skills and technique including humor, to alter the tone of the exchange and to give both the teacher and the students a face-saving solution to the incident.

Teachers' sensitivity is really necessary in this strategy. The key is not in the teachers' ability to focus on the actual discipline technique they use, but rather on the ability to recognize the nature of the confrontation they engaged in and to be able to select the most appropriate course of action to resolves the confrontation satisfactorily rather than reacting in a stereotyped way. d) pastoral care. Dealing with pupil misbehavior is an important aspect of the classroom teacher's pastoral responsibility. It is important for the teachers to give pastoral care in order to know about the reason why students do misbehave. It will help the teachers to discover whether there are any problems facing by the students which require attention.

There are five proactive skills suggested by Rathod (2018) concerning how to deal with students' misbehavior in the classroom. The teachers should be able to apply these skills to avoid students' misbehavior in the classroom. The first skill is changing the pace. It is necessary for the teacher to changing the pace of classroom activities when the teacher found out that the students losing their interest in learning. This is the time for the teacher to reset the situation and involve students in their



favorite activities such as games, stories or activities which require active students' participation.

Second, interest boosting. This technique used when the students show sign of off task behavior such as the students busy with the other activities beyond the assigned one. The teacher can anticipates this situation by walk over the students and shows interest on his/her work by asking how is she/he doing or checking the answer of completed question.

Third, re-directing the behavior. This is mean that refocusing attention back to learning activities. The teacher may ask a question to the off task students. If they answer correctly, the teachers should give her/him positive feedback. While, if the students cannot answer the question incorrectly, reformulate the question or call on someone else.

Fourth, reinforcing appropriate behavior. It means that serving what is expected as a reminder by saying words such as "I am glad to see Nadia's book open" or "Dina has submitted her assignment in time".

Fifth, removing seductive object. Removing seductive object from the students with the agreement that they will be returned after class. When the teacher found out that the students were busy with something, the teacher walked over the students and collect the object and quietly inform him/her that it will be available to him/her after class.



In the other hand, Zimmerman, (1995) and Ali et al, (2014) suggested reinforcement strategy to coping students' misbehavior. Reinforcement refers to a procedure that provide to keep or increase a positive behavior. Punishment also used by the teacher to increase a positive behavior or to prevent negative behavior. For examples school detention, loss of recess, and being scolded by teacher or the school principle. This strategy also suggested to deal with students' misbehavior. Moreover, The teacher can use token economy to deal with students' misbehavior. Token economy is a behavior modification technique. Token economy programs involve giving students point or token as a reinforcement of positive behavior appearance. They can later exchange their token for a reward. Then, behavior contract. Behavior contract refers to a formal agreement of a teacher and the students about what actions are acceptable and what action are unacceptable. When the students do acceptable behavior, they will get reward from the teacher and vice versa. The last strategy is modeling. Modeling through peers and adults used in dealing with disruption students in the classroom. According to Bandura cited in (Zimmerman, 1995, p. 15) "behavior modeling is based on the concept that many behaviors are learned most effectively through modeling or imitation.

Halimah, Fitriana & Ariyanti, (2019) explored teachers' strategies in coping with students' misbehavior in the classroom. Those strategies are proximity, the look/eye contact, facial expressions, reminder in a soft voice, public rule reminder, calling on the student, opportunities to respond, warning of consequences and ignoring. The

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

most common strategy used by the teacher in the classroom is ignoring. When students' misbehavior were not too annoying, the teachers tend to ignore it. This strategy also done to avoid the misbehavior enhancement in the classroom.

Another types of strategies used by the teachers to prevent students' misbehavior in the classroom raised by Sumani, Lian & Fitriani (2020), one of those strategies is prevention and mitigation efforts. This strategy done by making school rules and giving punishment to the students who are doing misbehavior so the students know their mistakes and never repeat it again. Teachers' prevention action also used by the teacher to prevent students' misbehavior. This strategy also including providing mental and personal education, providing general advice, providing facilities and creating an optimal atmosphere and efforts to improve environmental conditions around, the social situation of the family and community. Then, the teachers used teacher's repressive actions. This strategy refers to providing oral/written warnings, providing punishment and calling their student guardians. This action taken to do guidance and direction, and provide punishment to clean up trash or sweep the classroom. Establishing cooperation with guardian parents, by calling to come to school, and conducting visits to students' homes also can be an appropriate strategies in dealing with students' misbehavior. This strategy called teacher curative actions.. This action done by both the teacher and the school as healing efforts is to provide severe penalties or sanctions and hold cooperation with the guardian's parents by calling to come to school.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

A brief explanation about prevention of students' misbehavior has explained by Khasinah (2017) in an article entitled managing disruptive behavior of students in language classroom. Establishing or creating a positive classroom climate can be done by the teacher to prevent students' disruption. Brown (2001) as cited in (Khasinah, 2017) suggested to build up rapport to make the praise and criticism balance to result the energy. Rapport defined as a positive relationship between students and the teacher which aimed to generate a positive energy in the classroom. Rapport is expanded by showing interest to the students, openly soliciting their ideas and feelings, valuing and respecting what they think and say, and developing genuine sense of vicarious joy when they learn something or when they succeed. It is necessary to get along with the students. The teacher should be able to balance the praise and the criticism, give feedback for what they have done. So that, they will accept the positive energy effectively and bring it back for the next meeting.

Yusoff and Mansor (2016) presented teachers' strategies used by teachers in coping with students' misbehavior at religious school. The most popular technique used by the teacher were scolding. This technique involves giving advice to the students in order to stop doing misbehave, arguing with students, giving punishment, and asking the reason why the students do their misbehavior in the classroom.

Moreover, Charles (2004) and Marsh (2008) cited in (Khasinah, 2017) stressed that good human relation skills is necessary to generate a good relationship and interaction in the classroom. This human relationship skills divided into three.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

They are general relation skill, relationship skill and relationship with parents. General relation skill including friendliness, keep smiling and speaking gently even with trouble-makers, positive attitude, trying to solve the problem not to dwell on them, ability to listen, respecting other opinions, and ability to compliment genuinely. While, relationship skill with students involves giving regular attention, talking to students frequently but briefly, giving reinforcement, motivating and encouraging students, showing willingness to help, and being a model for desired behaviors and manners. The last is relationship with parents that covers regular communication using notes, phone calls, and letters, setting a clear verbal and written communication, explaining a clear expectation, and focusing on students succeed not on their failure.

Another way to avoid students' misbehavior is to make a contract with the students since the beginning of the lesson. The teacher and the students discuss about what behavior are allowed and which are not allowed in the classroom. Furthermore, Ur (1996) cited in (Khasinah, 2017) notes that this kind of problems should be handled even before they happen. The teachers may use creating careful planning to prevent students' misbehavior. The teacher can gain students' attention and win their trust with well-prepared lesson plans. This is also necessary to avoid vacuum moment in the class which may cause the students distraction in learning. Moreover, giving clear instruction is important in the classroom. Sometimes, teacher fail to give clear instruction so that the students are not sure about what they have to do. To be clear



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

with that, they will ask their friends and end up with being noisy. In the beginning of the class, the teacher should be alert toward what is going to happen in the classroom. The teacher have to keep in touch with the students. As a result, the students can feel that their teacher is watching them.

In other point, Cruickshank, Jenkins, and Metcalf (2009) cited in Khasinah (2017) highlight a number of intervention strategies which may adopt by teacher in dealing with students' misbehavior occur in the classroom. The first intervention strategies is extinction. This strategies means that the teacher neglect minor distraction such as attention seeking for this behavior will be disappear when it is be detained. The second intervention strategies is mild desist. This strategy can be a verbal and non-verbal intervention strategies. The teacher may use slowing down the voice, pronouncing things more distinctly, and pausing briefly. They can also use eye contact, facial expression, body language, gesture, and reinforcement. The third intervention strategies is reprimands. The teacher give caution or remind the students about what they have done in the classroom and show them that the teacher cannot accept those behavior. The fourth intervention strategies is time out. This strategy refers to punishment given by the teacher in order to make them stop doing misbehavior such as excluding students from class activities, asking students to put their heads on the table, or sending them to time-out room. The last intervention strategies is giving severe punishment. Severe punishment refers to a radical verbal



and corporal punishment. This strategy is the last choice because it may against the school policy and state law.

There are several approach in dealing with disruptive behavior in the classroom suggested by Marciniak (2015). The general approach recommended to teachers for dealing with students' misbehavior is the teacher should not ignore whatever the causes of students' misbehavior. The teacher may use the following approach to prevent students' misbehavior in the classroom; a) focus on the misbehavior, not the students who misbehave. When dealing with misbehavior, the teacher should not humiliate the students who misbehave in front of their friends. b) act immediately and as quiet as possible when a problem appears. If the teacher did not response immediately when the students do misbehave in the classroom, the students will think that the teacher does not care and they may go on to do misbehave. c) reprimand in private. It is not advisable to discuss about students' misbehavior in front of the class. The students will response better when the teacher give them reprimand in private or after the lesson. d) avoid rising voice. The teacher is not recommended to raise their voice or shouting when the class get so noisy because the students might become more louder than before. e) avoid anger. Sometimes, being calm is effective way to response students' misbehavior in the classroom than the one who easy to lose temper.

Furthermore, the teachers may use non-verbal technique in coping students' misbehavior. It is strongly recommended to use non-verbal technique before applying

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

verbal one. This technique including stop talking immediately, writing important information on the blackboard in very small letter. Those strategies will catches students' attention. Another technique are standing near to students, walking around the classroom, eye contact etc. When non-verbal technique seems not effective to stop students' misbehavior in the classroom, the teacher should apply verbal technique. The teacher can mention disruptive students' name to make them pay attention to the teacher and the lesson. Another technique the teacher may use is asking the students to repeat what the teacher said. The teacher also may change the activity such as singing and reciting poem together can be a good option to engage the students' attention in the class.

Walters and Frei (2007) also suggested strategies in coping with students' misbehavior in the classroom. In order to deal with serious student classroom interference, the teachers need structure. Structure does not mean rigidity. A kind structured method is a method that students know for sure what is expected of them, what behaviors are acceptable or unacceptable, what are the consequences for everyone misconduct, and each expected time frame behavior. Many teachers find their hardest student desire to be routine, because they may lack of life. Once the students are familiar with the daily work of the teacher, the problem only occurs when changes are made conventional. This gave a well-planned teacher more control his/her overall classroom management.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Negotiating can be used by the teachers as an approach to handle students' misbehavior. Consider negotiating with a struggling student. This is usually an unpopular word for teachers, but it does work with certain students. When something goes wrong, everyone want to feel a certain degree of verification and control, including students. Give them guidance and then let them choose what to do. Sometimes the teacher may need to adjust expect and negotiate with students to reach a consensus understanding, such as when and how it needs to be allocated carry out. When students have the opportunity to express their voices in the classroom, they share their decisions the production and construction of the knowledge being learned. Always calmly discuss which areas, such as content standard requirements, non-negotiable.

Otherwise, the teachers have to deal with problems quickly. In order to remind students of misbehavior, teachers often give a code to remind students that it is easy. Saying "focus" is a quick way to tell your child to stop daydreaming and start working. Through these reminders, it means that the teacher responded to the student's misbehavior soon, let the students perform well again.

Then, using direct language. Direct language is used because teachers can directly tell students that what they do will interfere with the teaching process. It can be used to specifically mention behaviors that the teacher wants to see or does not want to see. Don't rely on "knock that out" or "cut that out". It's best to say, "Put away your sharpener and read a chapter." 32 Therefore, directly reminding students



that they are doing well in class is one of the best strategies for solving problems quickly.

All teachers need to know where they draw the line working with students and deciding student misbehavior. Teacher should pay attention to school policies and plan when to send students to the principal, or even when to call the police. Remember, the bottom line is just that. It is for serious crimes. Teacher should never threaten these actions unless they are ready and willing to follow through.

Finally, follow up the question. Once the crisis occurs passed, please be sure to talk to the offending student. If possible, express some positive but make contact, even if it is neutral. With every problem, keeping logs is very important. This will be a teacher if problems arise in the future, more parties will be involved. In case the problem is serious, please make sure the administration know what happened and what the teacher did.

Deering (2011) presented the first impression is very important. From the first day of class, teachers should establish themselves as a leaders who are organized, prepared, capable, and ready to be responsible. This may means allocating extra time to prepare for the first day of classes to avoid feeling rushed or leaving balance. Manage the challenge to the class policy discussed on the first day in a respectful way. A firm tone will convey a message that limits will be set consistently throughout the semester. The teacher may use icebreaker in the first day of the class to make establish relaxed classroom atmosphere.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

A number of strategies reviewed by Sun (2015). The strategies commonly used by the teacher are punishment, praise, hinting, behavioral control and teacher care, after class talk, instructional interaction and referral.

Moreover, Kusumadewi, Adnyani & Pratiwi (2020) highlighted the used of effective command in dealing with students' misbehavior. Those command are Interrogation command, this command refers to a question given by the teacher to interrogate students why they do that kind of misbehavior; question command, this command refers to a command in the form of a question which aimed to response in a motoric way which aims at directing students' behavior; regular command, refers to a command that stated directly in the form of imperative statement; indirect command, give suggestions or options about something in order to stop ongoing disruptive behavior done by students; stop command refers to a command given to the students by using word "stop" at the beginning of the command; don't command, this command has the same with top comment. The difference is this command use word "don't" at the beginning; negative command is a command which consists of command to stop ongoing behavior but usually avoiding words 'stop' and 'don't', for example, 'Silent!', and other command this command is a command which out of the categories mentioned above and sometimes consisting of two or more types of command.

There are no the best strategies in dealing with students' misbehavior because every teacher meet different students with different types of misbehavior. Definitely,



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

they need different strategies to deal with students' misbehavior. Yuan and Che (2012) stated that the teachers have to understand the sources before dealing with students' misbehavior, since misbehavior is the result from a large range of causes come from the environment such as the students themselves, classroom, school, community and the whole society. Therefore, the teachers will be able to decide appropriate strategies to deal with students' misbehavior. Yuan and Che then stressed that building a positive students-teachers relationship can effectively minimize the chances of the happening of student misbehavior, and also, it can solve the problem easier.

2.1.4 Investigating teachers' strategies in coping students' misbehavior

There are many kinds of strategies in coping with students' misbehavior found in literature. Here are several studies concerning about teachers' strategies in dealing with students' misbehavior and the method will be explained in this section. Hakim (2019) found two kind of strategies used by the teachers in coping with students' misbehavior in the seventh grade in MTs Negeri 2 Surakarta. There are verbal-intervention strategies; which involves asking questions, calling on students and praising peers. Uses of Logical Consequences such as reprimand. He investigated the problem by using observation and interview. The researcher observed every activity in the seventh grade at MTs Negeri 2 Surakarta and focus on English teachers' technique in controlling students who are misbehaving in class. Hereafter,



the researcher made the interview with English teacher in order to gain specific information.

Oliveira and Amandio (2013) conducted a study about teachers procedures related to students misbehavior in the physical education lesson. This study used observation to collect the data. The participant of this study involved 1050 students belonging to 48 classes of the 6th, 7th and 8th grades, randomly selected according to the schedule of the involved teachers. The teachers attribute that external factors such as students' personal characteristics, rudeness and parent alienation, problematic family environment become the most common causes of students' misbehavior in the classroom than the internal ones.

A recent study conducted by Sueb et.al (2020). They investigated excellent teachers' strategies in coping with students' misbehavior in Malaysia. The participants of this study were nine excellent teachers from nine different school districts in Malaysia. The participant selected by using purposive sampling. The data collecting technique used in this study was semi-structure in-depth interview. This study found that there are three categories of excellent teachers' strategies into three categories. The first category is preparation and activities. The second category is interaction, and the last category is the presentation of treatment.

In 2017, Rusman has conducted a study about English teachers' technique in controlling students' misbehavior in the classroom at SMP Sukasada. This study used qualitative approach. The data was collected through observation, video recording,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

note taking, and interview guidance. She found that the most strategies used by the teachers are reprimand and pre-empting pupil misbehavior. Wedhanti (2017) found the same strategies used by English teachers in coping with students' misbehavior at SMK Negeri 3 Singaraja. The strategy is pre-empting misbehavior. In order to preempt pupil misbehavior, the teacher used some strategies like make eye contact, target your questions, use proximity, and give academic help. Besides, she also give punishment if they dis misbehave repeatedly. The data were collected by observation and interview.

Puspitaloka and Syafitri (2019) conducted a study related to students' misbehavior in English lesson. This study conducted at elementary school in Karawang. This study used qualitative approach. The instrument of the research used were observation and interview. There were 22 participants involved in this study. They were 20 students and two English teachers.

The result of the study found three kinds of students' misbehavior, namely: in-attention; daydreaming, doodling and looking at the window. Disruption; talking with friends, laughing in-inappropriately and shouting out during instruction; Annoying others; for examples provoking, teasing, and calling names.

Moreover, the factor of students' misbehavior and teachers' strategies also investigated in this study. The factor of students' misbehavior found in this study divided into internal and external factor. Internal factor including students itself, for



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

instances: attention seeking and learning difficulties. On the other hand, external factor including from the teacher and society.

Herafter, Debreli and Ishanova (2019) also conducted a qualitative research to investigate the types of students' misbehavior in foreign language classroom. His study involved 44 foreign language teachers of English who were working in the English preparatory schools of three universities in Northern Cyprus. The research instruments chosen for this study were semi-structured interviews and naturalistic observations. Students' misbehavior found in this study are using mobile phone, using mother tongue, lack of willingness to study as part of low motivation, and excessive talking, and asking irrelevant questions. The most common strategies used by English teachers to avoid students' misbehavior were using classroom rules, no punishment, body language, increasing volume and being positive.

Based on the explanation above, most of the study used observation and interview to collect the data, since the purpose of those studies is to explore students' misbehavior and teachers' strategies. Observation was used to collect the data from participant. According to Debreli and Ishanova (2019) "This type of observation method allows researchers to observe participants in their natural environment, in this case, the classroom. One of this instrument's strengths is its greater validity compared with other observation types, since observing participants in their natural context can reveal more realistic data". Where interview chosen because the researcher can



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

collect more specific information. Hakim, (2019) explained that “The interview also aims to support the results of observations in the classroom”.

In addition, Paris, Mahmud & Salija (2019) have conducted a descriptive qualitative study to identify the types of students’ misbehavior, the causes of students’ misbehavior and how does the teachers solve the types and the causes of students’ misbehavior in the classroom. This study conducted at SMA Tut Wuri Handayani Makassar. The participants were chosen through purposive sampling. They were 17 students of XI IPA and 1 English teacher of SMA Tut Wuri Handayani Makassar. Observation checklist and interview obtained to collect the data. The researcher listed the types of students’ misbehavior based on its frequency and the accumulation of students’ number who performed the misbehaviors. The types of students’ misbehavior found in this study are moving seat without permission, using mobile phone during lesson, talking out of turn, making noises, eating in the class, not actively involved/ participated, untidiness, clowning, doing irrelevant activities, distracting classmates and sleeping in the class.

The causes of students’ misbehavior found in this study were environmental factors, family (poor parenting), poor teaching and curriculum. Furthermore, to deal with those students misbehavior, the teacher tend to remind the students about the consequences of their negative behavior.

A case study of students’ disruptive behavior in English class has been conducted by Andriawan, Marbun & Supardi (n.d). This study investigate the types



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

of students' disruptive behavior and the cause of students' disruptive behavior. The data collecting technique used in this study were observation, interview and document observation. The result of this study reveal that there are two observable students' misbehavior in this class. They are talking without permission and attention seeking. The causes of these disruptive behavior were the students feel boring, the students are lack of motivation in learning and lack of attention by the teacher.

2.1.5 The development of students' behavior in the classroom

The term development has various meaning to different people and can be explained in different context. According to Seers (1972) development defined as the condition for realization of the human personality. In this study, development refers to a process of changes in students' behavior context. Joshi et.al (2012) stated that the notion that behavior is learned student's behaviors are shaped by the expectations and examples provided by important adults like parents and teachers in their lives and by their peers. Accepting responsibility for the behavioral learning of all students is a natural extension of the responsibility for the academic learning of all students that general education teachers exercise with such purpose every day. Factors affecting Student's behavior include socioeconomic status, number of students in the grade, gender, parental education, type of school attended and academic ability.

Joshi (2012) also explained that a combination of nature and nurture may make some students more likely to develop behavioral problems. Young children who had both a stressful home life and an exaggerated nervous system response to



stress were more likely than their peers to develop behavioral problems over the next six years. In the case of students who are surrounded by stressful conditions and have a stronger physiological response to stress, the combination may set them on a course toward an "under controlled" personality. Students of secondary schools students with this personality type have difficulty adapting their behavior to different circumstances, tend to be plagued by negative emotions, and often have behavioral problems such as fighting with their classmates.

Objectionable behavior is usually diagnosed when a student has a persistent or consistent pattern of disobedience and hostility toward parents, teachers, or other adults. The primary behavioral difficulty is the consistent pattern of refusing to follow commands or requests by adults. Students with objectionable behavior often are stubborn test limits and push boundaries and they easily become annoyed. Prater (1991) argued that the criteria for objectionable behavior are met only when the problem behaviors occur more frequently in the student than in other students of the same age and developmental level. These behaviors cause significant difficulties with family and friends, and the oppositional behaviors are the same both at home and in school. Sometimes, objectionable behavior may be a precursor of a conduct disorder. Moreover, Schloss et.al (1994) stated that family instability, including economic stress, parental mental illness, harshly punitive behaviors, inconsistent parenting practices, multiple moves, and divorce may also contribute to the development of oppositional and defiant behaviors.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Rosenbaum and Drabman (1979) to understand the very cause of behavioral problems, it is important to study specific behavior a student exhibits, its effects on learning, and when, where, and how often it occurs. This information can provide important clues to the underlying purpose of the problem behavior and a foundation for developing effective approaches to mitigate it. Many times classroom conditions or activities if changed or modified can influence the frequency or intensity of problem behaviors. If the teacher understands the behavioral hot spots in the classroom in terms of timing, setting, and instructional activities, they can proactively develop class wide and individual student strategies. It is evident that a change in instructional groupings, the seating plan, or the order or pace of reading proved instrumental to reduce the contribution of these classroom factors to students' problem behaviors.

In many cases students' failure to meet behavioral expectations reflects deficits in specific social or behavioral skills. In such a case explicit instruction can help students overcome some academic deficits in addition to this it can help students learn the positive behaviors and skills they are expected to exhibit at school. It has been observed that it is very difficult for a teacher at one time or another to remedy an individual student's behavior problem that is not responsive to preventative efforts. The success of a behavioral intervention hinges on identifying the specific conditions that prompt and reinforce the problem behavior. For this it is necessary to analyze the behavior's antecedents and consequences. It can be done by careful observation of the



conditions in which the problem behavior is likely to occur and not occur. This information can be used to tailor effective and efficient intervention strategies that respond to the needs of the individual student within the classroom context.

2.2 Related studies

A number of studies have been conducted related to the strategies dealing with students' misbehavior in the classroom. Among such studies was Ozben (2010) conducted the study about teachers' strategies to cope with students' misbehavior. This study shows that there were significant differences in misbehaviors in terms of the gender of the teachers, their experience, and their coping strategies. The students tend to do verbal and physical aggressive acts when they have female teachers, while male teachers have the student misbehaviors such as avoiding the responsibility and dealing with the other things than the lesson. Teachers' coping strategies are warning, ignoring, using an eye contact, changing the lesson plans, asking questions, having a talk with the student in person, talking to the parents, cooperating with the student, rewarding the model behavior and praising and giving responsibility to the learners. All of these strategies show differences regarding the gender and experience of the teachers.

A study about assessment of students' misbehavior and coping strategies in Shashemene Secondary School has been conducted by Mekuria (2012). This study revealed that the most frequent misbehavior found were tardiness, absenteeism (truancy), and disturbing in the classroom like talking without permission, use cell

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



phone, etc. The causes of those misbehavior were identified as lack of parental support, lack of interest and negative attitude, imbalance between the number of students and the school capacity, teacher's failure to integrate methods and contents with abilities and needs of learners, and lack of administrative support/lack of follow-up towards ensuring and/or maximizing student discipline. To deal with those students' misbehavior, the school applied MoE guideline and warning is found as commonly applied coping strategies in this study. Furthermore, meaningful engagement of stakeholders, assignment of professional for counseling, strong collaboration with parents and corporal punishment were seldom implemented as penalty against student misbehavior.

Furthermore, Cimen and Cepik-Kiris (2015) conduct the study about Pre-service EFL teachers' perception of and strategies in dealing with students' misbehavior. The data indicated that pre-service EFL teachers' perceptions of misbehavior mostly consist of disrespectful behaviors towards the teacher and each other. Behaviors such as impoliteness towards both the teacher and other students, making fun of and disturbing each other, debating with each other are encountered mostly in the category of disrespectful behaviors. The most used strategy by pre-service teachers in this study to deal with misbehavior is attracting student attention by using different techniques. They also believe that mutual respect is a vital factor for effective classroom management.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Another relevant research was conducted by Debreli and Ishanova (2019).

This study investigated in foreign language classroom management: Types of student misbehavior and strategies adapted by the teachers in handling disruptive behavior. They revealed several common misbehavior, such as using mobile phone, using mother tongue, lack of willingness to study as part of low motivation, excessive talking, and asking irrelevant questions. The most strategies used by the teachers to avoid students' misbehavior are using classroom rules, no punishment, body language, increasing volume, and being positive.

Sun (2015) interviewed twelve teachers in Hongkong to examine their perception in handling students' misbehavior in the classroom. The result of this study shows that there are seven strategies used by the teacher in the classroom. Those strategies are rules-setting, hinting, directive statements, punishment, after class talks, relationship building, and instructional engagement. This strategies used by the teacher to control student behavior while nurturing students' responsibility for managing one's behavior, to forge a good relationship conducive to cultivating student trust and positive behavioral changes, and engage the students in learning which in turn thwarts misbehavior.

A study of excellent teachers' strategies in managing students' misbehavior in the classroom was conducted by Sueb et.al. (2020). Participants of this study were nine excellent teachers or "Guru Cemerlang" from nine different schools. This study



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

investigated excellent teachers' strategies in coping with students' misbehavior in the classroom.

The results of the study categorized excellent teachers' strategies into three categories. The first category is preparation and activities. The second category is interaction, and the last category is the presentation of treatment. However, this study only focus on discuss the first category which pertain to preparation and activities that excellent teachers carried out in the classroom. This category has three sub-categories. They are recognized as early year preparation, conducive learning environment, and classroom activities. Teaching preparation is etiquette. The preparation and planning of teaching began as early as the beginning of the school year. At the beginning of the school year, English teachers stated that the early activities carried out in the classroom with students are very important because it may affect the classroom situation throughout the year, so English teacher must redouble its efforts at the beginning of the school year.

A recent study conducted by Vongvilay (2021). He investigates teachers' strategies in coping with students' misbehavior along with the types and the causes of students' misbehavior at Donedaeng Secondary School, Pathoumphone District, Champasak Province, Laos. This study involves three English teachers and 118 students in level 3. The data collecting technique used were observation and interview. The result of this study found that students' misbehavior occur in the classroom were class disruption, aggression and goofing off. The causes of students'



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

disruptive behaviors were environment around them, bad learning, and psychological needs (power, freedom and fun); the teacher's strategies to manage the students' disruptive behaviors were maximizing the attention, clarifying desired behaviors, legitimizing the behaviors, doing the unexpected, distracting the students, noticing appropriate behavior, and moving the students. The teachers have different strategies in coping with students' misbehavior and more active to manage their students' misbehavior.

In Indonesia context, there are several study conducted about student misbehavior. Among others was Rusman (2017) has conducted the study about teacher technique on controlling students' misbehavior in SMPN 1 Sukasada. The result of the study shows that there are eight types of students' misbehavior that occur in SMPN 1 Sukasada. Those types of misbehavior were inattention, apathy, needless talk, moving about the room, annoying others, disruption, stealing, and aggression and fighting. The most frequent misbehavior conducted by the students were disruption and needless talk, and the most strategies used by the teachers are reprimand and pre-empting pupil misbehavior.

Nikmah (2019) investigates teachers' classroom strategies towards students' misbehavior at SMK Antartika 1 Sidoarjo. This study revealed the types of students' misbehavior in the classroom, the causes of students' misbehavior in the classroom and how the teacher cope with students' misbehavior in English learning process. This study is a descriptive qualitative research. The data collected through



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

observation and interview. The participant of this study were an English teacher and the students of 10 grade of Mechanical Engineering Department. This study found six types of students' misbehavior in the classroom, namely inattention, disruptive talking, attention seeking, chronic avoidance of work, unruliness, and dishonesty. The causes of students' misbehavior found in this study were uninteresting teaching strategies, uninteresting material and unpleasant material. This factor make the students feel bored in the classroom and end up with doing things which are not related to the lesson. While, to deal with those students' misbehavior, the teacher used non-verbal intervention, verbal intervention and logical consequences strategies.

Another study about teachers' strategies in coping with students' misbehavior in Indonesia context conducted by Prasetyarini, Hikmat & Toyibi (2021). This study focus on the strategies implemented by English teacher in dealing with students' misbehavior. The aim of this study is to identify the discipline problem faced by teachers and describe the strategies implemented to deal with the problems. This study used qualitative approach. The data collection technique used were observation and interview. The participant of this study were high school teachers and students of 10 different background school in Java, Indonesia. The findings discover that the most common students' misbehavior faced by the teacher in the classroom were noisy classroom, wrong/incomplete attributes and unpunctuality. The strategies applied by the teachers to cope with the students were corrective, assertive, and preventive disciplines.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Mardiyah (2019) has conducted a study about teachers' strategies in handling students' misbehavior in English class of junior high school 22 Surabaya. Observation and interview used in this study to collect the data. There are several types of students' misbehavior found in this study, they are dealing with personal stuff, using electronic devices, drawing, calling out friends, having disruptive conversation or talking out of turn, teasing classmates, daydreaming, changing seats, clowning, playing, drinking and act passively. The strategies used by the teacher were direct language; the teacher tell exactly when the students do misbehave in the classroom, solve the problem quickly; reward and punishment and pre-empting.

Furthermore, a study of teachers' strategies in vocational school also conducted by Wulandari (2011). She investigates teachers' strategies in coping with students' misbehavior and teachers' difficulties in applying those strategies in the classroom. This study conducted at SMKN 11 Surabaya. The participants of this study were an English teacher and 29 students of the eleventh grade of the students in Wood Craft A Class at SMKN 11 Surabaya. There are three data collecting techniques used in this study, namely observation, interview and questionnaire. This study discover a number of students' misbehavior occur in the classroom. The students' disruptive behavior that disrupted the teacher while explaining the lesson; the students keep asking when the teacher explain the lesson, the students did not write quickly so that they often left behind, and the students keep talking with their friends during the class. The students' disruptive behavior that disrupted the teaching



and learning process; the students coming late, did not bring English book, did not want to open their book, passing notes, and mocking each other. The students' disruptive behavior that disrupted the other students; the students comb his hair in the class, mocking each other, throwing bottle to front the class, throwing a ball to other students, laid a fart during the lesson, throwing paper in the class and fanning his body by using text book. The students that were busy with their own self during teaching and learning process; using mobile phone, change their seat to other places, walking around the class, broke the school facilities, and not paying attention to the teacher. The students are talkative in the class; being noisy, make their own group discussion in the class, talkative, singing with strong voice and talk dirty.

The students do those misbehavior for several reasons. Wulandari stated that the cause of misbehavior in the classroom were their family and their environment. To deal with those misbehavior, the teacher used a number of strategies namely; refusing to response, sending a general signal, using name dropping, giving the eye, standing close by, using target stop do, going the distance, ceasing teaching temporarily, using one liners, asking a direct question and making recording

Another strategies such as teacher hit with board marker and throw the pen to the students who made some troubles in the class, the teacher confiscated the battery and SIM card of the students' mobile phone, and the teacher made some different questions in the students test. Teachers' strategies might be different because the

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



classroom situation is differ in each day, so the strategies depend on the classroom situation that teacher faced.

Another research conducted by Ratri (2016), she conducted a study about teachers' strategies in coping with students' misbehavior in elementary school. She found that there are 5 types of strategies used by the teacher in the classroom. These strategies are calling the students' name, talking to the whole class, coming to the students and advising directly, ignoring the behavior and reprimanding them using eye contact.

Furthermore, Hakim (2019) found similar result on his study, the study was about teachers' technique in controlling the students' misbehavior. The research findings shows that English teachers use two techniques to control students' misbehavior in the classroom. The first technique was Verbal-Intervention Strategies. English teachers only use three types of six types of techniques to control students' misbehavior in class. The technique were asking questions, calling on students and praising peers. The other strategies was the uses of logical consequences. English teachers use one type of two types of techniques to control students' misbehavior in the classroom.

Wedhanti (2017) has conducted the study of classroom students' misbehavior in the vocational school context. She explored the types and the strategies used by the teachers to cope with students' misbehavior. This study found several kinds of misbehavior such as inattention, apathy, needless talk, moving about the room,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

annoying others, disruption, lying, cheating, aggression and fighting and defiance of authority. To deal with those students' misbehavior, the teachers used pre-empting misbehavior and also give punishment if they dis misbehave repeatedly.

A study about handling students' destructive behavior from the perspective of child-friendly school has been conducted by (Diniaty, Mujahidin & Hasri, 2019). This study conducted at SMAN 5 Pekanbaru. This research was a quantitative-descriptive research. The data collected through questionnaires and interview. The participant of this study were 124 eleventh grade students and 5 teachers. The result of this study found that the teacher are required to educate, no punishing, in order to develop a model of child-friendly school. As for the destructive students' misbehavior found in this school are talking to friends when the teacher is giving explanation.

Moreover, Ningsih, Putra & Ramendra (2019) conducted a study entitled teacher's coping style strategy with misbehaving students. This research wa descriptive qualitative study. The result of this study discovers ten kinds of students' misbehavior in the classroom namely inattention, needless talk, moving about the room, annoying others, disruption, lying, stealing, sexual harassment, aggression and fighting and defiance of authority. The participant of this study were four English teachers who taught in Grade 5 at DS, a bilingual school in Denpasar.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

To deal with those misbehavior, this study found six types of teachers' coping style strategies used by the teachers. These strategies were hinting, reward and recognition, punishment, aggression, social problem solving and relaxation.

In addition to the study concerning teachers' strategies in dealing with students' misbehavior, Halimah, Fitriana & Ariyanti (2019) also conducted a case study in SMPN 26 Samarinda. This data collected by using classroom observation. The result of this study discover several strategies used by the teacher in coping with students' misbehavior in the classroom. Those strategies were ignoring, reminder in soft voice, calling on the student, public rule reminder, the look, facial expression, proximity and warning the consequence.

A recent study also conducted by Sumani, Lian & Fitriani (2020). This study investigated the types of students' misbehavior and teachers' prevention strategies at SD Negeri 6 Pulau Rimau. This study conducted by using qualitative approach. The participants were three teachers and two students' organization. The data collected by obtained observation, interview and documentation. This study found that there are five kinds of misbehavior done by the students in the classroom. There are saying rude and dirty sentences, scribbling on school walls with inappropriate writing, not doing assignments, not keeping the school clean and conflicting with friends and damaging facilities school.

In dealing with those misbehavior through struggle and countermeasures like making school rules and penalties for students who do misbehavior. The teacher also



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

taken prevention action such as giving advice and reprimand to remind the students so that they will not do the same misbehavior again. Next, the teacher taken repressive action. The aim of this action is to give guidance and direction as well as punishment to being able to discourage students. The last action is curative action. This is done by both of the teacher and the school to provide severe penalties to cooperate with the guardian's parents by calling to come to school.

Based on the discussion of previous studies on students' classroom misbehavior, most of them focus on the types of the misbehavior. Moreover, in Indonesia there only a few research of students' misbehavior conducted in vocational high school context. This study was conducted considering the importance of teachers' strategies in dealing with students' misbehavior in vocational high school context.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.3 Theoretical framework

By integrating theories and research findings discussed above, in this study, students' misbehavior can be conceptualized into the following theoretical framework.

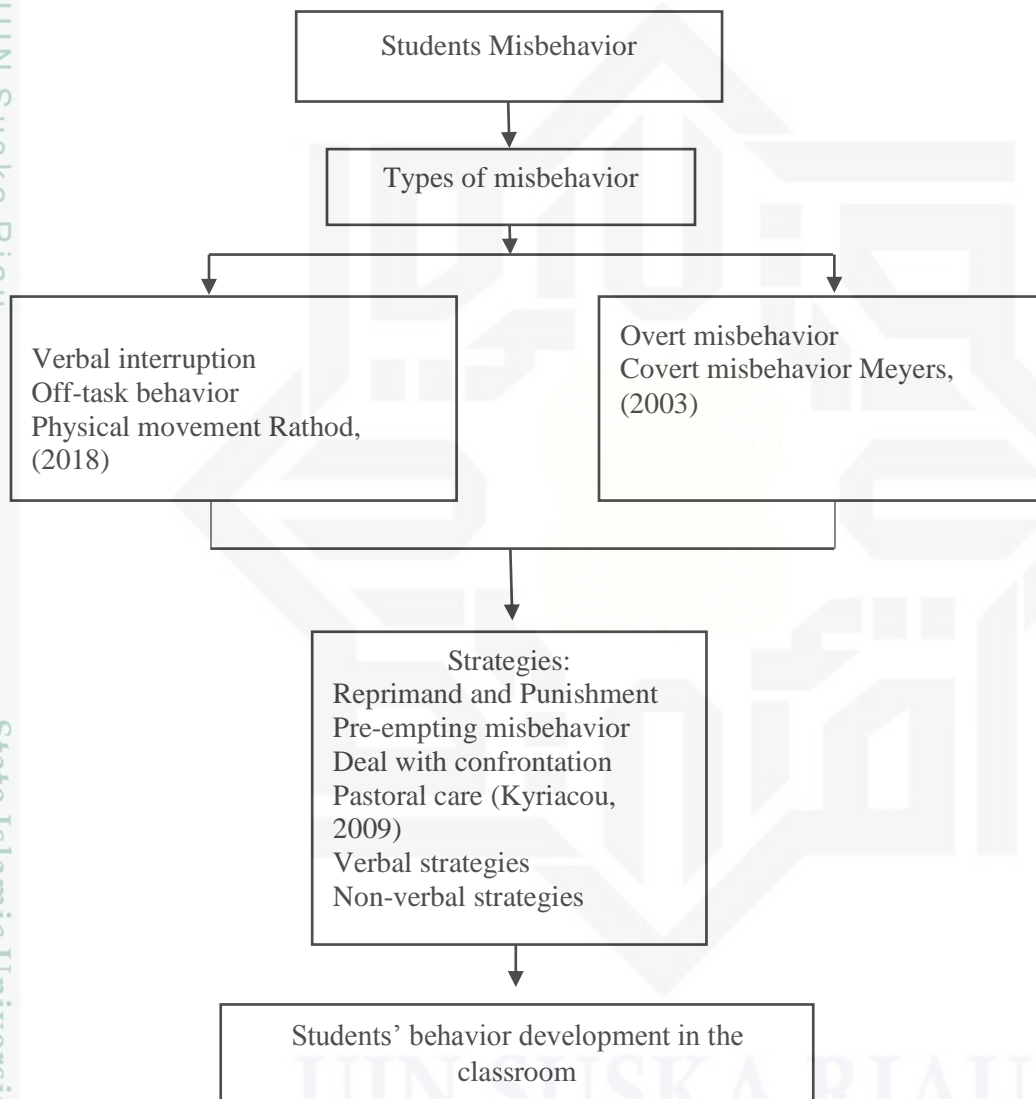


Figure 2.1 Theoretical frameworks of students' misbehavior



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The literature reviewed showed that a comprehensive understanding of students' misbehavior and teachers' strategies in coping with students' misbehavior in the classroom. The researcher reviewed relevant literature concerning students' misbehavior, the causes of students' misbehavior and teachers' strategies in coping with students' misbehavior in order to achieve such an understanding. The review was not only to explore the types of students' misbehavior but also teachers' strategies in coping with students' misbehavior in the classroom, to explore the reason why the teachers use the strategies and to see how was the students' behavior after the teachers apply the strategies.

Based on the schema above, students' misbehavior occur in the classroom due to several causes such as the environment and the students themselves. The teachers have to be able to cope this problem in order to achieve teaching and learning goals. There are a few strategies which can be used by English teachers in coping with students' misbehavior in the classroom in the literature. These are:

- a) Reprimand and punishment. This strategies refers to a kind of warning and an action given by the teachers to the students so that they do not perform behaviors which can interfere the teaching and learning process. (see Kyriacou, 2009)
- b) Pre-empting misbehavior. This strategies refers to the action or tricks done by the teachers as an efforts to prevent students' misbehavior. (see Kyriacou, 2009)


Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c) Dealing with confrontation. This strategies refers to teachers strategies in dealing with confrontation which might be occur between the teachers and the students in the classroom. (see Kyriacou, 2009)
- d) Pastoral care. This strategies refers to the treatment given by the teachers to the students which aims to understand the reason why the students do misbehave in the classroom. (see Kyriacou, 2009)
- e) Verbal strategies. This strategies refers to an action taken by the teachers to stop students' misbehavior by using words. (see Weinstein's, 1996 in Cimen and Cepik-Kiris, 2015)
- f) Non-verbal strategies. This strategies refers to an action taken by the teachers to stop students' misbehavior by using eye contact, body language, etc. (see Weinstein's, 1996 in Cimen and Cepik-Kiris, 2015)

These literature are important to be viewed as the reference in carrying out the study concerning the exploration of English teachers' strategies in coping with students' misbehavior in teaching and learning English.



CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

This study used case study research design with qualitative data. According to Creswell (2012) case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection. The object of this study is the teachers' strategies to cope with students' misbehavior. The researcher described about strategies used by the teacher to cope with students' misbehavior, the reason why the teachers choose those strategies and how was the students' misbehavior after the English teachers apply the strategies. The subject of this study are English teachers at SMK TARUNA SATRIA Pekanbaru.

3.2 The Research Site

This study conducted at SMK TARUNA SATRIA PEKANBARU which located at Jl. Delima No.5, Pekanbaru. This school were chosen with the considerations. First, the lack of the research conducted in vocational school context especially in Pekanbaru, Riau. Second, most of the students in this school consist of male rather than female. In line with general perception among teachers who said that male students tend to do misbehave in the classroom rather that female students. Finally, the school location near with the researcher's residence. It would make it easier in the process of conducting the research.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3.3 Participants

The researcher used purposeful sampling to decide the participants. As explained by Creswell (2012), in using purposeful sampling researchers select the participants on purpose to learn and understand the central phenomenon. On the other hand, the researcher selects the participants according to the need of information, the availability of the participants and the time of the research.

The participant of this study involved two English teachers and the ten grades students of SMK TARUNA SATRIA Pekanbaru. The total number of students are 85 students. They were thirty-three students (23 male and 10 female) of Computer Network Engineering Department 3 class, thirty three students (21 male and 12 female) of Computer Network Engineering Department 2 class and nineteen students (7 male and 12 female) of Accounting class. The English teachers are Mam E and Miss S. The researcher chose this class since the students in this class consist of more male students rather than female students.

3.4 Technique of Data Collection

In order to gain further information, the researcher used observation and interview to collect the data.

3.4.1 Observation

The technique used in this study was observation. This technique allows the researcher to observe both teachers and students in the classroom. Observation has two aims. First, to see the teachers' strategies in coping with students' misbehavior in



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the classroom and to see the development of students' behavior in their natural environment. Second, observation used to ensure and complement the data obtained from the interview that might not completely addressed the research questions. According to Creswell, (2012), there are three types of observational roles; role of a participant observer, role of a nonparticipant observer and changing observational roles. In this study, the researcher conducted the role of a Nonparticipant Observer. A nonparticipant observer is an observer who visits a side and records notes without becoming involved in the activities of the participants.

The general process of observation is outlined in the following steps:

1. Select a site to be observed that can give the information to understand the central phenomenon related to the study. The location of this study is SMK TARUNA SATTRIA Pekanbaru.
2. Obtained permission to access the site. The researcher asked the headmaster by submitting as application letter given by the university to do this research.
3. Asking permission to the teacher to observed teaching and learning process in the classroom.
4. The researcher did the non-participant observation, where the researcher come to the classroom without interruption in the teaching and learning process.
5. The researcher taking field notes
6. Thank the participants and inform them of the use of the data in this study.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The researcher took field-notes during the observation. The researcher observed how the teachers handle the students' misbehavior. For the students how they behave during teaching and learning process. For the teachers what are the strategies used by the teachers to cope with students' misbehavior which occur in the classroom. Thereupon, the researcher observed students' behavior development after the teachers apply the strategies.

The classroom observations were conducted six times in the classroom started from February, 3th 2021 to February, 18th 2021. Four times in X Computer Network Engineering 3 Class, one time in X Accounting Class and one time in X Computer Network Engineering 2 Class. Each classroom observation took 40 minutes. The observation schedule as follows.

Table 3.1
Observation Schedule

	Date	Day	Time	Place
1 st observation	February 3 rd 2021	Wednesday	11.30 am – 12.10 pm	X CNE 3
2 nd observation	February 4 th 2021	Thursday	10.50 am – 11.30 am	X CNE 3
3 rd observation	February 6 th 2021	Saturday	09.20 am – 10.00 am	X ACC
4 th observation	February 6 th 2021	Saturday	10.50 am – 11.30 am	X CNE 3
5 th observation	February 17 th 2021	Wednesday	11.30 am – 12.10 pm	X CNE 3
6 th observation	February 18 th 2021	Thursday	09.20 am – 10.00 am	X CNE 2



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3.4.2 Interview

In this study, the researcher used interview to gain the data in detail. The researcher performed the interview after the observation in order to avoid bias and maintain the authenticity of the data. Creswell, (2012), classify interview into four categories, there are one-on-one interview, focus group interview, telephone interviews and e-mail interviews. The researcher uses one-on-one interview. One-on-one interview is a data collection process in which the researcher asks the question to and records answer from only one participant in the study at a time.

As stated by Fraenkel and Wallen (1993), the purpose of interview was to find what was in their mind, what they think or how they feel about something. This technique was appropriate to collect the data from the teachers. A set of questions prepared by the researcher to lead the conversation during the interviews. All the interviews recorded with the permission taken from the interviewees. The researcher made an interview guide line to make questions in interview according to the topic concerning about teachers' strategies to cope with students' misbehavior and the reasons why the teacher use those strategies in teaching and learning process. The researcher used Bahasa to make the teacher comfortable and make them easy to convey their thoughts. The interview guideline for the teacher as follows:

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

Table 3.2
The interview guideline for the teacher

Focus area	The guidelines of interview questions
Students' attitude in learning English	a. Did the students take the lesson well? b. Did you ever found students' misbehavior in the classroom? c. What are they?
Teachers' strategies in coping with students' misbehavior	a. Did you use a certain strategy in coping with students' misbehavior? b. What strategies did you use in coping with students' misbehavior? c. Why did you use those strategies? d. Was those strategies affective in coping students' misbehavior?
The factor of students' misbehavior	a. Do you know the reason why students do misbehavior in the classroom? b. What are they?
Students' behavior development	How was the development of students' behavior in the classroom?

3.5 Data Analysis

In this study, the researcher used typological analysis. As LeCompte and Preissle, 1993; Miles and Huberman, 1984; Lofland, 1970 cited in (Cohen, Manion and Moprison, 2007) stated that, basically, typological analysis is the process of classification. Typologies are a group of phenomena that deputize subtypes of a more general set of categories. The data are put into groups, subsets, or categories based on a few clear criteria such as acts, behavior, meanings, the nature of participation, relationships, setting and activities. Descriptive codes then drawn together and put into subset. This process is considered as secondary coding. The researchers purposely have to collect all the data about how the participants handle a particular problem, what strategies are being used, sort and separate the variation between the



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ranges of strategies, classified these into set and subsets and provide it in the way of an ordered, named and numbered for the reader.

The researcher used several steps in analyze the data. The first step was transcribing. The researcher performed interview in Bahasa Indonesia, in order that the data also transcribed in Bahasa Indonesia without any addition and modification. The researcher converted the data collected from interview and observation into a text. All of the data will be served in a text transcription.

The second step was coding. In this step the researcher explored and coded the data. After read all of the transcriptions carefully, the researcher chose the most interesting, the shortest or the one on top of the pile. Consider the underlying meaning and write it down in the margin in two or three words, drawing a box around it. Then, identifying text segment, placing a bracket around them and assigning a code word or phrase that accurately describe the meaning of the text segment. After coding the entire text, make a list of all code words. Group similar codes and look for redundant codes. Reduce the list of codes to get five to seven themes or description of the setting or participants.

The third step was building the description and themes. Describing and developing themes from the data consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through description and thematic development.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The fourth step was interpreting the finding. From this reporting and representing of finding, the researcher make an interpretation of the meaning of the research. This interpretation consist of advancing personal views, making comparison between the finding and the literature, and suggesting limitations and future research.

The last step was validate the accuracy of the finding. According to Creswell, (2012) there are three kinds of primary forms typically used by qualitative researchers to validate their findings are triangulation, member checking and external audit. To check the accuracy of the research, the researcher will do the member checking. Creswell, (2012, p. 259) defines member checking as “a process in which the researcher asks one or more participants in the study to check the accuracy of the account”. The researcher ask the participants many aspects of the study in writing or in an interview to check the accuracy of the report.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion based on the data analysis about the teachers strategies in coping with students' misbehavior in learning English. This chapter also provide the implication and recommendation for the teacher, the school and the other researchers in the area of strategies in coping with students' misbehavior or other similar contexts.

5.1 Conclusion

Based on the findings and the discussion, the researcher draws the answer of the research questions related to English teachers' strategies in coping with students' misbehavior in learning English. There were nine types of students' misbehavior found in this study. The occurrence of students' misbehavior in this study classified into plenty comparing to the previous studies. Mekuria (2012) found only four types of students' misbehavior, Vongvilay (2021) found three types of students' misbehavior, Nikmah (2019) found six types of misbehavior, Prasetyarini et.al (2021) found three types of students' misbehavior in the classroom and Wulandari (2011) found only five types of misbehavior occur in the classroom.

To deal with those students' misbehavior, the teachers used several strategies. In general, the strategies used by English teachers in coping students' misbehavior at SMK Taruna Satria Pekanbaru were similar to the strategies which are



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

contained in the literature review. There were six types of strategies found in this study. Those were Verbal strategies, reprimand and punishment, non-verbal strategies, pre-empting misbehavior, dealing with confrontation, and pastoral care. The number of strategies used by English teachers in this school were limited compared to the previous studies. Sun (2015) found seven strategies used by English teacher, Wulandari (2011) found eleven types of teachers' strategies in coping students' misbehavior, and Halimah (2019) found eight types of strategies used by English teacher in coping students' misbehavior.

Each of English teacher has their own consideration in determining the strategies they used in coping students' misbehavior in the classroom. The strategies used by English teachers was depended on the type of students' misbehavior found in the classroom. The teachers use those strategies because the teachers wanted the students to stop doing misbehavior immediately, giving deterrent effect to the students, the teacher cannot handle the students because the classroom was very noisy, and to prevent students' misbehavior possibility in the classroom.

In this study, the researcher found that the development of students' behavior after English teacher apply the strategies in each class was different. The students in X CNE 3 class tend to ignore teachers' strategies. The students' misbehavior in this class was increase after the teacher apply the strategies. The students tend to recurring their misbehavior even though the teacher has apply her strategies to stop them.



Meanwhile, students' misbehavior in X CNE 2 and X Accounting class was decrease. The students show a change in their behavior after the teacher apply the strategies.

5.2 Implication and Recommendation

Based on the finding of this study, there are some recommendations that are useful for the teachers and the students. Firstly, the teachers are suggested to be clear with classroom rules in order to prevent students from doing misbehavior. The researcher expect that the teachers have to know about how to choose an appropriate strategies in dealing with students' misbehavior. The researcher also suggest the teachers to keep a good students-teachers relationship. Sometimes, the teachers also need to introspect themselves because the causes of students' misbehavior in the classroom can be from the teachers themselves.

Secondly, for the students, they are expected to eliminate their misbehavior in the classroom so they can receive the lesson well in order to increase their achievement. The students should pay attention to the teacher and have a good attitude. Besides, the students have to realize that the way they behave in the class will influence their learning achievement.

Finally, research on teachers' strategies in coping with students' misbehavior in vocational high school context is still an underexplored area. The exploration of the reasons why students' misbehavior always become the inevitable problems faced by the teacher. This is important and potential area for future research in teachers'

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Iptamilik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim

strategies which can be conducted with deeper analysis, more valid instruments, and varied groups of participants.

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

References

- Abel, M. H. & Sewell, J. (1999). *Stress and burnout in rural and urban secondary school teachers*. *Journal of Educational Research*, 92(5), 287.
- Ali, A.A., Dada, I.T., Isiaka, G.A., and Salmon, S.A., (2014). *Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State*. *Journal of Studies in Social Sciences* ISSN 2201-4624 Volume 8, Number 2, 2014, 254-287
- Altinel, Z and Cabaroglu, N, (2010). *Misbehaviour in efl Classes: Teachers' and Students' Perspectives*. *Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi*, Cilt 19, Sayı 2, 2010, Sayfa 99 – 119.
- Andriawan, R., Marbun, R., & Suoardi, I., (n.d). *Students' Disruptive Behavior in the English Class*.
- Ardi, H., (2020). *Factors Causing Students' Disruptive Behavior in Learning English: A Case Study*. *Journal*
 homepage:<https://journal.parahikma.ac.id/ijalparahikma/>
- Belle, L. J. (2017). *Factors that influence student behaviour in secondary schools*. *European journal of educational and development psychology*.Vol.5, No.5, pp.27-36, December 2017.
- Bayhan, G., & Dalgic, G, (2014). *Students' misbehavior, meta-analysis, classroom management*. *Cypriot journal of educational sciences*, 9(2), 101-116.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson Longman.
- Charles, C. M. (2007). *Preventing misbehavior: Taking proactive steps to prevent the occurrence of misbehavior in the classroom*. Retrieved from http://ptgmedia.pearsoncmg.com/imprint_downloads/merill_profesional/images/0205510701Charles_ch02_18-33.pdf
- Charles, C. M., & Senter, G. W. (2008). *Building classroom discipline (9th ed.)*. USA: Pearson Education, Inc.
- Cimen, S. S., and Cepik-Kiris, H., (2015). *Pre-service efl teachers' perceptions of and strategies in dealing with misbehavior*. *Educational Research Association The International Journal of Educational Researchers* 2015, 6 (3) : 43-49 ISSN: 1308-9501.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research method in education (6th ed)*. Roulledge Taylor and Francis Group. London and New York.
- Creswell, J. W. (2012). *Educational research planning, conducting, and evaluating quantitative and qualitative research (4th ed)*. University of Nebraska-Lincoln.
- Cruickshank, D. R., Jenkins, D. B., & Metcalf, K. K. (2009). *The act of teaching*. New York: McGraw-Hill.
- Cummings, Carol. 2000. *Winning Strategies for Classroom management*. Virginia: Teaching, Inc.
- Daniaty, A., Mujahidin, A., & Hasri, S, (2019). Handling Students' Behavior from the Perspective of Child-Friendly School (CFS).
- Debreli, E., and Ishanova, I., (2019). *Foreign language classroom management: types of students misbehaviour and strategies adapted by the teachers in handling disruptive behaviour*. Cogent education, 6:1, 1648629.
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing behavior problems in the elementary school classroom*. Washington, D. C: Institute of Educational Sciences. Retrieved September, 30 from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf
- Fajriah, (2017). *Improving teaching strategies through students' reflections*. Sukma: jurnal pendidikan, 1(2), 301-327.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education (4th ed.)*. Boston: McGraw-Hill.
- Ghazi, Khan and Gulap. (2013). *Types and causes of students' disruptive behavior in classroom at secondary level in Khyber Pakhtunkhwa, Pakistan*. American Journal of Educational Research. DOI: 10.12691/education-1-9-1
- Halimah, S, Fitriana, R & Ariyanti, (2019). *Teachers' Strategies in Responding Students' Minor Misbehavior (A Case Study In SMP Negeri 26 Samarinda)*. BORJU: Borneo Educational Journal. <https://jurnal.fkip-uwgm.ac.id/index.php/Borju/index> E-ISSN: Februari 2019, Vol. 1 No. 1
- Hakim, A., (2019). *English teacher's technique in controlling the students' misbehavior at seventh grade students of mts n 2 surakarta in the academic year 2018/2019*.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Henricson, L and Rydell, A.M, (2004). *Elementary School Children with Behavior Problems: Teacher-Child Relations and Self-Perception. A Prospective Study. Merrill-palmer quarterly*, vol. 50, no. 2

Kusumadewi, L, K, D., Adnyani, L, D S., & Pratiwi, N, P, A (2020). *Effective Commands to Overcome Students with Disruptive Behavior in the Classroom. ENGLISH FRANCA : Academic Journal of English Language and Education Vol.4, No.2, 2020, IAIN Curup P-ISSN2580-3670, E-ISSN2580-3689 DOI: <http://dx.doi.org/10.29240/ef.v4i2.1822>, Page 181-202*

Kyriacou, C. (2009). *Effective teaching in schools theory and practice (3rd ed)*. United Kingdom: Stanley Thornes.

Mardliyah, I. (2019). *Teachers' strategies in handling students' misbehavior in English class of junior high school 22 Surabaya*.

Marciniak, A., 2015. *Effective ways of dealing with discipline problems when teaching adolescent learners*. World Scientific News 1 (2015) 53-72.

Mekuria, A., T. (2012). *Assessment of students' misbehavior and coping strategies (in the case of shashemene secondary school)*. Addis Ababa University.

Ninhsih, Putra & Ramendra, (2019). *Teacher's coping style strategy with misbehaving students*. Lingua Scientia. P-ISSN: 0854 – 9125 E-ISSN: 2599 – 2678 Vol. 26 No. 1, June 2019

Oliveira, M. T. M. & Amândio, G. (2013). 2013. *Teachers procedures related to students misbehaviour in the physical education lesson*. Millenium, 45 (junho/dezembro). Pp. 9-24.

Oyetubo, O. & Olaiya, F. (2009). *Introduction to Educational Management*. Somolu: Mukugamm & Brother Ent.

Ozben, S., (2010). *Teachers' strategies to cope with student misbehavior*. Procedia - Social and Behavioral Sciences.

Paris, A. M., Mahmud, M., & Salija, K, (2019). *Students' Misbehaviors in English Classroom Learning Process*.

Puspitaloka, N., & Syafitri, I. K. (2019). *The analysis of student's misbehavior in learning english lesson*. 3 rd English Language and Literature International Conference (ELLiC) Proceedings – (ELLiC Proceedings Vol. 3, 2019)



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- Prasetyarini, A., Hikmat, M.H., & Thoyibi, M., (2021). *Strategies to Cope With Students' Discipline Problems in Senior High School*. Indonesian Journal on Learning and Advanced Education.
- Rathod, A., (2018). *Managing common misbehaviour problems of students*. International Journal of Advanced Educational Research. Volume 3; Issue 1; January 2018; Page No. 371-373
- Reed, D. F., and Kirkpatrick, C. (1998). *Disruptive students in the classroom: a review of the literature*. Virginia Commonwealth University.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press.
- Rusman, P. Y. F, (2017). *A descriptive study of the teacher's technique on controlling the students' misbehavior in smpn 1 sukasada*. International Journal of Language and Literature. Vol.1, No.1, February 2017.
- Salviana, Muslem, A, and Daud, B., (2018). *English student teachers' constraints during their teaching internship programs with the english department of fkip at unsyiah in aceh*. Syah Kala University, Banda Aceh.
- Sueb, Hashim, Hashim & Izam, (2020). *Excellent Teachers' Strategies in Managing Students' Misbehaviour in the Classroom*. Asian Journal of University Education (AJUE) Volume 16, Number 1, April 2020.
- Sumani, Lian, B., & Fitriani, Y, (2020). *Teacher's Strategies to Protect Misbehavior of Students*. International Journal of Educational Review. Volume 2, Issue 2, Year 2020
- Sun, R. C.F. & Shek, D. T.L. (2012). *Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions*. Hong Kong. The Scientific World Journal.
- Tiwari, G.N., & Panwar, H, (2014). *A Study On The Management Of Classroom Behaviour Problems At Secondary Level*. American Research Thoughts. Volume 1 | Issue 1 | November 2014
- Toshalis, E. (2015). *Emotionally healthy kids*. Retrieved from <http://www.asdc.org/publications/educational-leadership/oct15/vol73/num02/Five-Practices-That-Provoke-Misbehavior.aspx>

State Islamic University of Sultan Syarif Kasir



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- © Hak cipta milik UIN Suska Riau
- Trisnawati, E., Nurihsan, J., and Dahlan, T. H., (2019). *Apakah terdapat perbedaan perilaku mengganggu di kelas antara siswa laki-laki dan perempuan.* PSIKOLOGIKA: Jurnal Pemikiran dan Penelitian Psikologi. Volume 24 Nomor 1, Januari 2019: 1-12. DOI:10.20885/psikologi.vol24.iss1.art1
- Veradri, A., (2020). *Disruptive Behavior Managing the Challenge and Issues-a Case Study.* International Journal of Psychosocial Rehabilitation · May 2020
- Vongvilay, P. (2021). *Teachers' Strategies To Manage The Students' Disruptive Behaviors In English Class At Dondaeng Secondary School, Pathoumphone District, Champasak Province, Laos.* Thesis.
- Wedhanti, N.K, and Sasih, L.L, (2017). *An analysis of classroom students' misbehaviors in mechanical engineering department class of grade xi in smk negeri 3 singaraja.* Vol.1, No.1, February 2017.
- Wulandari, L, (2011). *Teacher's Strategies In Dealing With The Students' Disruptive Behavior In Teaching And Learning Process At The Eleventh Grade Of Smkn11 Surabaya.* Thesis.
- Yazlik, D.O. (2017). *Teacher and student views about the unwanted student behaviors in the mathematics courses.* Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.25, 2017
- Yuan, X and Che, L. (2012). *How to deal with student misbehavior in the classroom?.* journal of educational and developmental psychology. Vol.2, pp. 143-150.
- Yusoff, W.M.W., and Mansor, N., (2016). *The Effectiveness of Strategies Used by Teachers to Manage Disruptive Classroom Behaviors: A Case Study at a Religious School in Rawang, Selangor.* IUM JoUrnalof EdUcatIonal StUdIES, 4:1 (2016) : 133 – 150 Copyright © IIUM Press ISSN: 2289-8085
- Yoncalik, O. (2010). *Students' misbehavior in physical education lesson: a sample from Turkey.* Electronic Journal of Research in Education Psychology, 8(1), 59-86. Retrieved on February 15, 2016 from http://www.investigacionpsicopedagogica.org/revista/articulos/20/english/Art_20_359.pdf

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 1**INTERVIEW QUESTION**

I will ask you several questions related to the strategies that you use in coping with students' misbehavior in teaching and learning English.

1. The first question is how was students' attitude in the classroom?
 - a. Did the students take the lesson well?
 - b. Did you ever found students' misbehavior in the classroom?
 - c. What are they?
2. How did you cope with students' misbehavior?
 - a. Did you use a certain strategy in coping with students' misbehavior?
 - b. What strategies did you use in coping with students' misbehavior?
 - c. Why did you use those strategies?
 - d. Was those strategies affective in coping students' misbehavior?
3. Do you know the reason why students do misbehavior in the classroom? What are they?
4. How was the development of students' behavior in the classroom?



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 1

PERTANYAAN INTERVIEW

Saya akan menanyakan beberapa pertanyaan terkait strategi yang anda gunakan dalam menghadapi sikap siswa dalam proses pembelajaran Bahasa Inggris.

- 1) Yang pertama bagaimana sikap siswa di kelas selama mengikuti pelajaran bahasa Inggris?
 - a. Apakah siswa mengikuti pelajaran bahasa Inggris dengan baik?
 - b. Selama anda mengajar di kelas ini, apakah anda sering menemukan sikap siswa yang mengganggu proses pembelajaran?
 - c. Apa saja contoh sikap tersebut?
- 2) Bagaimana cara anda menghadapi sikap siswa yang mengganggu proses pembelajaran?
 - a. Apakah anda menggunakan strategi tertentu dalam menghadapi perilaku siswa?
 - b. Apa saja strategi yang anda gunakan?
 - c. Apakah strategi tersebut efektif untuk menhandel perilaku siswa?
 - d. Bagaimana cara anda menentukan strategi yang sesuai dan efektif untuk menghadapi perilaku siswa tersebut? (alasan guru memilih strategi)
 - e. Menurut anda strategi apa yang paling efektif dalam menghadapi perilaku siswa anda dikelas?



- 3) Apakah anda mengetahui factor yang menyebabkan siswa berperilaku tidak baik di dalam kelas? Apa saja factor tersebut?
- 4) Bagaimana perkembangan perilaku siswa di dalam kelas setelah anda menerapkan strategi tersebut?

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU



APPENDIX 2

CLASSROOM OBSERVATION PROTOCOL

Part 1. Background Information

Observer:

Observation date:

Observation start time:

Length of the observation:

Observation end time:

School name:

Class:

Teacher name:

Time	Classroom activities	Teachers' strategies

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim



CLASSROOM OBSERVATION PROTOCOL

Observer: Hemniati

Observation date: February 3rd 2021

Observation start time: 11.30 am

Length of the observation: 40 minutes

Observation end time: 12.10 pm

School name: SMK TARUNA SATRIA

Class: X CNE 3

Teacher name: Miss S

Time	Classroom activities	Teachers' strategies
11.32	The students greeted the teacher	
11.35	The teacher check students attendant list	
11.37	The student did not bring the dictionary	
11.40	The teacher asked the student who did not bring the dictionary to stand up in front of the class and make an agreement letter	Punishment
11.47	The teacher delivered the lesson about recount text	
	The teacher asked the students to read aloud	
11.58	The teacher and the students answer the question together	
11.59	The student chatting with their friends	
	The teacher calling on students' name	Verbal strategies
11.59	Day dreaming	
12.00	Sleeping	
	The teacher come to the student and wake him up	Verbal strategies
12.05		
	The teacher dismissed the class	
12.10		

Hak Cipta Dilindungi Undang-Undang

© Hak cipta dilindungi undang-undang. UIN Suska Riau, University of Sultan Syarif Kasirin

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CLASSROOM OBSERVATION PROTOCOL

Observer: Hemniati

Observation date: February 4th 2021

Observation start time: 10.50 am

Length of the observation: 40 minutes

Observation end time: 11.30 am

School name: SMK TARUNA SATRIA

Class: X CNE 3

Teacher name: Miss S

Time	Classroom activities	Teachers' strategies
10.50	The students greeted the teacher	
10.52	The teacher checked students' attendant list	
10.55	The teacher give a games before starts the lesson	
11.00	The teacher reminded the students about previous lesson	
11.05	The teacher made a group discussion	
11.10	Using mobile phone in the classroom	
11.12	The teacher remind students about the rule "no phone in the classroom"	Reprimand
11.15	Chatting with friends	
11.16	Calling on students' name	Verbal strategies
11.25	Being noisy	
11.26	The teacher asked the students to listen up	Verbal strategies
11.30	The teacher dismissed the class	

Hak Cipta Dilindungi Undang-Undang

© Hak cipta dilindungi undang-undang. UIN Suska Riau State Islamic University of Sultan Syarif Kasim

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CLASSROOM OBSERVATION PROTOCOL

Observer: Hemniati

Observation date: February 6th 2021

Observation start time: 09.20 am

Length of the observation: 40 minutes

Observation end time: 10.00 am

School name: SMK TARUNA SATRIA

Class: X Accounting

Teacher name: Mam E

Time	Classroom activities	Teachers' strategies
09.20	The students greeted the teacher	
	The teacher checked students' attendant list	
09.25	The teacher start the lesson about recount text	
09.30	The teacher asked the students to read aloud an article	
09.35	Using mobile phone	
09.36	The students identified verb and generic structure of the article	
09.40	Asked the students to switch of their phone	Reprimand
09.42	The teacher gave a task based on subject matter	
09.50	Talking with each other	
09.51	Calling students' name	Verbal strategies
10.00	The teacher and the students conclude the lesson before dismissed the class	

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

the Islamic University of Sultan Syarif Kasim

UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CLASSROOM OBSERVATION PROTOCOL

Observer: Hemniati

Observation date: February 6th 2021

Observation start time: 10.50 am

Length of the observation: 40 minutes

Observation end time: 11.30 am

School name: SMK TARUNA SATRIA

Class: X CNE 3

Teacher name: Miss S

Time	Classroom activities	Teachers' strategies
10.50	The students greeted the teacher The teacher checked students' attendant list	
10.55	The students back to group discussion	
10.58	Not participate in group discussion	
11.05	Day dreaming	
11.07	The teacher walking around the class to check students' progression	Pre-empting misbehavior
11.10	Using mobile phone	
11.12	Taking student's phone	Punishment
11.20	Playing guitar	
11.21	Giving caution	Reprimand
11.25	Taking the guitar	Punishment
11.28	The teacher gave task to the students for the next meeting	
11.30	The teacher dismissed the class	

Hak Cipta Dilindungi Undang-Undang

© Hak cipta ini dilindungi undang-undang. UIN Suska Riau, The Islamic University of Sultan Syarif Kasim

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CLASSROOM OBSERVATION PROTOCOL

Observer: Hemniati

Observation date: February 17th 2021

Observation start time: 11.30 am

Length of the observation: 40 minutes

Observation end time: 12.10 pm

School name: SMK TARUNA SATRIA

Class: X CNE 3

Teacher name: Miss S

Time	Classroom activities	Teachers' strategies
11.30	The students greeted the teacher	
	The teacher checked students' attendant list	
11.35	Did not bring the dictionary	
11.36	The teacher asked the student who did not bring the dictionary to stand up in front of the class	Punishment
11.38	They continue the previous lesson about recount text	
11.40	Sleeping	
11.40	Being noisy	
11.42	The teacher try to get students' attention by being quiet for a while in the class	Non-verbal strategies
11.45	The students asked to write a recount text	
11.47	Not paying attention	
11.47	The teacher say "hi" to get students' attention	Verbal strategies Pre-empting misbehavior
11.47	Using mobile phone	Verbal strategies
11.48	Walking around the classroom	
11.49	Called on students' name	
12.00	The students collect their task	
12.10	The teacher dismissed the class	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta Dilindungi Undang-Undang UIN Suska Riau State Islamic University of Sultan Syarif Kasim

UIN SUSKA RIAU



CLASSROOM OBSERVATION PROTOCOL

Observer: Hemniati

Observation date: February 18th 2021

Observation start time: 09.20 am

Length of the observation: 40 minutes

Observation end time: 10.10 am

School name: SMK TARUNA SATRIA

Class: X CNE 2

Time	Classroom activities	Teachers' strategies	
09.20	The students greeted the teacher	Non-verbal strategies	
09.25	The teacher checked students' attendant list		
09.27	The teacher start the lesson about recount text		
09.35	The teacher asked the students to read aloud an article		
09.40	The students talking to each other		
09.42	Engaged the students to participate in the lesson		
09.45	The students identified verb and generic structure of the article		
09.50	The teacher gave a task based on subject matter		
10.01	The students used mobile phone		Verbal strategies
10.10	The teacher called on students' name The teacher and the students conclude the lesson before dismissed the class		

Teacher name: Mam E

Hak Cipta Dilindungi Undang-Undang

© Hak cipta ini dilindungi undang-undang

State Islamic University of Sultan Syarif Kasim

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 3

The transcript of the interview of the teacher

Interviewer : Hemniati

Interviewee : Mam E

Date : Thursday, February 18th 2021

H: Assalamualaikum warahmatullahiwabarakatuh

E: Waalaikumsalam warahmatullahiwabarakatuh

H: Bagaimana kabarnya Mam?

E: Alhamdulillah sehat

H: Alhamdulillah, oke baik langsung saja ya Mam..dalam kesempatan ini saya mau menanyakan beberapa pertanyaan terkait dengan strategi guru dalam menghadapi perilaku siswa di kelas selama proses pembelajaran berlangsung.

E: Iyaa silahkan..

H: Untuk pertanyaan pembuka saya ingin menanyakan bagaimana sikap siswa di kelas selama mengikuti pelajaran Bahasa inggris?

E: Ini secara umum ya, secara umum dari seluruh kelas yang saya pegang kelas satu itu lumayan aktif mereka. Lumayan aktif belajar, lumayan bias mengikuti pelajaran dengan baik walaupun disana-sini masih ada sedikit gangguan keterbatasan, ee...



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

didalam hal daya tangkap mereka dan dalam background knowledge yang mereka punya sebelumnya.

H: Ok, bagaimana dengan motivasi mereka dan partisipasi mereka didalam mengikuti seluruh kegiatan pembelajaran?

E: Sebenarnya kalau untuk partisipasinya beberapa sih bagus tergantung bagaimana mood mereka saat itu, pelajaran apa yang mendasari mereka sebelum pelajaran Bahasa Inggris ini gitu. Jadi banyak hal yang sebenarnya menjadi factor lain ya. Factor lain yang membuat mereka...andai kata itu dijam pertama mereka akan sangat aktif sekali kan masih segar pikirannya, tapi kalau sudah diujung-ujung pelajaran...jam-jam mau pulang itu banyak sekali gangguan-gangguan sebenarnya gitu. Jadi bagaimana cara kita menghendel kelas dan materi yang kita sampaikan aja nanti.

H: Selama Mam mengajar, apakah Mam sering menemukan perilaku perilaku siswa yang mungkin tidak sesuai dengan aturan, baik itu aturan di kelas, aturan di sekolah atau bahkan yang sering mengganggu proses berlangsungnya pembelajaran?

E: Yang paling sering itu sebenarnya adalah penggunaan gadget. Nah, gadget ini yang sangat mengganggu sebenarnya, tapi tidak selalu mengganggu ya kadang-kadang saya juga membolehkan siswa untuk menggunakan gadgetnya andai kata ada materi yang harus dicari di internet gitu ya..itu sangat membantu. Tapi kadang-kadang mereka sudah terkontaminasi dengan game-game online itu makanya kadang-



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Kadang fokusnya pecah pas pelajaran. Makanya saya kadang suka sidak, ee...hp anak-anak itu ketika saya masuk sudah menyiapkan kelas dan memulai materi pelajaran saya langsung nyuruh anak meletakkan hp di depan mejanya masing-masing. Habis itu saya jalan saya ambil hp nya saya kumpulkan di meja saya. Jadi, untuk mengurangi terpecahnya konsentrasi mereka sebenarnya saya tahan hp nya. Setelah hp nya ditahan, maka eee...akan ada bedanya dengan ketika hp nya tidak ditahan dengan ketika hp nya ditahan, fokusnya.

H: Selain itu apakah ada lagi perilaku siswa yang mengganggu proses pembelajaran?

E: Yaa ada juga beberapa perilaku mereka yang kadang mengganggu seperti ada beberapa siswa yang suka bercerita dengan temannya ketika pelajaran berlangsung walaupun tidak semua yah hanya beberapa siswa saja dan juga ada yang tidak mencatat pelajaran yang diajarkan. Paling yang begitu sih yang sering saya temukan ketika mengajar di kelas.

H: Ok, selain itu apakah Mam pernah menemui perilaku siswa yang bisa dikategorikan agak lebih berat seperti berkelahi atau bahkan sampai merusak fasilitas sekolah?

E: Hmm enggak, alhamdulillah di sini kan kita ee...sudah dididik dan mereka tau kan kalau awal masuk taruna itu mereka seperti apa? dibina oleh siapa? Gitu. Jadi, kalau sampai seperti itu sejauh ini saya belum pernah. Yang untuk tahun ini apa lagi



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ya karna kita masih ada yang tatap muka, ada yang daring. Sejauh ini masih belum, tapi selama saya mengajar yang paling saya yang..kalau perkelahian antar mereka itu jarang sekali. Cuma ada satu hal yang buat saya dulu ee..perilaku siswa itu sampai menjawab saya ketika saya bertanya dia menjawab saya itu pakai angkat kaki keatas. Bukan tangan lagi kalau tangan kiri kan masih bias ditolerir ya, ini angkat kaki loh keatas dia jungkir entah bagaimana ceritanya. Nah itu yang baru saya proses sampai ke Pembina ketarunaannya.

H: Hmm begitu, jadi dari semua perilaku yang pernah Mam temui, strategi yang sering Mam gunakan itu strategi apa?

E: Hmm, pendekatan sebenarnya. Saya bertanya dulu kenapa si anak ini melakukan itu? Gitu. Yakan .kalau memang dia tidak mengerti dengan Bahasa halusnya kebetulan waktu itu dia gak ngerti dengan Bahasa halus saya. Makanya karna dia tidak mengerti dengan Bahasa halus saya, saya harus kembalikan ke pihak sekolah lagi kan. Kalau memang tidak bias dihandle di kelas karna ini memang agak bebal sedikit kita bawa dia ke pihak sekolah dan ketarunaannya.

H: Untuk masalah perilaku yang lain bagaimana Mam?

E: Untuk yang lain itu biasa nya yang saya temukan seperti siswa yang suka bercerita di kelas ya. Kadang ketika temannya lagi focus belajar eh ada yang ngajak ngobrol gitu. Itu biasanya saya tegur dengan cara manggil nama nya dan saya kasih pertanyaan, jadi dia otomatis akan melihat ke kita dan akan berhenti ngobrol.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

H: Kenapa Mam memilih strategi pendekatan untuk mengatasi masalah ini?

E: Karna kita sebagai guru harus tau dulu mengapa mereka bisa bersikap seperti itu? Tentu pasti ada sebabnya kan? Setelah itu baru kita bisa memutuskan apa yang harus kita lakukan untuk menolong anak ini gitu.

H: Berarti kembali ke faktornya ya Mam?

E: Iya iyaa..

H: Sejauh ini apa factor yang paling sering Mam temukan yang menjadi sebab kenapa mereka berperilaku seperti itu?

E: Kalau berperilaku seperti contoh tadi ya, itu kayaknya karna latar belakang background nya family nya. Hmm keluarga. Anak itu kurang diperhatikan oleh ayah ibunya. Mungkin karna factor mereka orang tuanya terlalu sibuk bekerja jadi tidak memantau anaknya makanya anaknya merasa mencari ee..apa ya? Mencari perhatian di tempat lain.

H: Pendekatan yang Mam lakukan itu contohnya seperti apa? Apakah langsung kepada anak atau siswanya?

E: Hmmm, saya kembalikan ke wali kelasnya. Kita cari wali kelasnya siapa dan mencari tau anak ini sebenarnya kenapa? Maka dari wali kelas kan punya data-data siswanya, punya data orang tuanya, bagaimana background keluarganya. Ketika saya



timpali lah pelajarann itu, kita buka sedikit coki mereka biar teman-temannya ketawa lagi bias aktif lagi. Seperti itu.

H: Baik. Kebanyakan siswa yang Mam ajar kebanyakan laki-laki ya Mam?

E: Kalau untuk MOM sih iya, kalau TKJ sudah hampir seimbang.

H: Jumlah siswa di dalam kelas juga ramai ya Mam?

E: Kalau untuk TKJ lumayan. TKJ sampai tiga puluhan ada. Tapi kalau untuk yang akutansi, MM itu palingan dua puluhan lah.

H: Sejauh ini yang lebih sering melakukan perilaku yang tidak sesuai itu siswa laki-laki atau perempuan Mam?

E: Laki-laki. Laki-laki memang lebih aktif ya. Sedangkan perempuan lebih manut, lebih ngikut dan lebih pendiam.

H: Baik Mam, untuk pertanyaan penutup..bagaimana perkembangan perilaku siswa setelah Mam menerapkan strategi-strategi yang telah Mam sebutkan tadi?

E: Sedikit banyaknya mereka menaruh cerita ke kita. Dia bisa menganggap kita sebagai teman dan bisa menganggap kita sebagai guru tapi dalam porsi sewajarnya. Nah dalam porsi yang wajar mereka juga tau kapan menganggap kita sebagai guru, kapan menganggap kita sebagai temannya. Nah kita juga harus bisa batasi diri ni. Batasan apa saja yang harus kita tau dari anak-anak itu, yang kita harus korek dari anak-anak itu. Setelah menerapkan strategi itu ke anak-anak mereka bisa kok , oh ini

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

guruku. Jika timing nya ini guru, ini guruku. Ketika timingnya ini temanku, aku curhat. Dan mereka bisa membatasi diri. Dan kayaknya bekerja dengan baik. Dari segi perilaku ada perubahan positif yang ditunjukkan oleh siswa.

H: Ok baik itu saja pertanyaan dalam kesempatan kali ini. Sebelumnya terima kasih atas waktu nya ya Mam.

E: Iyaa sama-sama.



UIN SUSKA RIAU



The transcript of the interview of the teacher

Interviewer : Hemniati

Interviewee : Miss S

Date : Thursday, February 18th 2021

H: Assalamualaikum warahmatullahiwabarakatuh

S: Waalaikumsalam warahmatullahiwabarakatuh

H: Selamat siang, bagaimana kabarnya Miss?

S: Siang, Alhamdulillah baik.

H: Alhamdulillah, sudah bisa dimulai ya Miss wawancaranya?

S: Iyaa bisa bisa.

H: Baik untuk pertanyaan awal saya mau menanyakan bagaimana sikap siswa dalam mengikuti pelajaran Bahasa Inggris di kelas?

S: Kalau untuk kelas yang udah pernah kita masuki pada saat observasi sikap siswa itu yang pertama, diawal semester kemarin sikapnya agak kayak, ee..tidak terlalu bersemangat tidak termotivasi untuk belajar Bahasa Inggris karna menurut mereka kan belajar Bahasa Inggris itu salah satu Bahasa asing yang sulit untuk diterapkan. Itu sih kendalanya, sikapnya itu awal semester kemarin masih kayak susah untuk mengajaknya tetapi semakin berjalannya waktu karna sering juga dikasih nasehat bahwa Bahasa Inggris itu penting untuk di kemudian hari dan kalau kamu mau jadi apapun Bahasa Inggris itu juga salah satu Bahasa yang penting di dalam segala

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta Dilindungi Undang-Undang UIN Suska Riau

State Islamic University of Sultan Syarif Kasim



bidang pekerjaan kamu nanti. Jadi untuk sekarang mereka udah mulai semangat dalam belajar Bahasa Inggris.

H: Selama Miss mengajar di kelas apakah Miss sering menemukan perilaku siswa yang mungkin tidak sesuai dengan aturan baik itu aturan di kelas atau bahkan aturan sekolah yang mengganggu proses pembelajaran?

S: Oke, kalau untuk aturan sekolah kebanyakan karena mereka masih kelas satu jadi mereka masih mematuhi peraturan. Tapi kembali lagi ke aturan gurunya masing-masing terkhususnya lagi dalam pelajaran Bahasa Inggris itu saya sendiri memberikan aturan kepada mereka seperti misalnya, ee..kalau mereka absen lebih dari tiga kali maka mereka akan terkendala di nilai-nilai mereka. Lalu setiap masuk jam pelajaran Bahasa Inggris mereka harus membawa kamus. Jadi itu harus mereka patuhi. Jadi selain aturan sekolah, guru itu juga punya aturan masing-masing, gitu.

H: Jadi bagaimana mereka menjalankan aturan tersebut? Apakah mereka sering melanggar atau bagaimana?

S: Nah, untuk yang sering melanggar aturan itu tu saya lihat masih ada. Kan setiap hari saya cek apakah mereka membawa kamus atau tidak. Masih ada beberapa yang tidak membawa kamus. Dibandingkan dari awal-awal semester dulu mereka mungkin masih beradaptasi dengan aturan yang ada jadi banyak dari mereka yang tidak membawa kamus, tapi makin kesini mereka sudah bisa mengikuti aturan ya walaupun masih ada kadang satu atau dua orang yang tidak membawa kamus setiap harinya.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

H: Selain itu apakah ada perilaku siswa yang lain yang tidak sesuai aturan dan mengganggu proses pembelajaran?

S: Untuk perilaku yang mengganggu lainnya itu kadang siswa yang main handphone. Itu sangat mengganggu sekali sih, karna bisa memecah focus mereka pada saat belajar. Kemudin ada beberapa dari mereka yang suka ngobrol ketika belajar, ada yang melamun, kadang mereka juga ada yang tidur ketika pelajaran berlangsung. Itu sih yang paling sering saya temui di kelas.

H: Lalu bagaimana cara Miss menghadapi perilaku tersebut?

S: Biasanya saya langsung menegur mereka, saya panggil satu-satu gitu. Trus saya juga keliling kelas buat ngontrol mereka, karna muridnya lumayan rame kan jadi kadang yang di belakang itu kurang kelihatan. Jadi, saya biasanya jalan ke belakang. Kalau ada yang tidur saya akan bangunkan dan suruh aja mereka ke kamar mandi trus cuci muka supaya seger lagi.

H: Apakah Miss pernah menghadapi perilaku siswa yang bisa dikategorikan agak berat misalnya sampai berkelahi atau sampai merusak fasilitas sekolah?

S: Selama saya mengajar disini belum ada sih.

H: Oke, apakah Miss pernah mencari tau tentang faktor penyebab siswa berperilaku tidak sesuai aturan seperti yang Miss sebutkan tadi?



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

S: Ee..kalau untuk faktornya. Mungkin yang menyebabkan mereka main *handphone* itu karna sekarang kan udah banyak nih aplikasi-aplikasi yang ada seperti Tiktok dan sebagainya, jadi mungkin mereka kayaknya lebih tertarik ke Tiktok dari pada belajar. Gitu sih. Ketika ditanya ke guru-guru lain ya jawaban mereka sama. Siswa lebih focus melihat *handphone* mereka dari pada memperhatikan pelajaran.

H: Apakah Miss pernah melakukan semacam pendekatan kepada siswa?

S: Kalau untuk pendekatan, ee enggak. Belum pernah sih karna kan ada wali kelasnya. Jadi ngomong aja langsung ke wali kelasnya. Biar aja nanti wali kelas yang ngomong ke siswanya.

H: Jadi untuk mengatasi masalah perilaku siswa ini apakah Miss punya strategi tertentu?

S: Kalau saya, saya kasih peringatan sih. Sampai tiga kali. Jadi kalau misalnya mereka masih main *handphone* di kelas maka *handphone* nya akan saya ambil dan akan diserahkan ke wali kelas atau bikin surat perjanjian, gitu.

H: Bagaimana dengan perilaku yang lain? Apakah ada strategi tertentu yang anda gunakan?

S: Hmm saya juga memberikan hukuman untuk mereka yang tidak membawa kamus ketika pelajaran Bahasa Inggris. Seperti mereka harus mengambil sikap *push up* atau *squad jump* gitu. Dan kalau sudah melebihi batas mereka harus membuat surat perjanjian yang harus di *approve* oleh wali kelasnya. Kalau untuk masalah mereka



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ngobrol itu biasanya saya menjelaskan pelajaran sambil berkeliling ke meja-meja siswa untuk mengontrol mereka. Kadang kalau saya di depan kelas menjelaskan biasanya saya memanggil nama mereka supaya mereka tidak ngobrol terus. Untuk yang suka tidur di kelas itu kadang saya suruh ke kamar mandi untuk memcuci muka supaya dia bisa kembali konsentrasi mengikuti pelajaran.

H: Kenapa Miss memilih strategi hukuman untuk mengatasi perilaku siswa tersebut?

S: Karna menurut saya itu yang paling mereka takuti gitu. Mereka akan takut ketika diberi peringatan dan hukuman.

H: Sejauh ini apakah strategi tersebut efektif?

S: Menurut saya efektif.

H: Bagaimana dengan perkembangan perilaku siswa setelah Miss menerapkan strategi tersebut?

S: Yang saya lihat mereka menjadi lebih disiplin sih, ada kemajuan lah dari sebelumnya. Saya juga melihat ada perkembangan positif dari waktu ke waktu dan mereka juga mulai terbiasa dengan aturan-aturan yang ada. Saya harap sih dengan begitu mereka bisa menjadi siswa yang lebih disiplin kedepannya.

H: Iya mudah-mudahan ya Miss. Baiklah sepertinya sampai disini proses wawancara kita. Jika nanti masih ada informasi yang saya butuhkan saya akan menghubungi Miss lagi yaa. Terimakasih ya Miss.

S: Iyaa sama-sama. Siap, silahkan hubungi saya kapan saja.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU





KEMENTERIAN AGAMA RI
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 1340/Un.04/Ps/PP.00.9/2020 Pekanbaru, 30 Desember 2020
 Lamp. : 1 berkas
 Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Riau
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama : HEMNIATI
 NIM : 21790125861
 Program Studi : Pendidikan Agama Islam S2
 Semester/Tahun : VI (Enam) / 2020
 Judul Tesis/Disertasi : EXPLORING ENGLISH TEACHERS STRATEGIES IN COPING WITH STUDENTS' MISBEHAVIOR IN LEARNING ENGLISH: A CASE STUDY AT A PRIVATE VOCATIONAL HIGH SCHOOL IN PEKANBARU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Pekanbaru

Waktu Penelitian: 3 Bulan (11 Januari 2021 s.d 11 Maret 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Prof. Dr. Afrizal. M, MA
 NIP. 19591015 198903 1 001

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan-pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/36419
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : Un.04/PPs/TL.00/1340/2020 Tanggal 30 Desember 2020**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | HEMNIATI |
| 2. NIM / KTP | : | 21790125861 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM S2 |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | EXPLORING ENGLISH TEACHERS STRATEGIES IN COPING WITH STUDENTS' MISBEHAVIOR IN LEARNING ENGLISH: A CASE STUDY AT A PRIVATE VOCATIONAL HIGH SCHOOL IN PEKANBARU |
| 7. Lokasi Penelitian | : | SMK TARUNA SATRIA PEKANBARU |

Dengan ketentuan sebagai berikut:

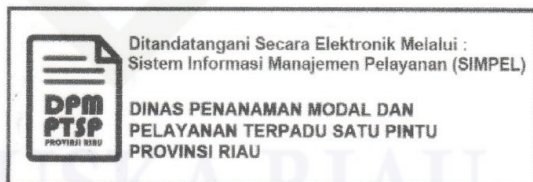
1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 6 Januari 2021



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan atau menyebutkan sumber:

1. Karya tulis yang merupakan ciptaan intelektual dan/atau karya tulis yang dibenarkan oleh Hak Cipta milik UIN Suska Riau.

2. Hasil karya yang berwujud atau berwujud elektronik yang sengaja dikopikan dan/atau diumumkan secara terang-terangan.

3. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

4. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

5. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

6. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

7. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

8. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

9. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

10. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

11. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

12. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

13. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

14. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

15. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

16. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

17. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

18. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

19. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

20. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

21. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

22. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

23. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

24. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

25. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

26. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

27. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

28. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

29. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

30. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

31. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

32. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

33. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

34. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

35. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

36. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

37. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

38. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

39. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.

40. Segala bentuk penjiplakan, penyebaran, atau publikasi yang melanggar hak cipta dari sumbernya.



KEMENTERIAN AGAMA RI
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 1340/Un.04/Ps/PP.00.9/2020 Pekanbaru, 30 Desember 2020
 Lamp. : 1 berkas
 Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Riau
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: HEMNIATI
NIM	: 21790125861
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VI (Enam) / 2020
Judul Tesis/Disertasi	: EXPLORING ENGLISH TEACHERS STRATEGIES IN COPING WITH STUDENTS' MISBEHAVIOR IN LEARNING ENGLISH: A CASE STUDY AT A PRIVATE VOCATIONAL HIGH SCHOOL IN PEKANBARU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Pekanbaru

Waktu Penelitian: 3 Bulan (11 Januari 2021 s.d 11 Maret 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
 Direktur,

Prof. Dr. Afrizal. M, MA
 NIP. 19591015 198903 1 001

Dilindungi Undang-Undang

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
 PEKANBARU

Pekanbaru, 18 JAN 2021

Nomor : 071/Disdik/1.3/2021/ 267
 Sifat : Biasa
 Lampiran :
 Hal : **Izin Riset / Penelitian**

Kepada
 Yth. Kepala SMK Taruna Satria Pekanbaru
 di-
 Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/36419 Tanggal 6 Januari 2021 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **HEMNIATI**
 NIM : 21790125861
 Program Studi : **PENDIDIKAN AGAMA ISLAM**
 Kosentrasi : **PENDIDIKAN BAHASA INGGRIS**
 Jenjang : **S2**
 Alamat : **PEKANBARU**
 Judul Penelitian : **EXPLORING ENGLISH TEACHERS STRATEGIES IN COPING WITH STUDENTS' MISBEHAVIOR IN LEARNING ENGLISH : A CASE STUDY AT A PRIVATE VOCATIONAL HIGH SCHOOL IN PEKANBARU**
 Lokasi Penelitian : **SMK TARUNA SATRIA PEKANBARU**

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS



Dr. Eng. YUSRI, S.Pd., S.T., M.T
 Pembina Tingkat I
 NIP. 19661231 199102 1 007

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau
 State Islamic University of Sultan Syarif Kasim Riau



YAYASAN AMALIAH
SMK TARUNA SATRIA
 KELOMPOK TEKNOLOGI DAN REKAYASA

Jl. Delima No. 5 Panam Kec. Tampan Kota Pekanbaru Telp 0761-567352 HP. 0852 7894 8384
 website : www.smktarunasatria.sch.id
 e-mail : trnsatria@gmail.com



Pekanbaru, 21 Januari 2021

Nomor : 0806 / SMK-TS / 1 / 2021
 Sifat : Biasa
 Lampiran : -
 Hal : Balasan Surat Izin Riset/Penelitian

Kepada Yth.
Bapak/Ibu Dekan Direktur Program Pascasarjana UIN Suska Riau
 Di - Pekanbaru

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Rekomendasi dari Dinas Pendidikan Provinsi Riau, dengan nomor Surat 071/Disdik/1.3/2021/267 perihal izin Pelaksanaan Kegiatan Riset/Penelitian, maka dengan surat ini kami menyatakan bersedia untuk memberikan izin tersebut di SMK Taruna Satria Pekanbaru kepada:

Nama : **HEMNIATI**
 N I M : 21790125861
 Program Studi : Pendidikan Agama Islam
 Konsentrasi : Pendidikan Bahasa Inggris
 Jenjang : S2
 Alamat : Pekanbaru
 Judul Penelitian : **Exploring English Teachers Strategies In Coping With Students' Misbehavior In Learning English : A Case Study At A Private Vocational High School In Pekanbaru**

Untuk memenuhi salah satu syarat dalam menyelesaikan Tugas Akhir di Program Pascasarjana UIN Suska Riau.

Wassalamualaikum Wr. Wb

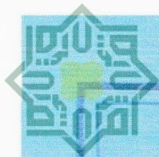
Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan seperlunya, terima kasih.

Kepala Sekolah
 SMK TARUNA SATRIA PEKANBARU



Jf. H. TARMIZI MADJID

Hak Cipta Dilindungi Undang-Undang
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



© Hak cipta UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

**KARTU KONTROL
KONSULTASI
BIMBINGAN TESIS / DISERTASI MAHASISWA**

NAMA HEMNIATI
 NIM 21790125861
 PROGRAM STUDI Pendidikan Agama Islam
 KONSENTRASI Pendidikan Bahasa Inggris
 PEMBIMBING I / PROMOTOR Abdul Hadi, S.Pd., MA., PhD
 PEMBIMBING II / CO PROMOTOR Drs. H. Promadi, MA., PhD
 JUDUL TESIS/DISERTASI Exploring English Teachers' Strategi in Coping with Students' Misbehavior in Learning English
 A Case Study at Private Vocational High School in Pekanbaru

PROGRAM PASCASARJANA
 UNIVERSITAS ISLAM NEGERI
 SULTAN SYARIF KASIM RIAU

UIN SUSKA RIAU

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.	9/9/2020	Chapter I		
1.	12/10/2020	Chapter I		
	24/10/2020	Chapter I		
2.	4/11/2020	Chapter II		
3.	16/11/2020	Chapter I - III		
	2/12/2020	Chapter I - III		
4.	22/12/2020	Acc Chapter I - III		
5.	29/4/2021	Chapter IV - V		
6.	24/6/2021	Acc Chapter IV - V		

Catatan: *Coret yang tidak Hak Cipta Dilindungi Undang-Undang

20

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor	Keterangan
1.	27/6/2020	Chapter II - III		
1.	2/7/2020	Chapter II - III		
	24/8/2020	Chapter II - III		
2.	25/8/2020	Acc		
3.	31/5/2021	Chapter IV - V		
4.	15/6/2021	Chapter IV - V		
5.	18/6/2021	Acc Chapter IV - V		
6.		State Islamic University of Sultan Syarif Kasim Riau		

Catatan: *Coret yang tidak perlu

Pekanbaru, 18/6/2021



- Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- Dilarang mengumumkan dan memperbanyak, sebagian atau seluruh karya tulis ini dalam bentuk apapun terbitan Din Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan nama penulis dan judul karya tulis yang dikutip.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak, sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PENETAPAN TIM PENGIJTIH TESIS/DISERTASI TERTUTUP/TERBUKA

Ketua Program Studi,		
	Tanda tangan	
	Tanggal, bulan dan tahun	
	Direktur PPs,	
	Prof. Dr. Afrizal M., MA	
	NIP. 19591015 198903 1 001	
	Tanda tangan	
	Tanggal, bulan dan tahun	
	Catatan:	
	Pengaji I/	
	Sekretaris	
	Pengaji II	
	Pengaji III	
	Pengaji IV	
	Pengaji V	
	Pengaji VI*	
	Pengaji VII*	

* Absensi untuk pengaji pada Ujian Disertasi Tertutup/Terbuka.

PENETAPAN JADWAL UJIAN TESIS/DISERTASI TERTUTUP/TERBUKA

Hari	Kasubag PPs,	
	Tanda tangan	
	Tanggal, bulan dan tahun	
	Direktur PPs,	
	Prof. Dr. Afrizal M., MA	
	NIP. 19591015 198903 1 001	
	Tanda tangan	
	Tanggal, bulan dan tahun	
	Catatan :	

DOKUMEN PENGAJUAN UJIAN TESIS/DISERTASI

Nama : H E M N I A T I
 NIM : 21790125861
 Program Pendidikan : Magister / Strata Dua (S2)
 Program Studi : Pendidikan Agama Islam
 Promotor/Pembimbing 1 : Abdul Hadi, S. Pd., MA, PhD
 Co-Promotor/Pembimbing 2 : Dr. H. Pramadi, MA., PhD
 Judul Tesis/Disertasi : Exploring English Teachers' Strategies in Coping with Students' Misbehavior in Learning English: A Case Study at Private Vocational High School in Pekanbaru

Kembalikan dokumen ini sesuai dengan waktu yang telah ditetapkan. Setiap keterlambatan dapat menimbulkan dampak akademik dan finansial yang serius terhadap kandidat.

Lamp. : 1 berkas proposal
Hal : Pengajuan Ujian Tesis/Disertasi

Kepada
Yth. Ketua Program Studi
Di: Akti Murmah, M. Ed
di
Pekabaru

Dengan hormat,


Saya yang bertanda tangan di bawah ini :

Nama : HEMNIATI
NIM : 21190125661
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Smt / Thn, Akademik : 7 / 2021 / 2022
Promotor / Pembimbing 1 : Akti Hadi Sidi, M.A, PhD
Co-Promotor / Pembimbing 2 : Drs. H Purnadi, M.A, PhD

mengajukan tesis / disertasi dengan judul tersebut di bawah ini untuk diadwakan pada Ujian Tesis / Ujian Disertasi Tertutup / Ujian Disertasi Terbuka :

Exporting English Teachers' Strategies in Coping with Students' Misbehavior in Learning English : A Case Study at Private Vocasional High School in Pekabaru

Demikianlah disampaikan, dan atas perhatiannya diucapkan terima kasih.

Pekabaru, Juli 2021
Wasalam,

Hemnah
NIM. 21190125661

© Hak cipta milik UIN Suska Riau

Hak Cipta Ditindungi Undang-Undang

Il. Ki. Ahmad Dahlan No. 94 Pekanbaru (28123) PO. Box. 1004. Telp./Faks. : (0761) 858832

1. Dilarang menyalin, memperbanyak, atau mendistribusikan karya tulis ini tanpa mencantumkan dan menyebutkan sumbernya.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



EVALUASI DAN PENGESAHAN KELAYAKAN TESIS/DISERTASI

Berilah tanda centang (✓) pada kotak yang telah disediakan secara berurutan. Tesis/ disertasi dikembalikan kepada mahasiswa jika terdapat tanda centang pada kotak tidak.

KRITERIA EVALUASI	Pembimbing 1		Pembimbing 2	
	YA	TDK	YA	TDK
1. Informasi mengenai mahasiswa dan tesis/disertasi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Kesesuaian tampilan dan teknis penulisan dengan Manual PPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Pilihan kata/terminologi, penulisan ejaan, serta tata cara dan gaya bahasa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Izin Penggunaan bahan-bahan yang berhak cipta	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Kekuatan dan kejelasan latar belakang	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Ketepatan rumusan masalah dan kerangka teoretis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Kelengkapan, relevansi penelitian, dan signifikansinya berdasarkan tinjauan literatur	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Kekuatan metode dan pendekatan penelitian, serta kerangka teoretis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Kelengkapan variabel, cakupan bahan kepustakaan, serta kekuatan/kelengkapan kuesioner dan daftar pertanyaan wawancara	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Kejelasan, justifikasi dan kerumitan data informasi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Kesesuaian urutan, komparasi dan analisis dengan data/informasi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Cakupan dan kekuatan referensi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Kekuatan pembahasan, hasil dan kontribusi penelitian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Novelty hasil penelitian dan dampaknya secara Teoretis dan terapan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PENGESAHAN

Berdasarkan evaluasi di atas disampaikan bahwa tesis/disertasi ini LAYAK / TIDAK LAYAK diajukan ke Ujian Tesis / Ujian Tertutup Disertasi / Ujian Terbuka Disertasi.

14 Juli 2021 Akti Hadi Sidi, M.A, PhD
Promotor/Pembimbing 1

14 Juli 2021 Ds. H Purnadi, M.A, PhD
Promotor/Pembimbing 2


Il. Ki. Ahmad Dahlan No. 94 Pekanbaru (28123) PO. Box. 1004. Telp./Faks. : (0761) 858832

Widyadik. DTP/CEP/PP/DB/DE/Email : pascadok@uin-suska.ac.id

Syarif Kasim Riau



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

Hak Cipta Dilindungi Undang-Undang

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Hemniati

ID Number : 21790125861

Date of Birth : July 04, 1994

Sex : Female

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 50

Structure & Written Expressions : 55

Reading Comprehension : 54

Overall Score : 530

Expired Date : September 15, 2021



The Head of Language Development Center

Mahyudin Syukri, M. Ag

NIP. 19720421 200604 1 003



English Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
HP. 0852 7144 0823 Fax. (0761) 858832
Email : info@pusat-bahasa.info Website : pusat-bahasa.info

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU



مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Hemniati

Nomor ID : 21790125861
 Jenis Kelamin : Perempuan
 Tanggal Lahir : 04 Juli 1994

بيان النتائج لاختبار المعرفة العربية للكفاءة اللغوية

الاستماع : 57
 القواعد : 55
 القراءة : 57
 النتيجة : 563

Berlaku Hingga : 27 Oktober 2021



Arabic Proficiency Test® Certificate Provided by
 Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
 The scores and information presented in this score report are approved.
 Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823
 Email : info@pusat-bahasa.info Website : pusat-bahasa.info



Mahyudin Syukri, M. Ag
 The Head of Language Development Center

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

HEMNIATI

Jl. Rawa Bening III, Soekarno-Hatta, Pekanbaru

CURRICULUM VITAE

I. PERSONAL DETAIL

Name : Hemniati
Place of Birth : Pendalian, July 4th 1994
Gender : Female
Religion : Moslem
Address : Jl. Rawa Bening III, Soekarno-Hatta,
Pekanbaru
Marital Status : Single
Nationally : Indonesia
Phone Number : 082285416918
Email : hemniati11@gmail.com



II. EDUCATION BACKGROUND

2000-2006 : SDN 006 Rokan IV Koto
2006-2009 : SMPN 1 Bangkinang
2009-2012 : SMAN 1 Bangkinang
2012-2016 : Universitas Islam Riau (S1)
2017-2021 : Universitas Islam Negeri Sultan Syarif Kasim Riau (S2)

III. JOB EXPERIENCES

2018-2020 : A tutor in Ganesha Operation