The Teachers' Perceptions toward Students' Disruptive Behaviors in the EFL Classroom at Primary Schools

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ABSTRACT

This research describes students' disruptive behaviors that occur in EFL classes, especially at primary schools. The objectives of the research are to find out (1) students' disruptive behaviors that teachers perceive to be challenging at primary schools, (2) teachers' perceptions about the causes of students' disruptive behaviors at primary schools in Parepare, and (3) the effective ways to manage students' disruptive behaviors at primary schools in Parepare. This research employed a descriptive qualitative research design. The participants of this research were English teachers at primary schools in Parepare. There were 10 English teachers from 10 primary schools in Parepare who were taken as informants in this research. The research findings show that (1) there are six categories of students' disruptive behaviors that teachers perceive to be challenging in English classroom activities at primary schools. Those are saboteurs, non-participant students, physical aggression, bullying, over-exuberant students, and daydreaming;(2) it is also found that there are four causes of students' disruptive behaviors in the EFL classrooms. Those are uncaring parents, level of the lesson, students' psychological problems, cultural and linguistic barriers;(3) two effective ways applied by the teachers in the English classroom are encouragement from the teacher and development of a flexible teaching style. Some of the teachers also added that the effective ways that they applied were seating arrangement and students grouping.

Keywords: Students' disruptive behaviors; teachers' perceptions.

INTRODUCTION

Teacher is a key point in the teaching and learning process in the classroom. As a teacher's responsibility in the teaching process, the teacher should be aware of the students' success academically (Brikmane, 2013; Weizheng, 2019). One of the ways to know how successful the teaching-learning process is by measuring how is the quality of teachers in managing and controlling their classroom. Therefore, what teachers should do is to prevent and control some problems that can appear in classroom management. Otherwise, the class will not always respond well. Even though teachers explore big effort dealing with the classroom successfully, no one can guarantee that there is no lack of teaching-learning process happening every day. The causes come from many factors, for instance, from students as one of the centers of the learning process.

The topic that is always up to date to discuss among teachers is the problems of

students' behaviors. Teachers frequently report high levels of concern for students' behaviors (Haroun & O'Hanlon, 1997). In real teaching-learning situations, teachers come across and deal with numerous behavior problems. Much of the research on behavior problems and school interventions have focused on primary school-age children, moreover in the English classroom. English is taught as a Foreign Language (FL) in many countries including Indonesia. English is being used in various fields including education, even in primary education.

In the primary school setting, the behaviors that cause the most concern to teachers are frequently occurring but relatively minor behaviors such as calling out and interrupting the learning of others (Little, 2005). Teachers recognize that students at primary schools have low attention and focus on the English learning process. In elementary school classrooms in which several pupils are disruptive, such behavior becomes normative and leads to even higher levels of classroom behavior problems (Barth, Dunlap, Dane, Lochman, & Wells, 2004).

Disruptive behavior is one of the teacher's concerns which are high on most teachers' list of problems. Teachers usually report that these disturbing behaviors in the classroom are intolerable and stress-provoking, and they have to spend a great deal of time and energy to manage the classroom (Sun & Shek, 2012). Students' disruptive behaviors give a negative atmosphere on the effectiveness of teaching activity and also impact the learning of the student and his/her classmates. Teachers should take quick action to prepare and solve this kind of classroom climate even before the problem arises, when the problem is beginning, and mainly when the problem has exploded. The ability of the teacher in managing this kind of classroom is needed. Thus, one step toward the way to support and solve this problem is to gain a better understanding of the teachers' perceptions. Teachers need to identify their perceptions of challenging behavior and reflect on their personal beliefs and the beliefs of others regarding the understanding of challenging behavior (Marshall & Marshall, 2011). Moreover, teachers' perceptions also have highlighted the importance to determine the causes and appropriate ways to overcome this problem. Thus, it will give a substantial impact on students' improvement in the learning activity. In this way, teachers also will feel confident and exist to explore and give information about their classroom experience.

The researcher chooses disruptive behavior at primary schools as the main

discussion of the research because of several reasons. First, teachers at primary schools face and perceive disruptive behaviors to be challenging. Secondly, the researcher is curious to find out about teachers' perceptions about the causes of students' disruptive behaviors at primary schools. The last, the researcher is also curious to know about teachers' perceptions about the effective ways to manage students' disruptive behaviors at primary schools.

This paper aims at revealing students' disruptive behaviors that teachers perceive, teachers' perceptions about the causes of students' disruptive behaviors, and to find out the effective ways to manage students' disruptive behaviors at primary schools in Parepare.

This research provides the description of disruptive behaviors in the teaching-learning proces as it is considered that the students' disruptive behavior is very interesting to analyze because it can help to know the type of disruptive behavior, the cause and the effective way to manage based on teachers' perception. The results of the research generally contribute, first, to provide useful information for the English language teachers at primary schools with might be possible to use in teaching and learning which are related each other, for the education to the discourse especially in the teaching English at primary schools. Second, it is as a framework that other researchers may employ to continue the examination of data support the equitable and excellent education of English language learners. Lastly, this research addresses the reference for the government, the teachers, parents, education programmers, the students, and future researchers. Theoretically, the outcomes of this research provide a meaningful description and valuable information for the teacher about disruptive behavior in primary school. Practically, the outcomes of this research are expected to identify the category and cause of disruptive behaviors displayed in English classrooms at primary schools, and the effective ways to manage the disruptive behaviors. Therefore, it is expected to raise the teachers' awareness in finding the effective ways to manage the disruptive behaviors in the classroom based on teachers' perceptions so that the teaching and learning process can create classroom interaction effectively.

LITERATURE REVIEW

Categories of Disruptive Behavior

There are some disruptive behaviors found in class such as daydreaming, sleeping, looking out of the window, playing with personal stuff in private, bullying, disrespecting, talking back, arguing, quarreling or fighting with teachers, complaining, and lack of independent initiative (Sun & Shek, 2012). Another research finding also states that there are three types of disruptive behavior commonly occurring in language class: 1) The back-row distractor: the student who always sits at the back and distracts others; 2) The non-participants: some students who are not taking part in the assigned class activities; and 3) The over-exuberant students: the students who are smart but very dominant and monopolize all activities in the classroom (Harmer, 2004).

Besides, disruptive behavior is also known as a challenging behavior of students. Smith & Laslett (1993) offer four labels for types of challenging behavior, which may be displayed in any contextual setting. The labels are:

1) The class wit—This student is unsure of their status in the classroom concerning how they should behave and so treats all interactions as a humorous episode.

2) The promoter—This student usually dislikes the teacher or is not interested in learning and promotes disruption in lessons with peers.

3) The victim—This student is usually unpopular with other students and becomes victim to their teasing, which usually results in the student constantly complaining to the teacher and sometimes refusing to work or off-task behavior due to lack of motivation.

4) The saboteur—This student usually encourages others to misbehave and enjoys the confrontations as a result. Often this student will step back and let the others suffer the consequences (Mansor, Eng, Rasul, Mohd Hamzah, & Hamid, 2012).

In another research, in the United Kingdom, (Wheldall & Merrett, 1988) list ten items, including eating, nonverbal noise, disobedience, talking out of turn, idleness/slowness, unpunctuality, hindering others, physical aggression, untidiness, and out of the seat, to measure behavior problems among primary school students. In the beginning, all the categories of disruptive behavior above prove that every classroom and teacher face different misbehavior which can be a problematic term that will disturb classroom activity.

The Causes of Disruptive Behaviors

Disruptive behavior is also known as the misbehavior of students (Khasinah, 2017). It can be caused by many factors from inside and outside of the classroom. It may be caused by the situation in the classroom; some of the influencing classroom factors to consider are as follows:

1) Level. Some students may find the lesson too easy or too difficult which can result in a dis-engagement with the tasks you have prepared. Some students may not feel challenged enough and therefore withdraw from the lesson because they're bored or frustrated.

2) Catering to everyone's needs. Is your classroom inclusive? Sometimes bad behavior can be a result of the teacher's inability to meet all the students' needs. Your classroom is the seating layout suitable for your learners? Is the room too hot or too cold? What's the noise level like—is it too high that it distracts your students?

3) Group size and composition.

4) Cultural and linguistic barriers. If a student has a specific learning difference (SpLD) which the teacher is unaware of, who may be displaying behavior which the teacher perceives to be disruptive.

The classroom factor is not the one factor that caused behavior problem. There are also factors from outside of the classroom such as family factors. Ghazi et al. (2013) also list several factors that can cause inappropriate behaviors as listed below:

1) Inconsistent parenting

2) Uncaring parents

3) Over-protective parents

4) Poverty

5) Poor quality teaching

6) Teachers' negative attitude

7) Lack of motivation from the teacher

8) Load shedding and lack of alternative

9) Bad influences of a local community

10) Students' psych-problems

11) Classroom poor conditions.

The descriptions above draw the cause of students' disruptive behavior that could be based on some factors, for instance from the school environment and also from students' family environment at home.

Teachers' Perceptions Regarding Disruptive Behaviors

Teachers make and choose decisions in teaching activities based on their experiences, perceptions, values, and beliefs about their roles, teaching-learning activities, and their responsibilities in the classroom. In focusing to understand why some students display disruptive behaviors, it is also important to have an understanding of how teachers' perceptions toward disruptive behaviors. Then, what is problematic is that many teachers do not act prudently before they conclude that a child is exhibiting a challenging behavior. A definition of what constitutes challenging behavior depends upon the context in which it occurs and how it is perceived by teachers. Thus, the teacher as a practicing figure should know how to identify which behavior of students impact negatively to the classroom activity. However, every teacher has a different understanding of what disruptive behavior is and what influences it based on their experience. The teachers should explore and observe the behavior that may be the cause of disruptive behavior. Meanwhile, the teachers themselves can easily detect disruption which may arise in their classroom. Therefore, it is interested to unite the teachers' perceptions so that disruptive behaviors can be solved and managed in many effective ways based on teachers' experiences.

Teaching English as a Foreign Language at Primary Schools

In Indonesia, English is regarded as a Foreign Language. English is taught from primary school until students at college because it is widely known that English is an international and universal language, such as primary schools or secondary schools in Parepare that have chosen English as one of the subjects which are taught in school. However, teaching English as a Foreign language in primary schools is not easy. It is naturally much different from teaching English at other levels of education.

Based on the students' age, the students in primary schools are classified as young learners or children. Children displaying a high degree of conduct problems and aggression are at greater risk for later antisocial behavior and psychiatric disorders as adolescents (Hoff & DuPaul, 1998). There are reasons why children are behaving in a challenging manner. From a psychological point of view, Power (2000) states that pupils

change because of growth and development. In relation with teacher experience, there are some problems that teacher recognize in teaching young learners which are starting to get older. As these students get older, they wreak havoc on schools. Their aggressive, disruptive, and defiant behavior wastes teaching time, disrupts the learning of all students, threatens safety, overwhelms teachers, and ruins their chances for successful schooling and successful life. For the last few years, the study on teaching English at primary school has often been a topic of research from several countries.

METHOD

This research used a descriptive qualitative method to collect and describe the data. A descriptive method determines and describes the way things are (Gay, 1996). It aims to investigate and gain information deeply from teachers regarding students' disruptive behaviors. Qualitative research is "an interpretive, naturalistic approach to the world… attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Patton, 2002).

In this research, the qualitative approach fits well, because it allows the researcher to gather perspectives from several participants in great depth. Teacher participants are needed to be able to share their experiences and individual perspectives, so words would provide the required in-depth data.

The researcher employed this method to collect and analyze data suitable for this research to get the description of students' disruptive behaviors that teachers' perceive to be challenging at primary schools in Parepare, teachers' perceptions about the causes of students' disruptive behaviors at primary schools in Parepare, and teachers' perceptions about the effective ways to manage students' disruptive behaviors at primary schools in Parepare. The explanation of the research was made in the form of descriptive, so the readers get the complete and detailed information from the results of this research.

The location of this research was in the ten different primary schools in Parepare. The researcher selected those schools randomly among primary schools in Parepare. This research used purposive technique sampling. Purposive technique sampling is one of the techniques that was used to determine the participants by using some considerations. The participants were taken based on their readiness. The participants of this research were English teachers at primary school in Parepare as the primary sources. There were 10

English teachers from 10 primary school in Parepare taken as samples of this research.

In this research, the researcher followed some steps in analyzing the data. The first step in organizing the data was looking at the notes made on sheets of paper at the time of each interview and noting down the similarities, themes, and interesting responses. The second step was to listen to the digital recording of the complete interviews. The data was then fully transcribed. The step of summarizing was by finding common themes, which involved looking for repeating words and phrases and categorizing these into similar groups. Three major themes were selected as a way to organize the data. Those were teachers' perceptions about challenging behaviors, the causes, and the effective ways to manage disruptive behaviors. The third stage of interpretation was where the data was examined, analyzed, contrasted, and compared.

RESULTS AND DISCUSSION

The Categories of Disruptive Behaviors Teachers Perceive as Challenging at Primary Schools in Parepare

This research discloses six categories. First is saboteur. It becomes the most challenging behavior which is faced by the teacher in the English classroom. The teacher argued that during the teaching and learning process some students displayed saboteurs in terms of disrupting their friends, disrupting one another students to make noise and misbehavior. The saboteur was created in a variety of ways, such as walking around the classroom and disturbing another students' seat, asking another student about the assignment though it was just a reason for disturbing other students. Some teachers expressed how they were challenged by saboteur behavior that was disruptive by saying:

> *"Well, the most challenging this is…that students who always disturb their classmate while studying."*

The first behavior that the teacher perceived to be challenging was the saboteur. Saboteur was mentioned as the category of disruptive behavior (Mansor et al., 2012). A saboteur is a person who makes a mess of a situation on purpose. Students displayed saboteur in the classroom to make a messy situation in the learning process to other students who also showed a disruptive behavior. The saboteur students usually encourage others to misbehave in the learning process then enjoy the confrontation as a result. The types of saboteur most frequently displayed in the classroom were out of the seat and disrupting other students.

The second category is the non-participant. Non-participant behavior which is displayed by the students also becomes one of the challenging behaviors faced by the teacher in which the students were lack independent initiative about themselves in English subject. The students were not active and engaged in the teaching and learning process. They ignored the explanation and the assignment that was given by the teacher. One of the teachers also expressed that non-participants' students have low IQ especially in English lesson as the teacher said:

"Low IQ, well that's generally included in English lesson, the student looks inactive."

The second behavior that the teacher perceived to be challenging was non-participant students. Some students who are not taking part in the assigned class activities were called by non-participant students which were mentioned and categorized as a disruptive behavior in the English classroom (Thornbury, 2011).

Two teachers expressed that non-participant students also become a disruptive behavior that was faced by teachers. Those students were failed to participate in a classroom activity or seem resistant to respond to questions by the teacher.

The third category is physical aggression. It is one thing that was a common concern for teachers. One teacher expressed that students with physical aggression were very difficult to manage. The student with physical aggression could not stay focus in their seat, often they didn't finish the assignment or task given by the teacher in the classroom. Like the situation that teacher said below:

".....the most challenge that emm...students aggressive because sometimes we give them assignment/task but they didn't...."

Based on this finding, physical aggression was examined as the third of disruptive behavior that the researcher found. Physical aggression was mentioned as one of disruptive behavior among students at primary schools (Wheldall & Merrett, 1988). Physical aggression was disruptive behavior that students displayed in the English learning process. Students who engaged in physical aggression in the classroom activity presented a serious challenge to the teacher in maintaining a safe and supportive learning environment. An aggressive student was very uncooperative and failed to engage in the classroom norms.

Bullying is one of challenging behavior that is faced by teacher. It is the fourth category in this research. Teachers expressed that bullying occured even though the teacher was still in the classroom, even when teacher was explaining the material. A teachers argued that sometimes, if she lost control, she was angry and trying to hit them, but she knows that there is a law which controls about children violence. Thus, she doesn't know how to find the way out to manage bullying as the challenging behavior, as she expressed:

> *"It is so challenging, they act at will, for example we could be so difficult to resolve their fights, they hit each other. We serving as their teacher feel confused, we don't know, what we should do, while we remember the law regarding the children protection."*

The fourth finding in this research is bullying as a disruptive behavior in the classroom. Bullying was examined as the fourth of disruptive behavior that the researcher identified. Bullying was mentioned as one of disruptive behavior on students in the classroom (Sun & Shek, 2012). There was one teacher expressed about bullying to be challenging behavior to manage. Bullying is not a new issue that students and schools face. In view of Arthut as implied by Pickett & Fraser (2010), bullying is defined as a repetitive attack of verbal, physical, social or psychological nature that causes a victim stress, immediately and in the future. There were some physical bullying such as hitting, kicking, spitting, pushing, taking personal belongings, excessive monitoring with a view of launching an attack occurring in the classroom (VanDamme, 2012). In the classroom activity, students sometimes hit other friends during learning process while teacher was explaining the lesson.

Over exuberant student is the fifth category. In the classroom, a teacher said that there were some smart students displaying disruptive behavior. She said some of them had misbehavior that was called by over exuberant student. The students with this behavior monopolize all activities in the classroom. They even manage their own teacher. Sometimes they asked their teacher to stop the lesson and move to another lesson because they had already known it without caring with others. Teacher argued this misbehavior also became a challenging behavior to manage. It disrupted not only the teacher in explaining the lesson but also other students in understanding the lesson. One teacher expressed how she was challenged by over exuberant students' behavior by saying:

> *"The most challenges in my opinion is that when there is a pupil who shows up with*

the smartness, but I already know that she is so smart that we feel as if she teaches us. She said, I already understand the lesson due to study at home, therefore she wants to accelerate the lesson. As a result, we respond her that you have understood it, but how about your other mates? They need more understanding."

Over exuberant students become the fifth finding which is listed as disruptive behavior that students displayed in the classroom. Over exuberant students was categorized as disruptive behavior (Harmer, 2004). The exuberant student defines as the students who are smart but very dominant and monopolize all activities in the classroom. The enthusiasm from students was what the teacher craved. But when the students end up dominating every classroom activity, it can blight the lesson.

The last category is daydreaming. It becomes a challenging behavior faced by the teacher. Often, while the teacher was explaining the lesson, some students were unfocused. They were dreaming out of the lessons. Students seemed like paying attention to the teacher's explanation, but they thought of another thing. This was the teachers' previous experience:

"The biggest challenge, when the students stay silent as if they understand the lesson. They are blank to think. We should make them focus in order that they really understand the lesson of the English subject."

Daydreaming is listed as the fifth finding on students' disruptive behavior. Daydreaming was mentioned as disruptive behavior in the classroom activities (Sun & Shek, 2012). Daydreaming became a challenging behavior found in the learning process. Daydreaming represents a shift of attention away from some primary physical or mental task. Students that display daydreaming seem like paying attention to the lesson, but in fact, their mind is far away from focusing on teacher's explanation.

Teachers' Perceptions of the Cause of Students' Disruptive Behaviors

1) Uncaring Parents

Uncaring parents become the main factor that caused disruptive behavior to occur. Some students came to the class without motivation from their home, especially their parents, in English lesson. They were lack of motivation about the importance of English. Even, some parents said if English was not important to learn. They didn't care about the impact of that argument on their children in school. One teacher argued:

"Well...in my opinion, essential motivation deriving from their surrounding environment. It means the motivation coming from the family. Their parents are less to give the motivation even from their siblings that support them for learning more at home."

Determined uncaring parents become the first cause of disruptive behavior displayed in the classroom. Uncaring parents were mentioned as the cause of disruptive behavior (Rehman Ghazi et al., 2013). The main factor of disruptive behavior was uncaring parents. Research about family's influence on school learning has a substantial history. It has a significant impact on student improvement in the school. A consistent emotional bond between parent and child, seen in expressions of affection, renders the child more psychologically equipped to meet the stresses and challenges of life outside the home, especially in school (Niklas, Cohrssen, & Tayler, 2016). Low of caring for the children can be a barrier that will be faced by the students in classroom activity.

2) Level

The level of the lesson becomes one of the reasons for disruptive behavior to occur. Some students may not feel challenged enough to English lesson that was given by the teacher and therefore they were bored or frustrated. The students may find the lesson too easy or too difficult which can result in a dis-engagement in the learning process. Thus, the students made some jokes to make the class noisy for getting out from students' boredom, as the teacher described below:

"Sometimes, I see that they are bored or even they already understand the lesson. As a result, they make some jokes."

Level is listed as the second finding on the cause of students' disruptive behavior. The level was mentioned as one of the causes of disruptive behavior in the classroom activity (Khasinah, 2017). The data were collected through the interview from teachers as participants. Based on the finding, there was one teacher sharing about the level in teaching that gave impact on the disruptive behavior. If teachers want to truly be committed to the learning of all students, then they must first understand and attempt to meet the needs of students. Some students consider the lesson that has been given by the teacher was too easy or too difficult which can result in a dis-engaged student in the classroom activity. Some students may not feel challenged

enough; therefore they're bored and find other activities out of the lesson.

3) Students' Psychological Problem

Students' psychological problems also caused students to display disruptive behavior. Teachers said that students' psychological problems were displayed because of the environment from the students' home. Some students have broken home, their parents have divorced which then impact the students' psychology directly. In the classroom, the students showed negative attitudes and behaviors such as becoming more aggressive or choosing to be silent in their seat. A teacher shared his experience by saying:

"When they have a problem in their family they become aggresive, for example any problem deriving from the family or due to broken home, encourages them to be aggressive students in the classroom. They sometimes pretend not to hear while studying."

Students' psychological problem is listed as the third finding in the previous chapter. Students' psychological problem was mentioned as a factor that can cause a disruptive behavior displayed (Ghazi et al., 2013). Some disruptive behaviors were caused by students' psychological problem in the classroom activity. Mostly students' psychological problems occurred because students have problem in their home environment. The problem from students' home gives an impact not only to students' behavior at school but also to the students' academic performance in learning activity.

4) Cultural and Linguistic Barriers

Students show disruptive behaviors in English lesson in a variety of ways. Teacher found some barriers from the students appeared in the classroom, as a foreign learner in Indonesia who has mother tongue which is used to communicate in students' daily activity. Cultural and linguistic barriers become a common problem that was faced by the English teacher. The students considered English very difficult to learn, difficult to pronounce, difficult to write and exactly difficult to understand. Those made no interest in learning English. Therefore, students were difficult to focus in learning, which caused them display misbehavior or disruptive behavior in the classroom, as a teacher argued:

> *"Its factor is that children may not care about the lesson, or they feel hard to learn English. Thus, they are not eager to study English, both writing and speaking."*

Determined cultural and linguistic barriers become the fourth cause of disruptive behavior displayed in the classroom. This cause was also mentioned by Khasinah (2017) as the cause of disruptive behavior on the students. Based on the finding, there were three teachers having the same causes. During the process of teaching and learning some crucial cultural factors may be notified, seriously hindering the effective learning process, and commonly known as cultural barriers. The learners of a foreign language, accordingly, face real difficulties which they cannot overcome. Those are the way to pronounce, write, and understand the meaning of foreign language.

The Effective Ways to Manage Students' Disruptive Behaviors

This research found two ways consisting of encouragement from the teacher and building a flexible teaching style. The effective way that teacher always did in managing students' disruptive behavior was by giving encouragement. One teacher said that he never gave up to give support to his students although he had to do it every time and every day, even he also gave support by encouragement words when giving punishment to the students as he said:

> *"We always motivate them. We imposed a sentence which educate them. For inactive students, we give them the spirit, such as you can do it like your friends. As a teacher, we encourage them better."*

The first finding of the effective way to manage disruptive behavior was encouragement from the teacher. In Howard & Johnson (2004), encouragement from the teacher was mentioned as a way to manage disruptive behaviors. As a teacher, encouragement is the way to support and build students' motivation in learning. Teachers can encourage in a variety of ways, such as by giving encouraging words and building good relations among the students.

In developing a flexible teaching style, teachers tried to develop a flexible teaching style in managing disruptive behaviors. They shared that the students had the motivation and active learning if they used media to make the teaching-learning activity effectively; they used a laptop and searched learning media such as some pictures that were suitable

with the lesson. They also used games and sang together in English so that students focused and interested in the lesson, as teachers described below:

"Give another teaching method. If one can't work, we seek to find another method. We also make a game so that they are interested to study."

Regarding the effective ways to manage disruptive behaviors, the second finding was developing a flexible teaching style. In Unlu (2017), it was listed as an effective way that was applied by the teacher. The data were collected through the interview from teachers as participants. Developing a flexible teaching style and recognizing when students are not interested in the lesson have become a task that is faced by the teacher every day. The ability to sense the students' mood and motivation can help control disruptive behavior. Effective teachers match teaching with the levels of expertise of the learner, a consideration of whether theoretical or practical educational material is being taught, and the purpose and context of learning. Some teachers shared about different effective ways in managing disruptive behaviors; those were seating. Seating arrangements are important classroom setting events because they have the potential to help prevent problem behaviors that decrease student attention and diminish available instructional time (Wannarka & Ruhl, 2008). One important aspect of classroom management is the physical design of the classroom.

CONCLUSION

The result of this research showed that there are six categories of students' disruptive behaviors that teachers perceive to be challenging in the English classroom activities. Those are saboteurs, non-participant students, physical aggression, bullying, over-exuberant students, and daydreaming. From the result of data analysis, some causes of students' disruptive behaviors in the classroom were also. Those are uncaring parents, level of the lesson, students' psychological problems, cultural and linguistic barriers.

This research also reveals the perception of teachers for an effective way to manage disruptive behaviors. The data showed two effective ways were applied by the teachers in the classroom. Those were encouragement from the teacher and development of a flexible teaching style. Some of the teachers also added that the effective ways that they applied were seating arrangement and students grouping.

Referring to the findings and conclusion, this research gives the following suggestions: first, the English teacher should examine the students' disruptive behaviors in the classroom then identify the cause of those disruptive behaviors so that teacher can find out the effective way to manage students' disruptive behaviors that occurred in the English classroom activity. Second, in the future, the researcher expects that there should be more researches concerning students' disruptive behaviors in the EFL classroom. Because this research does not discuss the effectiveness of the effective ways in managing students' disruptive behavior, further study may research to prove the effectiveness of effective ways which are applied by the teacher. It is also very interesting to investigate the difference between disruptive behavior in the EFL classroom and another subject class.

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