

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented and discussed the findings and discussion of research on the types of disruptive student behavior that novice English teachers face and how they overcome with these situations. In findings section, all informations gathered by the researcher through observations and interviews. While in chapter's discussion section, the researcher examined and talked about all of the data that was presented in the findings section.

A. Findings

In this section, the researcher presented the information gathered through the observations and interviews. This study was done in the eighth grade at Islamic Junior High School of Darul Istiqamah for Girls Barabai, and data was gathered over the course of several class meetings, with the participation of all first-year teachers who are teaching English in 8th grade class. Whereas, in eighth grade, there are three classes, labeled A, B, and C, with about 24 students in each.

There are two types of English subjects taught at Islamic Junior High School of Darul Istiqamah for Girls Barabai, namely *general English lessons* and *special English lessons for Islamic boarding school*. And in this study, the researcher focusing to the novice teachers in teaching *special English lessons for Islamic boarding school* where at the 8th grade level there were

six special subjects namely; *English Lesson 2, Grammar, Stories In English, Dictation, Translation, and Conversation.*

In this study, the researcher stated that observation was the means by which would determine the answers to the research questions posed as well as gain insight into the nature of the disruptive student behaviors that presents difficulties for novice English teachers. Then analyzed the interview data to draw about how novice teachers dealt with these challenges. The following are the results that are displayed in response to the two research questions posed:

1. Kind of students' disruptive behaviors faced by English novice teachers as the challenges in English teaching

In collecting the data for kind of student's misbehavior challenges, the researcher made observation in three meetings for each novice teachers in each three classes (A, B, and C). From doing the several observations, the researcher find out that disruptives students behavior that novice teachers face as the challenges in English teaching have different types that appeared in each classes. Below the describing of all the misbehavior challenges of the three classes.

a) Students Do Not Take a Part Actively In Class by Ignoring The Teacher's Instructions

By observing learning activities directly in the classroom, the researcher can see directly about some of the student's behavior during the learning process in English class. In this class, the researcher found that

there were some students who always ignored the teacher's instructions during learning. At that time, students preferred to carry out other activities outside of the object of study and their behavior was sufficient to disrupt the smooth process of learning and teaching during learning. From what the researcher observed during several meetings, there was student behavior that was of concern to the researcher. The researcher found that some students acted out of bounds when they did not want to participate in the learning process. The researcher found that there were students who often sat under the table when the teacher gave instructions to write down English material that the teacher had given on the whiteboard. This finding was found directly by the researcher's observation at twice meetings with the same incident, on Wednesday, 25 January 2023 and on Wednesday, 1 February 2023, where each of these events occurred in different subject subjects and different teachers.

On Wednesday, 25 January 2023. The finding was found by the researcher in Conversation class subject at time 14.50 - 15.30 p.m. In conversation class, the teacher gave some conversation sentences about *Daily Activity* and after translating together the English conversation that the teacher write down before then the teacher asked the students to write down the English conversation on each students' notebook. But unfortunately, when the teacher gave the students time to write, there students who sat in the middle back seat who did not want to write and quietly sat under the table to rest and disturb her classmates who were

writing.

Then in English Lesson 2 class subject, on Wednesday, 1 February 2023 at time 14.10-14.50 p.m the researcher observed the same thing behavior happened as before. This happened when the teacher was explaining the material then while at that time there was a student who sat in the back row seat who doing an activity out of lesson under table seat. The student who sat under her the table playing alone with her paper by making several forms of paper toys such as paper birds and paper airplanes and do not listen to the teacher's explanation properly so this is enough to attract the attention of researcher.

b) Student Putting Down Head On Table During The Teacher Explains (Falling asleep)

Based on several observations, there were always some students who were putting down their heads on the table and then falling asleep during the teacher's explaining the material. According to researcher's observation, this finding was initially found at noon. Which during the afternoon many students have started to feel tired and and this is reinforced by the fact that there are hours during the day that should be reserved for resting.

In every lesson that is carried out in the noon to afternoon there were always some students who fall asleep. In class 8A there are three lessons in the noon, namely *Conversation subject class*, *English Lesson 2 subject class* and *Grammar subject class*. Which each subject was held at 14.00-15.30 p.m. On Wednesday, 25 January 2023 at time 14.10-14.50 p.m in English

Lesson Class the researcher saw directly some students falling asleep and putting down their head on table when teacher explaining the material.

Then, on Friday, 27 January 2023 at time 14.50-15.30 p.m the researcher found the same thing that there was a student who was falling asleep in Grammar class when the teacher explaining the material about *Past Continues Tense*. Even the teacher reprimind her so many times, the student just answering “yes, Miss” but the students still did same thing again. In the next obseration, it was also found again on Wednesday, 1 February 2023 at time 14.10-14.50 p.m in English Lessonclass subject. The student who sitting on the left front fell asleep when the teacher wrote some vocabularies on the whiteboard.

In another day of observation meetings, the same thing also happened for some times. On Thursday, 3 February 2023 at time 14.10-14.50 p.m. There was also found a student who fell asleep in Dictation class, when the teacher gave some explanations about tricks and tips in writing dictation the student who sat in the penultimate chair on the right fell asleep and did not listen to the teacher's explanation again so that when the teacher woke her up and asked a question related to learning material the student could not answer correctly.

c) Students Talking With Tablemates During Teacher Explaining

An atmosphere of condusive learning is needed in the learning process and therefore it will be very good if all students are able to follow the learning process as much as possible so that learning objectives can be

achieved. But unfortunately, based on research found by the researcher that there always were some students who were still talking to each other when the learning process takes place even when the teacher is explaining. This can be seen in several subjects observed by the researcher. The students always talked with their tablemates when the teacher is explaining the subject matter.

This always happened multiple times, and the teacher always reprimanded the students, in some minutes they did not do it, but the minute after that, they do it again. This continued until the teacher stopped reprimanding the students. According to what was observed, as the fact of this behavior there are two students seated in the right front seats who are constantly having conversations with each other while the instructor is explaining things. From the beginning of the learning process both of students have become the teacher's attraction because they always having conversations to each other, when the teacher reprimanded them, they only said, "*Yes, Miss*". This responding only said by these students without any sense of regret or apologizing for the mistake so that a few minutes later they do it again.

d) Students Exhibit Boredom Emotions

According to observations result, the students always giving bad expression towards studying which this action showed by the students who sat at the very back left seat who used have glasses. When teacher gave some instructions to do a task in Dictation class, the students gave bored

expression by her facial expression. When teacher said, *“Okay, now please prepare a piece of paper and your pen then do not forget to write down your name above the paper”*. By hearing this instruction, the student spontaneously pouted his mouth as an expression of laziness to do the task. The teacher who saw this expression then asked her by saying, *“What happened with you?”*. Then the student only answered with her flatness facial expression by saying, *“Nothing Miss”*.

So another similar behavior was also happened on Friday, 27 January 2023 at time 12.00 a.m -12.40 p.m In Stories In English class subject. When the teacher asked students to memorize a paragraph of short story in the textbook, the teacher gave an instruction to students to memorize while standing in around the class and students will only be allowed to sit when they have deposited the short story memorization to the teacher. However, when some students focused on memorizing the story in various parts of the classroom there was a student who just stood up without trying to memorize it. When while standing the student just walked around in her place and just looked at the classroom wall while holding the textbook without memorizing which this action showed that she looks bored and lazy to memorize.

e) Students Walking Around The Class

As the researcher found, this was found by the researcher in this class where when the teacher had just entered the class and afterwards wanted to check the attendance list there were still several students walking around in

the classroom. With the behavior of some of these students, it disrupted the process of checking the attendance list carried out by the teacher, because when students walked around in the classroom they talked to each other, it made the class noise level.

This actions happened in several meetings conducted by the researcher in observation activities. Which incident occurred in one of the English lesson 2 subjects on Thursday, January 26 2023. Based on what was observed by the researcher, when the teacher give some explanations there were several students who sat at the very front always walking around in class while joking around with their friends. The student did not feel embarrassed at all when the teacher reprimanded her in several times and she kept walking from the front seat to the back seat and vice versa.

The behavior of one person can affect the behavior of other students. This can be seen after a few moments later, there was another student who sat at the very back seat walking around in front of the classroom wall when the teacher explains the material.

f) Students Refusing Teacher's Instruction

Based on observation in C class, in the end of the lesson after explaining all the materials given the teacher always asked to their students to make a short sentence or a short conversation to check students' understanding and improve students' English skills either through writing or orally. In that activity, the teacher can asked their students to do it indepently or grouply based on the time allocation left.

Such as in Grammar class, in the end of the class the teacher asked some students to make a short sentence that based on what teacher explained before it about Past Continues Tense. The teacher chosen students randomly to make one example sentence and write it on the whiteboard. At first each student who was asked to make one example sentence went well, until finally when the teacher ordered one of the students to come forward but the student refused and said that she could not and she kept her hopelessness for not coming forward.

Next, similar situation also happened in Dictation class subject. In this class, the teacher always asked the students to write down the result of their written after doing the dictation activity even if the student's answer was correct or incorrect. To correct the writing that has been dictated by the teacher, the teacher always asked some students randomly to write the sentences on the whiteboard that has been dictated before. At that time, the teacher asked a student who sat at the left back row to write down the correct sentence of the first number. But unfortunately, the student refused it by saying, *"Miss, I do not know the answer please another student only"*. Even though the teacher is only trying to find out how students' responsibility for what they learn, it is not natural for students to say this because the teacher has already said that the student is not to blame if their answer was incorrect.

g) Students Ridiculing and Laughing The Errors of Other Students

From the observation, the researcher found that in English learning

process especially in practice session such as reading and speaking the students always kept joking each other by some laughing to another student's errors and some times also ridiculing each other. As the researcher found, such as in subject of Conversation or Stories in English class when the teacher asked them to read or speak in English there are always students who laugh while ridiculing of friends who have mistakes.

Making mistakes in learning is a natural thing, but unfortunately for students it becomes the subject of ridicule among friends. As happened when the teacher asked one of the students to read a line of dialogue on the whiteboard where a brief English phrase, such as "*you must buy it*". But the student misspelled the word "buy" which should read "/bai/" to "/buy/" (the student read the vocabulary according to the writing). By this mistake, half of the class laughed and ridiculing by repeating the student's mistake and there were even students who blurted out "*you can not speak English?*" (which saying as "*Nda Bisa Bahasa Inggris?*"). Based on this behavior, the researcher found that student jokes involving the ridicule of another student's mistakes were a significant contributor to the difficulties that novice English teachers face when dealing with disruptive students.

2. Multiple Actions Taken by English Novice Teachers in Overcoming the Students' Misbehavior Challenges in English Teaching

Based on the interviews that the researcher conducted with English

novice teachers, the researcher was able to obtain responses from the English novice teachers regarding how to overcome with certain challenges brought about by the disruptive behavior of students during the English teaching are follows:

1) Set Classroom Rules

Students' disruptive behavior cannot be avoided in any learning environment. As a result, the researcher conducted interviews with the English novice teachers in order to determine how they overcame the various challenges confronted by students. Then, the researcher asked several questions about some ways in handling students' misbehavior as the classroom challenges, one of the question was *“Do you have a classroom rules to your students in English classroom? If so, do the students obey of the rules?”.* Based on the results of the interviews, the researcher found that the first step in overcoming the challenges was to set the classroom rules for students. Which this finding based on some responses from several English novice teachers as follows:

T6: *“Yes I have some classroom rules. For example, when I explain then someone is talking or making noise, I will immediately give the rules like “No one is allowed to talk unless Miss finishes talking, No insulting or bad mouthing between friends, No cheating” that’s all as a guarantee they will not do it. And so far, they obeyed”.* (Interview, January 11 2023).

Another statement was also stated by the next English novice teacher as

following:

T4: *“For me, Rules is my key to handle my class then I have some rules during my class. As usually when some students always keep walking around the class I would give the rules immediately such as “You must sit on your chairs seat during class”. Although sometimes some students look naughty, but if I am firm they will just obey it”.* (Interview, January 12 2023).

The statement illustrates that in class discipline rule must be required that must be obeyed by students. In other words, students will take various actions if they do not have rules. This was also stated by other English novice teacher as following :

T2: *“Mmmhh, yes of course. They must given some rules in order have a good classroom situation in learning. Example when I see the student looks sleepy or not paying attention to my explanation I would set the classroom rules such as “No sleeping, not allowed to speak unless Miss orders it, Students must be polite and respect each other” then they obey to my rules”.* (Interview, January 27 2023).

After several English novice teachers expressed their opinions regarding the establishment of class rules for students. The novice teachers answered given informations that students become more disciplined if given class rules. Even though some students still violate it, it reduces the number of disruptive behavior by students in the classroom.

2) Giving Advices and Motivations

The next finding that found through conducting the interviews with some English novice teacher that the English novice teacher prefer to give some advices and motivations in dealing with disruptive student behaviors. Without mad or another emotions by the teacher its would be better if the students got much attentions such by giving them some advices and motivations. Which this interviews conducting by the researcher question *“Do you usually give them an understanding or motivation to your students when they doing disruptive behavior?”*.

Then by the English novice teachers answers, they also more prefer and always solving the students' misbehavior through some good words.

As they stated as follows:

T5: *“Yes, because if they are not given an income or motivations they will get used to being disruptive on and on and it will become a habit for the students themselves, and as a teacher must have to set a good example for them by reprimanding or motivating what the consequences will be if they do such disturbing behavior”*. (Interview, January 13 2023).

One statement was also stated by another English novice teacher such as:

T4: *“Yes, usually I give a little motivation like "if you want to be successful then you have to study seriously because successful people will study well without playing around" so with some short motivations like that they will realize how important learning is and so they will not repeat their disruptive behavior again”*. (Interview, January 31 2023).

Based on the two statements above, we know that the novice teachers more providing some advices and motivations rather than giving punishment. For most students, they will always be more rebellious if they are given sanctions because they feel they are being judged or are not being given love.

So it is not surprising, some opinions that set by the novice teacher above can be a good actions to students to not having problematic between teacher and students which the things that should be prioritized were instilling good thoughts towards the students so that they realize what they are doing is good or not.

3) Using Verbal Repriminding

In this finding, based on several questions from researcher related to how the teacher reprimands their students that found 90% of students will be more respectful and listen to what the teacher warns through verbal warnings. To be specific, the researcher have two questions related to this finding, are *“Do you usually use Verbal Method to students who interfere during the learning process?”* and *“Do you often doing body language to give a warn your students when they doing disruptive? If so, how do usually students’ respond toward it?”*. Towards these two questions, there are several English novice teachers answers following:

T5: *“Mmhhh.... I always give some warnings verbally, but the warning that I gave was indirect by saying "Don't sleep" or "Don't make a fuss", usually I will first give an understanding to students who are*

interfering with the learning process with the sentence "your friends are studying, then how about you?" by saying as that they can introspect themselves". (Interview, February 2 2023).

The next statement was also answered by other novice teacher with similar statement:

T6: *"Yes, they will they will immediately understand if verbally reprimanded, for example, there are those students who are lazy to write or lazy to read or others, so they are given a warning like "who do not do their work cannot leave the class during the class break", but for students who are falling asleep I will say like this "Did you have a nice dream (name)? or "Come on the sleepers please wake up, if you do not wake up then Miss will give you some excercises". (Interview, January 11 2023).*

Through some novice teachers statements above, the most effective method of handling students is verbal reprimanding. Then, This statement is also corroborated by the answers of other novice teachers as follows:

T1: *"I more often use verbal methods or directly rebuke student behavior that interferes with the learning system because in this way I can get their attention more than by using body language". (Interview, January 10 2023).*

The statements from novice teachers above represent informing that their students are more sensitive to words than implied actions as a warning

to students. So this action is more efficient in dealing with their students who behave disruptive in English teaching classroom.

4) Creating an Interesting Classroom Atmosphere

Based on researcher's question in interviews with English novice teachers, *“What do you usually do to prevent the misbehavior students In English classroom teaching?”*. According to the answers of the English novice teachers they took several actions to avoid or stop the students' disruptive behavior by creating an interesting class atmosphere that still related in English activity. Which usually some disruptive behavior of students causes by some several factors such as bored, insecurity, not excited and etc. Such as the English novice teachers provided the following explanations, which are listed following:

T1: *“Because so far I have observed that my students like something fun, so when students start to get bored and behave out of bounds, I will invite them to do brainstorming and can also invite them to play some games. So that students can be distracted from some disturbing behaviors such as sleepy students, students who do not pay attention and others”*. (Interview, January 10 2023).

According to Teacher 1, having an excited classroom is the big way for students which the students will have get attention back by doing somefun activities such as having brainstorming and others. The similar answered also given by the another novice teachers such:

T4: *“Usually if I see the students starting to feel bored, sleepy or even some are busy by themselves and others. I usually often do quizzes or games that make students more enthusiastic about learning. Because as long as I teach, I see that my student always being excited if invited into a games like connect words using some of the English vocabulary they know”.* (Interview, January 31 2023).

T5: *“Usually I will do ice breaking first like play an English songs that are currently viral and asked them to guess the lyrics written correctly on the whiteboard so they like it. Which aims to introduce that English is not boring”.* (Interview, February 2 2023).

Based on Teacher 4 and Teacher 5 was also informed that disruptive behavior students can prevent by diverting their actions with some of the activities that the teacher provides. Especially as some novice teachers said above if they already know what the main key is what their students like and do not like. So that with this, the teacher can predict what activities or actions can prevent students from engaging in disruptive behavior such as, students fall asleep, lazy to study, not enthusiastic, or students who do not pay attention. This can be considered an attempt on the part of the teachers to motivate the students and get them excited about English.

B. Discussion

Based on the study's findings found, the researcher would discuss an analysis of the study's findings. This part describes the data and explains into some theories about 1) the students' disruptive behaviors that pose a challenge to English novice teachers and 2) some ways those teachers use to overcome behaviors in the classroom at the Islamic Junior High School of Darul Istiqamah Boarding School for Girls in Barabai. The details are discussed in the following sections:

1. Kind of students' disruptive behaviors faced by English novice teachers as the challenges in English teaching

The researcher discusses the findings, which are based on the fact that there are multiple things that cannot be avoided in teaching, one of which is the student behavior that is sometimes contrary to the expectations of the teacher, specifically the behavior of students who are encountered in the learning class. This has been approved by Atmojo (2020, p. 509) that the biggest issues in school today are disruptive behaviors. Currently, there are some types and kinds of disruptive behaviors of students that become English novice teachers' challenges in English teaching classroom.

Disruptive behavior is when students act in a way that doesn't belong in the classroom and gets in the way of learning and the teacher's instructions (Wangdi, 2022, p. 1). This is similar to what the researcher found when the observation. *Students do not take part actively in class by ignoring the teacher's instructions.* Students do several activities such as sitting under the

table as long as the teacher gives some material explanations, disruptive behaviors such as can be stated as challenges for novice teachers in managing conducive learning processes. This behavior illustrates the students' lack of respect for novice teachers. Novice teachers at the Islamic Junior High School of Darul Istiqamah Boarding School are indeed relatively young and where previously they had senior students in the boarding school, which the novice teachers were students who have just graduated from high school (Septiawan, 2020, p. 13). However, it is inappropriate for a student to sit under the table when the teacher is in the classroom.

Based on the student's behavior, it becomes a challenge for novice teachers in creating a respectful learning classroom. So that in this case, the novice teacher must explore how to make the classroom management that gives success in order to have a conducive class and mutual respect for both the teacher and students for fellow students. This is related to one of the main goals of classroom management that it is required for the development of a helpful and respectful learning environment (Ming-Tak and Wai Shing, 2008, p. 5). And also related to behavioral problems shown by students, this is related to previous findings (Khasinah, 2017, p.88) that in an English classroom, disruptive behaviors are frequently observed, including the back-row distractor, the non-participants, and overenthusiastic students.

Students who do not participate in the learning process often show some behaviors that draw attention to the teacher, and in this case it can be understood that students who always behave disruptively always found in

students who do not want to participate in learning. So that, these behaviors can give negative impact on the classroom environment and prevents students from learning (Vongvilay, et al., 2021, p. 76).

Besides, another challenge was also found *Student putting down head on the table during the teacher explains (Falling asleep)*. Based on observation result, found that for those students who are sleeping at the class in the learning situation especially when the teacher give explanation seen that behavior have big negative impact to around all the class. This is seen when the teacher already explained then the students those are sleeping did not get what have the teacher explain while at that moment the teacher need once more time to explain it. This is related to the theory that stated disruptive student conduct is any action that has a negative impact on the classroom environment and prevents students from learning (Vongvilay, et al., 2021, p. 76).

This finding is also in line with previous findings that student behavior like this is very common, which is stated that Sleeping in class is a typical occurrence among Japanese university students in English classrooms (Mihara, 2018, p. 79). From this, it is clear that this issue is inescapable in all classroom instruction, but particularly in English. Several factors contribute to this: the students' dislike of learning English, their lack of understanding of the material being taught, and/or their exhaustion. And we all know that sleeping through teacher's explaining is bad for the learning process. It may sound trivial, but sleepiness can have serious consequences,

especially particularly for students, include affecting their performance and productivity in the classroom, and their emotions (learning mood), and their ability to interact with others (with teachers and with classmates). This also related into the theory that most dominant type of students disruptive behavior is students bad emotions to learn English (Fitriani, 2017, p. 6-7).

Another disruptive behaviors found that *Students talking with tablemates during teacher explaining*. As a form of respect for the teacher is to pay attention to what is taught by the teacher. In this case, some students always do the opposite. Many of them are always busy talking with their table mates while the teacher is giving explanations of the material or giving learning instructions. This is also in line with the findings by (Eko, 2020, p. 510), students disruptive behavior includes talking to other students while the teacher is talking. With the behavior of some students like this, several things in the smoothness of the learning process are often disrupted and make the class atmosphere uncomfortable.

By of this, its very needed to have a good class atmosphere in studying in classroom. Which is accordance with the theory that said the first step is to create a good classroom environment are based on trust, respect, and caring for each other (McLeod, et al., 2003, p. 62). By looking into that theory, the researcher did not find the same thing about respectful. Many students do it without guilt, thus creating some negative atmosphere in the learning process and disturbing some other students. So that, a positive class atmosphere is very much needed in the learning process so the teaching and

learning process can run well.

Novice teachers must have a great mentality in dealing with and overcoming them. Even though novice teachers are new teachers who are often underestimated by students, that is not a reason for teachers to keep trying to provide the best learning for their students. So that class management carried out by teachers plays an important role in that situations, as with the theory which also states that classroom management is what teachers do to make sure that they can teach without any problems, even if some of the students are acting up (Mahvar, et al., 2018, p. 103). However, all the teachers' responsibilities can not be separated from some difficulties that the teachers face when teaching in the classroom. Even experienced teachers cannot avoid the difficulties when carrying out the teaching and learning process.

Disruptive student behavior is always present in the classroom, but it depends on how the teacher manages it. That means, novice teachers must be ready to overcome many teaching obstacles in classroom. As novice teachers must also be able to deal with some of the *Students exhibit boredom emotions*. The emotions that some students show are the novice teacher's job in calming them down. Many students express their emotions with various kinds of actions, and one of them found in this study is the emotion of student boredom. Their boredom will be the main trigger for students would not absorb the learning given by the teacher.

This has the same statement as the theory that Boredom is a

condition that happens when students are bored and can't understand what they are learning (Jati,et al., 2019, p.134). When students feel bored and satisfy themselves by doing their own activities, a feeling of laziness to study will appear. This is also connected with theory that stated being lazy keeps students from putting in the effort they need to succeed in studying (Vongvilay, et al., 2021, p.78). Because the focus only diverted to other, so when they were asked to absorb the transfer of learning from the teacher they found it very difficult because students have a tendency to lack focus, were easily distracted, and found it difficult to follow the guidance of the teacher.

Then not only that, other types of disruptive behavior are also *students walking around the class*. The Researcher can assert that a student's respect and attention well for a teacher has a significant impact on the efficiency of the learning process. If this crucial requirement has not been met, the teacher's role in overcoming it is significant. Which is consistent with Bozkuş's theory (2021, p. 433), which one of the most important qualities a teacher must possess in order to cultivate a productive learning environment is the ability to maintain classroom order.

This behavior was also connected with previous findings that one of the most common types of students misbehavior such as moving throughout the classroom (high-powered students): doing things that are not allowed like moving to a different seat in the classroom or gathering in one area of the room (Debreli and Ishanova, 2019, p. 4). Those students'

behaviors disrupt the learning process, not only impacting the teacher but also affecting other students. So that in the problems that arise in the classroom, novice teachers who do not have experience or extensive knowledge about classroom management are required to be able to handle them properly. As theory said that classroom management be seen as an important for the every teacher, no matter how much experience they have, what gender they are, or how old or young they are (Merç and Subaşı, 2015, p. 40). So, it can be understood that as a teacher, be it an experienced teacher or a novice teacher, there is no reason not to face various kinds of challenges that exist in the classroom.

In addition, *Students refusing teacher's instruction* was also found in this study. This is related to the desperation of students in learning. In this case, many students feel insecure about their English skills so that when they are asked to do something related to English they feel insecure. This is in accordance with the theory that “Hopelessness is when they feel they have no say in their own fate, or are otherwise convinced that they will inevitably fail (Pekrun, et al., 2011, p. 38). This usually happens when a student thinks he or she can't make any progress in class, even though he or she hasn't tried very hard yet. Some of these students then decide not to take part in class. Especially in English class, a lot of students feel like English is too hard, so they stop studying out of hopelessness.

As a result, some of these students make the decision for being hopeless in classroom activities. Many students, particularly in English

classroom, they have the impression that the language is difficult to learn, and as a result, they attempt to avoid studying by focusing on how hopeless the situation is.

This accordance into theory that disruptive behavior happened causes from Negative opinions of English language classes, humiliation, a lack of confidence, and anxiety in speaking English (Zhipping and Paramasivam, 2013). The lack of confidence, and anxiety indicates that students have a negative image of the English language and always think negatively about it, as well as the belief that English is a difficult language to master.

Then, *Students ridiculing and laughing the errors of other students* was also found as kind of disruptive behavior in this finding study. Riduciling each other and laughing at the mistakes of other students is behavior that does not appreciate the efforts of others when that person has a mistake. This behavior has a very negative impact on the learning process which results in a person's self-doubt and ultimately does not have the enthusiasm to learn. This is in line with the theory which states it was discovered that students were anxious about their teacher asking them questions or instructions for which they had not prepared, as well as anxious about their peers having higher English abilities than they did (Gatcho and Bonjovi, 2019, p.137). So that with this situation, the uncomfortable and anxious emotions will appear in these students who become the subject of ridicule which will ultimately have a negative impact.

This is consistent with the theory which states that anxiety is one of the main elements that can have a negative impact on students' English learning performance (Neman and Nurlita, 2018, p. 68). Because of this situation, some students who become the subject of ridicule cannot maximize their process of learning as well, so learning becomes ineffective. In addition, in this case the role of the teacher is needed to foster an attitude of mutual respect and mutual care for one another between students with teacher or students with students as aligned with the objectives of classroom management which states that it is required for the development of the helpful and respectful learning environment (Ming-Tak and Wai Shing, 2008, p.5).

2. Multiple Actions Taken by Novice English Teachers In Overcoming The Students' Misbehavior Challenges of English Teaching

Based on the finding, the researcher concluded some multiple actions that used by the English novice teachers in overcoming several challenges in English teaching that related into students' behavior in Classroom. When teaching and learning English, teachers must be as creative as possible to make the process fun and interesting so that students do not get bored or hate learning and students will understand the material quickly and learn it well. If various kinds of disruptive behavior challenges arise in the classroom when the learning process takes place, it is the

teacher who must create and change the classroom atmosphere for the better by carrying out several interactions in classroom management. So that in good classroom management, good interaction between teachers and students is needed.

This is in accordance with the theory which states that the interaction of teachers with students, especially their use of language, plays an important role in the development and implementation of the effective instructional plans in the classroom (Hall, 2011, p. 11). Thus, it can be said that good relationships are the key to good interactions, where good interactions can make it easier for teachers to overcome any challenges that occur in the classroom when teaching. This is inline with the theory that says relationships are the foundation for the effectiveness of classroom management (Bluestien, 2014, p. 43).

According to the finding, the English novice teacher set classroom rules as the key to handle and overcome students' behavior in classroom. Class rules given by the teacher in order to discipline disruptive student behavior and with rules such as not being allowed to talk, not being allowed to sleep and so on. Which rules will assist students learn positive, pro-social, and safe behaviors (Olsen and Paul, 2008, 48). The establishment of classroom rules with the aim of reducing disruptive student behavior. When students are assured that they understand why they should not engage in certain behaviors in the classroom, they will believe that the classroom rules have been clearly stated.

Another way that also carried by the novice teachers is *Giving an advice and motivations*. Thus the researcher agrees with the positive approach used by novice teachers because in addressing some of the behavior of students as a teacher it is very necessary to provide lots of advice and motivations to students so that when they receive stimulation they will understand what they are doing is good or not. So that with some advices and motivations given they are able to self-reflect and improve themselves from mistakes. Which is in line with the theory which states that motivation is one of the most important things that affects how students learn, and this internal drive that will push them to reach their goals (Leal, et al., 2020, p.76). In addition, with this approach students will feel they are given affection that makes them feel cared for.

The next is, by using *Verbal Reprimanding*. Some novice teachers also stated that they often used verbal warnings to give a reprimanding to their students who always behaved disruptively. According to them, verbal reprimanding is more able to make students reduce their behavior. This is inconsistent with the findings put forward by Debreli and Ishanova (2019, p. 11) who say that according to the majority, eye contact and body language are efficient non-verbal ways of communication. In this case, as explained by novice teachers, students tend not to pay attention to the cues they give if they only use body language such as eye-contact or use other body cues. So, novice teachers here more often and always only use verbal warnings.

So this is in line with the theory given by David (2020, p. 491) that

verbal warnings are a simple effective way to provide the discipline to students. The use of this verbal reprimanding is used by novice teachers in a variety of ways, such as call the student's name directly, or some say "Hi, what are you doing there?" and others. In accordance with what was found by Hemniati, et al., (2021, p. 34), this method was used by calling out students' names, waking them up, and talking to them.

Another way that is used by novice teachers in preventing and overcoming various disruptive behaviors students is *Creating an Interesting Class Atmosphere*, learning interaction is the core of learning activities that can be a structured and planned means of knowledge transfer between teachers and students, so as to enable students to understand the subject matter delivered by the teacher. So that if sometimes some disruptive student behavior appears, the teacher is required to create a good classroom atmosphere in order to overcome and prevent and reduce various kinds of obstacles that occur as a result of disruptive student behavior. Which by this, the most significant component in educational performance is the quality of classroom management abilities by teachers (D. Ergin, 2019, p. 250).

In this case, the teacher has an important role in it as a pilot who controls the direction of the flow of the learning process so that it runs well until the end of the learning process (Conroy, et al., 2009, p. 18). By doing some of fun activities carried out by novice teachers such as doing guessing games, playing trending English songs, doing some brainstorming and quizzes. With this, based on what the researcher found, it can make students

aware again that learning English is fun. So for students who often talk, students who always sleep, or even students who do not want to participate in learning will have the enthusiasm to return to pay attention to the learning that the teacher provides.