

ABSTRACT

Pratomo, Wibi Samuel, 2005. *Managing Students' Disruptive Behaviors of the 2nd year Students of Senior High School in the Academic Year 2004-2005: A Case Study at SMAN 3 Bantul*. Yogyakarta: Sanata Dharma University

Maintaining cooperative role relations between teachers and students determines the achievement of instructional goals. A good classroom management is one important aspect to be considered in achieving a conducive learning environment and obtaining a mutual relationship between students and teachers. Considering the importance of classroom management, this research intends to investigate students' disruptive behaviors in SMAN 3 Bantul. Three problem formulations emerged in this study: (1) What is the description of the school in relation with broader social context? (2) What are the possible causes of students' disruptive behaviors in English class? and (3) How to manage the students' disruptive behaviors?

In this research, the researcher used three kinds of instruments to gather the data from the samples: (1) Questionnaire, (2) Classroom observation, and (3) Interview. The researcher distributed the questionnaire to the respondents on 19 August 2004. The respondents were the second year students of SMAN 3 Bantul. The total number of respondents was 33 students. The classroom observation was done for four times during the English class. The interview involved five respondents and two teachers as the informants.

In relation with the description of SMAN 3 Bantul, it was discovered that SMAN 3 Bantul located in a sub-urban area, which makes the perspectives of students and teachers were different with those schools which are located in the city area. Based on the second problem formulation, it was found that some students said that they do disruptive behaviors because of (1) a physical cause (2) temporary psychological problems, (3) feelings, (4) dislikeness, (5) desire for attention, recognition, and status, (6) intentional action, (7) emotional climate in the family, (8) students' personal problems, (j) physical environment, (k) peer pressure. Based on the review of related literature, the researcher also found some suggestions that are beneficial in managing students' disruptive behaviors. The suggestions are given under the following themes: (1) teacher accountability (2) trust and respect: power and authority, (3) class climate, (4) positive removal of disrupters, (5) prevention rather than management, and (6) lectures: a causal factor.

In relation to the findings of this study, then, the writer proposes some suggestions: (1) The teachers should know their students' backgrounds, in order to adjust themselves to students' needs, and (2) the teachers should be creative in their techniques of teaching so as to reduce the students' boredom.

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Mempertahankan hubungan peran yang kooperatif antara guru dan murid menentukan pencapaian dalam tujuan intruksional. Manajemen kelas yang baik merupakan satu aspek penting dalam rangka pencapaian lingkungan belajar yang kondusif dan terciptanya hubungan mutualisme antara guru dan murid. Mengingat pentingnya manajemen kelas dalam pengajaran, penelitian ini bermaksud menyelidiki tentang kegiatan murid yang mengganggu pelajaran di SMAN 3 Bantul. Ada tiga rumusan masalah yang muncul di studi ini: (1) Apa deskripsi sekolah dalam hubungannya dengan konteks social yang lebih luas? (2) Apa saja kemungkinan penyebab dari kegiatan murid yang mengganggu pelajaran di kelas Bahasa Inggris? dan (3) Bagaimana caranya mengatur kegiatan murid yang mengganggu pelajaran.

Dalam penelitian ini, peneliti menggunakan tiga macam alat untuk mengumpulkan data dari sample: (1) kuesioner, (2) observasi kelas, dan (3) interview. Peneliti membagikan kuesioner pada para responden pada Agustus 2004. Para responden adalah para siswa kelas dua SMAN 3 Bantul. Seluruh responden berjumlah 33 siswa. Observasi kelas dilaksanakan empat kali bertempat di dalam kelas. Interview melibatkan lima responden dan dua guru sebagai informan.

Dalam kaitannya dengan deskripsi dari SMAN 3 Bantul, dalam penelitian ini ditemukan bahwa SMAN 3 Bantul terletak di daerah pinggir kota yang melahirkan perbedaan pandangan/ perspektif dari murid dan guru yang berbeda dengan sekolah lain yang terletak di kota. Dari rumusan masalah yang kedua, telah ditemukan bahwa beberapa siswa menyatakan bahwa mereka melakukan kegiatan yang mengganggu pelajaran karena (a) faktor fisik, (b) masalah psikologis sementara, (c) perasaan, (d) tidak suka pada guru/ pelajarannya, (e) faktor fisiologis, (f) keinginan untuk mencari perhatian, pengakuan, dan status tertentu, (g) tindakan yang disengaja, (h) suasana emotional di dalam keluarga, (i) masalah pribadi murid, (j) lingkungan fisik, dan (k) paksaan dari teman. Berdasarkan dari uraian referensi yang terkait, peneliti juga menemukan saran –saran cara yang dapat berguna dalam mengatasi kegiatan siswa yang mengganggu pelajaran. Saran diberikan dalam tema-tema berikut ini: (1) pertanggungjawaban guru, (2) kepercayaan dan rasa hormat: kekuasaan dan wibawa, (3) suasana kelas, (4) pengusiran murid secara positif, (5) lebih baik mencegah daripada mengobati, (6) perkuliahan: faktor penyebab

Berkaitan dengan penemuan dalam penelitian ini, lalu, penulis membuat beberapa saran: (1) para guru disarankan mempunyai pengetahuan tentang latar belakang murid – muridnya, supaya dapat menyesuaikan diri dengan kebutuhan para murid dan (2) para guru disarankan untuk kreatif dalam teknik pengajaran yang dapat memperkecil kebosanan murid.