

**TEACHER'S STRATEGIES IN MANAGING DISRUPTIVE
STUDENT BEHAVIOR IN ENGLISH CLASSES AT SMPN 10
BANJARMASIN**

SARJANA'S THESIS

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

2026

**TEACHER'S STRATEGIES IN MANAGING DISRUPTIVE STUDENT
BEHAVIOR IN ENGLISH CLASSES AT SMPN 10 BANJARMASIN**

***SARJANA'S* THESIS**

**Presented to Faculty of Teachers' Training and Education as a partial
Fulfillment of the Requirements for Completing the *Sarjana Pendidikan*
Degree in English Language Education Department**

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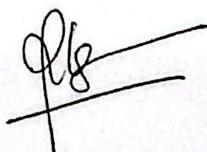
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LETTER OF APPROVAL

This is to certify that the *Sarjana's* Thesis Proposal of Noor Hadijah Aprilia Reg. Number 2210117220003 entitled "Teacher's Strategies in Managing Disruptive Student Behavior in English Classes at SMPN 10 Banjarmasin" has been approved by the advisor for oral examination.

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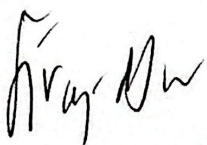
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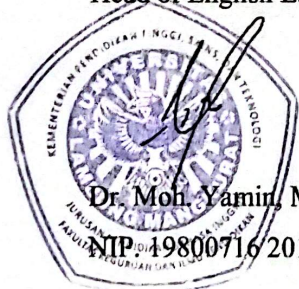


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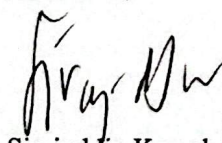
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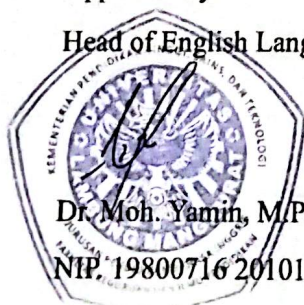


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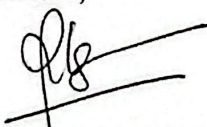
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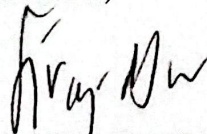
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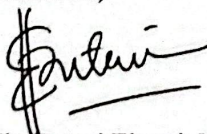
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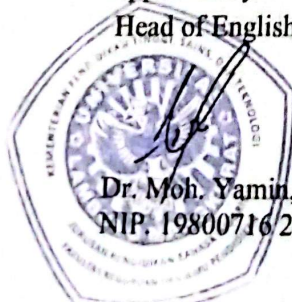


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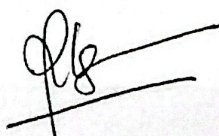
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LETTER OF APPROVAL

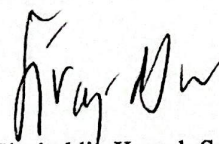
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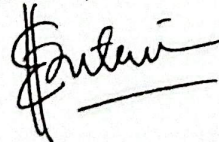
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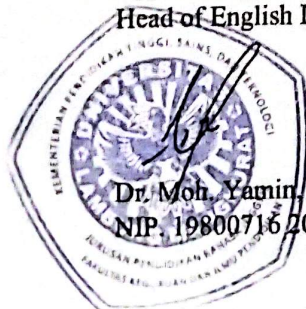
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ABSTRACT

Aprilia, Noor Hadijah. 2026. *Teacher's Strategies in Managing Disruptive Student Behavior in English Classes at SMPN 10 Banjarmasin*. Sarjana's Thesis. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Rina Listia, M.Pd., the second advisor: Sirajuddin Kamal, S.S., M.Ed.

Keywords: classroom management, disruptive behavior, inclusive EFL classroom, teacher's strategies.

Managing disruptive behavior in inclusive EFL classrooms presents a complex pedagogical challenge, as it halts lesson flow and triggers language anxiety. Therefore, this qualitative single-subject case study aims to identify types of disruptive behaviors and analyze the management strategies implemented by the English teacher in inclusive seventh-grade classes at SMPN 10 Banjarmasin.

Data collected through non-participant observations, an in-depth interview, and documentation were analyzed using Miles and Huberman's interactive model: data reduction, display, and conclusion drawing.

Findings reveal four main disruptive behaviors: disengagement, breaking rules, confrontation, and aggression. These were exclusively initiated by regular students due to instructional boredom and linguistic constraints, whereas students with special needs remained passive or utilized structural accommodations (*Ruang Pintar*). With proactive routines breaking down, the teacher relied on reactive strategies, predominantly using high-volume reprimands in the local language (Banjarese). This inadvertently spiked students' affective filters and stalled language acquisition due to the "dual burden" of unsupported inclusive teaching.

It is suggested that the school provides special education assistants (*Guru Pembimbing Khusus*) to alleviate teacher fatigue. Furthermore, the teacher should conduct Classroom Action Research (CAR) to implement engaging pedagogical scaffolding and substitute the mother tongue with clear English instructions, lowering students' anxiety.

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TABLE OF CONTENT

LETTER OF APPROVAL.....	iii
ABSTRACT.....	vii
TABLE OF CONTENT	x
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objective of the Study	4
1.4 Significance of the Study	5
1.4.1 Theoretical Significance	5
1.4.2 Practical Significance	5
1.5 Definition of Key Terms	7
CHAPTER II.....	8
REVIEW OF LITERATURE	8
2.1 Theoretical Framework	8
2.1.1 Teacher's Strategies	8
2.1.2 Classroom Management	15
2.1.3 Student Disruptive Behavior.....	17
2.1.4 Inclusive Education in EFL Context.....	25
2.2 Review of Previous Studies.....	25
CHAPTER III	29
METHOD OF RESEARCH.....	29
3.1 Approach and Type of Research	29
3.2 Subject of the Research	30
3.3 Setting of the Research.....	31
3.4 Instrumentation of the Research.....	32
3.5 Data and Sources of Data	34
3.6 Data Collection Procedures	35
3.7 Data Analysis	36
3.8 Trustworthiness of the Research	37
CHAPTER IV	39

RESEARCH FINDINGS AND DISCUSSION	39
4.1 Description of the Data.....	39
4.2 The Research Findings	41
4.2.1 Structural Overview of the Findings.....	42
4.2.2 The Typology and Identified of Disruptive Behaviors.....	45
4.2.3 The Typology of Teacher's Strategies.....	58
4.3 Research Discussion.....	65
CHAPTER V.....	73
CONCLUSIONS AND SUGGESTIONS.....	73
5.1 Conclusions	73
5.2 Suggestions.....	74
REFERENCES.....	76
STATEMENT OF ORIGINALITY	79
APPENDICES	80

LIST OF APPENDICES

Appendix 1: Research Instrument Blueprint.....	81
Appendix 2: Expert Validation Letters	82
Appendix 3: Coded Field Data.....	83
Appendix 4: Teacher’s Lesson Plan.....	84
Appendix 5: Research Documentation.....	85
Appendix 6: Letter of Research Permit.....	86
Appendix 7: Letter of Research Completion	87
Appendix 8: Scores of Thesis Proposal Seminar	88
Appendix 9: Scores of Research Result Seminar.....	89
Appendix 10: Scores of Thesis Defense	90
Appendix 11: Letter of Advisor Appointment	91
Appendix 12: Certificate of Plagiarism Free	92
Appendix 13: Consultation Records	93