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STUDENTS` DISRUPTIVE BEHAVIORS IN ENGLISH LANGUAGE LEARNING AT GRADE IX OF JUNIOR HIGH SCHOOL 26 PADANG

Dini Erza Fartai[1], Hevriani Sevrika[2]
Pendidikan Bahasa Inggris Universitas Nahdlatul Ulama Sumatera Barat
dinierza77@gmail.com[1] sevrikariecha@gmail.com[2]

ABSTRACT

This study aimed to identify the forms of students' disruptive behavior and explore the reasons behind such behavior during English language learning among ninth-grade students at Junior High School 26 Padang. This study employed a qualitative descriptive design. The data were collected through two observation sessions and semi-structured interviews with five informants selected purposively. The data were analyzed using the model proposed by Miles, Huberman, and Saldaña (2014). The findings showed that six of the thirteen forms of disruptive behavior based on Charles (2014) were consistently identified in both observation sessions, namely inattention, needless talk, moving about the room, annoying others, disrupting, and defiance of authority. Meanwhile, the other seven forms, namely apathy, lying, stealing, cheating, sexual harassment, aggression and fighting, and malicious mischief, were not identified during the observations. The interview results showed that disruptive behavior was related to various reasons, including interaction with friends, the desire to gain attention, boredom, habitual behavior, difficulty understanding the lesson, pressure related to assignments, and other personal and situational conditions. These findings indicate that disruptive behavior did not occur because of a single reason but was related to a combination of internal, interpersonal, and situational conditions during the learning process. This study is expected to provide useful information for English teachers in understanding the forms and reasons for students' disruptive behavior and managing students' behavior appropriately according to the learning context.

Keywords: *disruptive behavior, English language learning, Charles (2014), classroom management, junior high school students*

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi bentuk-bentuk perilaku disruptif siswa dan mengeksplorasi alasan di balik perilaku tersebut selama pembelajaran Bahasa Inggris pada siswa kelas IX di SMP 26 Padang. Penelitian ini menggunakan desain deskriptif kualitatif. Data dikumpulkan melalui dua sesi observasi dan wawancara semi-terstruktur dengan lima informan yang dipilih secara purposif. Data dianalisis menggunakan model Miles, Huberman, dan Saldaña (2014). Hasil penelitian menunjukkan bahwa enam dari tiga belas bentuk perilaku disruptif berdasarkan Charles (2014) teridentifikasi secara konsisten dalam kedua sesi observasi, yaitu *inattention, needless talk, moving about the room, annoying others, disrupting,* dan *defiance of authority*. Sementara itu, tujuh bentuk lainnya, yaitu *apathy, lying, stealing, cheating, sexual harassment, aggression and fighting,* dan *malicious mischief*, tidak ditemukan selama observasi. Hasil wawancara menunjukkan bahwa perilaku disruptif berkaitan dengan berbagai alasan, termasuk interaksi

dengan teman, keinginan untuk mendapatkan perhatian, kebosanan, kebiasaan, kesulitan memahami materi, tekanan terkait tugas, serta kondisi pribadi dan situasional lainnya. Temuan ini menunjukkan bahwa perilaku disruptif tidak muncul karena satu alasan tunggal, tetapi berkaitan dengan kombinasi kondisi internal, interpersonal, dan situasional selama proses pembelajaran. Penelitian ini diharapkan dapat memberikan informasi bagi guru Bahasa Inggris dalam memahami bentuk dan alasan perilaku disruptif siswa serta mengelola perilaku siswa secara tepat sesuai dengan konteks pembelajaran**.**
Kata kunci: perilaku disruptif, pembelajaran Bahasa Inggris, Charles (2014), manajemen kelas, siswa sekolah menengah pertama

A. Introduction

Effective classroom management is an important part of successful English language learning. It helps teachers maintain classroom order, create a supportive learning environment, and encourage student participation. Yasin et al. (2022) explain that classroom management involves organizing the learning environment and increasing student participation. Similarly, Yanti et al. (2024) state that effective classroom management can improve the learning process and create a conducive classroom atmosphere. Classroom interaction also plays an important role in supporting student engagement and participation (Hamri et al., 2024). However, maintaining a conducive learning environment can be challenging when students display behavior that interrupts classroom activities.

Disruptive behavior is one of the challenges teachers may face during the teaching and learning process. Such behavior can interfere with teachers' explanations, disturb other students, and interrupt classroom activities. For example, students may talk loudly while the teacher is explaining the lesson, joke with their friends, or interrupt learning activities at inappropriate times. These behaviors can make it difficult for teachers to deliver the material effectively and maintain students' attention.

This issue was also identified during the researcher's initial observations of English lessons in Grade IX at Junior High School 26 Padang. Several students talked loudly and joked while the teacher was explaining the lesson. As a result, the teacher had to stop the explanation several times to warn the students, restore classroom order, and repeat

the material. These situations showed that disruptive behavior was a challenge during English lessons at the school. This condition encouraged the researcher to examine the forms of disruptive behavior that occurred in the classroom and explore the reasons associated with these behaviors.

Understanding disruptive behavior requires attention not only to the behaviors displayed by students but also to the situations and reasons they report for engaging in them. Students may display disruptive behavior for different reasons, such as boredom, peer interaction, or a desire to gain attention. Exploring these reasons can provide a better understanding of student behavior during English lessons.

Based on this background, this study aims to identify the forms of disruptive behavior displayed by ninth-grade students during English language learning at Junior High School 26 Padang and to explore the reasons associated with these behaviors.

B. Research Method

This study employed a qualitative approach with a descriptive research design.The research was conducted during the first semester of the 2026/2027 academic year at Junior High School 26 Padang, focusing on ninth-grade students. Primary data sources were selected using cluster sampling to determine the class and purposive sampling to select participants who could provide relevant information regarding disruptive behaviors in the classroom, with the number of participants determined by data saturation. Additionally, secondary data were gathered from supporting school documents, including the lesson schedule and the teacher's lesson plans.

Data were collected through three main techniques: classroom observations, semi-structured interviews, and documentation. Observations were conducted across two learning sessions using an observation sheet based on thirteen indicators of misbehavior adapted from Charles (2014) to examine behavioral consistency. Semi-structured interviews were held with the selected informants to explore the underlying causes behind these behaviors from the students' perspectives. Documentation, including video recordings and photographs, was utilized to complement

and verify field data. To ensure data trustworthiness, the study involved a peer observer (an English Education student) to maintain credibility and objectivity during observations, alongside implementing member checking with teachers and students and constructing a systematic audit trail.

The collected data were analyzed interactively using the model by Miles, Huberman, and Saldaña (2014), which comprises three main stages: data condensation, data display, and conclusion drawing/verification.

C.Findings and Discussion

The findings of this study revealed six forms of disruptive behavior among ninth-grade students during English language learning at Junior High School 26 Padang. Based on two observation sessions and the comparison of the researcher's notes with those of a peer observer, the identified forms were *inattention, needless talk, moving about the room, annoying others, disrupting,* and *defiance of authority*.

The interview findings also showed that students associated their disruptive behavior with various reasons. These reasons were grouped into three categories: *Low Student Motivation, Teacher Role,* and *Classroom Conditions*.

1. Inattention

Inattention was one of the six forms of disruptive behavior identified during both observation sessions. During the first observation on August 14, 2026, several students did not focus on the teacher's explanation and continued talking with their classmates around their desks, even though the teacher had instructed them to pay attention. The peer observer, Chintia Oktariza, also noted that some students continued interacting with their classmates after the teacher gave a reprimand.

Similar behavior was observed during the second observation on August 21, 2026. When the teacher displayed the *Greetings* material through InFocus, several students in the middle and back rows paid more attention to their classmates than to the material being presented. The peer observer also recorded that some students continued talking during the presentation. These findings indicate that students' attention was directed away from the lesson during the learning process.

This finding is consistent with Charles (2014), who describes inattention as a behavior in which students do not focus on the lesson and shift their attention to activities unrelated to learning. In this study, inattention was identified when students focused on conversations with their classmates instead of the teacher's explanation or the learning materials.

2. Needless Talk

During the first observation on August 14, 2026, several students were observed talking with their classmates about topics unrelated to the lesson while the teacher was explaining the material. Their conversations continued even after the teacher instructed them to pay attention. Chintia Oktariza, the peer observer, also recorded that students continued talking around their seats after receiving a reprimand.

This behavior appeared again in the second observation on August 21, 2026. While the teacher presented the *Greetings* material through InFocus, several students in the middle and back rows continued talking with their seatmates instead of focusing on the material. The peer observer also noted that these conversations continued during the presentation.

In this study, the main concern was not students' interaction with their classmates itself, but the unrelated conversations that took place while the teacher was explaining the material.

3. Moving About the Room

During the English lessons, some students did not remain in their seats and moved to other parts of the classroom while the lesson was in progress. In the first observation on August 14, 2026, the researcher noted that several students moved away from their seats while the teacher was explaining the material. Chintia Oktariza, the peer observer, also recorded that students moved around the classroom several times during the explanation.

A similar pattern was recorded in the second observation on August 21, 2026. Several students got up from their seats and moved to other areas of the classroom while the lesson was taking place. Chintia's notes also indicated that some students moved without a purpose related to the learning activities.

Charles (2014) describes *moving about the room* as students moving around the classroom without permission or a purpose related to the

lesson. The observed behavior reflected this concept because students left their seats and moved around while the teacher was explaining the material. Their movements were not related to the ongoing learning activities. Thus, this finding shows that moving about the room was one of the forms of disruptive behavior that occurred during English language learning in class IX-7.

4. Annoying Others

During the first observation on August 14, 2026, the researcher observed several students joking and laughing with their classmates while the English lesson was in progress. These actions were not related to the task or material being presented and attracted the attention of other students around them. The peer observer, Chintia Oktariza, also recorded this behavior, indicating that the interactions occurred during the learning activities and affected the attention of nearby students.

A similar situation occurred during the second observation on August 21, 2026. When the teacher displayed a slide containing an example of a *Greetings* dialogue, several students joked with their classmates and laughed while the material was being presented. Chintia's notes also showed that these interactions distracted students from the lesson, prompting the teacher to give a reprimand. The presence of similar behavior in both observations showed that students' joking and laughing repeatedly occurred during the English lessons.

In Charles's (2014) framework, *annoying others* refers to behavior that bothers or disturbs other students. The observations in this study reflected this form through students' joking and laughing, which drew their classmates' attention away from the lesson. Although interacting with friends is a normal part of classroom life, these interactions became disruptive when they distracted students from the learning activities.

5. Disrupting

Disrupting was another form of disruptive behavior found during both observation sessions. During the first observation on August 14, 2026, a student suddenly shouted while the other students were working on an individual task. The shout was unrelated to the activity being carried out. The peer observer, Chintia Oktariza, also recorded this incident in

her observation notes. This showed that the shouting occurred in the middle of a learning activity and interrupted the classroom situation.

The behavior appeared again during the second observation on August 21, 2026. While the teacher was reviewing the *Greetings* material through InFocus, a male student shouted loudly from his seat. Chintia also noted that sudden shouting occurred more than once during the lesson and that other students shouted as well. The occurrence of this behavior in both sessions showed that shouting was not limited to one particular observation.

According to Charles (2014), *disrupting* refers to behavior that interrupts the learning process or disturbs classroom activities. In this study, the behavior was identified through students' sudden and loud shouting during learning activities. These actions were unrelated to the ongoing lesson and interrupted the classroom atmosphere while the teacher was teaching or students were completing their tasks.

6. Defiance of Authority

Defiance of authority was also identified during both observation sessions, particularly when students did not immediately follow the teacher's instructions. During the first observation on August 14, 2026, some students continued talking instead of writing down the key points from the *Greetings* material as instructed by the teacher. Their attention remained on conversations with their classmates rather than on completing the assigned activity.

A similar situation occurred during the second observation on August 21, 2026. Some students did not follow the teacher's instruction to take notes on the material displayed through InFocus. Based on Chintia Oktariza's observation notes, the students only followed the instruction after the teacher gave repeated reprimands. This suggests that the students did not respond to the teacher's directions immediately and needed further reminders before complying.

Charles (2014) includes *defiance of authority* among the forms of disruptive behavior in the classroom. In this study, the behavior was reflected in students' failure to follow the teacher's instructions promptly during the lesson. Rather than completing the requested task, some students continued talking and only

followed the instructions after being reprimanded several times.

Reasons for Disruptive Behavior

In addition to identifying the forms of disruptive behavior, this study also examined the reasons behind these behaviors. Based on interviews with five students, the findings revealed various reasons for engaging in disruptive behavior during English lessons. These reasons were grouped into three categories: *Low Student Motivation, Teacher Role,* and *Classroom Conditions*.

1. Low student motivation

Low student motivation was one of the categories identified from the student interviews.This category was discussed in relation to Pintrich's (2003) view of motivation and Ryan and Deci's (2000) Self-Determination Theory.

Boredom

Boredom was mentioned by four of the five informants, namely N, S, F, and Q. However, the behaviors associated with boredom differed among the students. N associated boredom with not following the teacher's instructions, while S and F linked it to moving about the room. Meanwhile, Q associated boredom with joking and laughing with classmates. This finding is consistent with Vongvilay (2021), who also found that boredom was related to disruptive behavior during English learning. However, the present study shows that the behaviors associated with boredom varied among individual students. In addition to boredom, the interviews also revealed habitual behavior as another reason associated with students' disruptive behavior during English lessons.

Habitual Behavior

Habitual behavior was mentioned by three of the five informants, namely N, D, and Q. Their responses reflected different experiences with this behavior. N described it as an established personal pattern, while D explained that it had become a habit since earlier grades. Q also described a tendency to behave in this way. N and Q associated it with *moving about the room*, while D associated it with *needless talk* and *defiance of authority*. Besides habitual behavior, the interviews also revealed psychological pressure as another reason associated with students' disruptive behavior during English lessons.

Psychological Pressure

Psychological pressure was mentioned by two of the five informants, F and N. However, they associated this pressure with different forms of disruptive behavior. F linked stress to *needless talk*, explaining that stress could lead students to talk with their friends during the lesson. Meanwhile, N associated pressure from school tasks with *disrupting*, particularly suddenly shouting during the lesson. This finding is partly supported by Syahraini et al. (2026), who found a positive relationship between assignment workload and academic stress among junior high school students. This is relevant to N's account of task-related pressure..

Discomfort with Staying Seated

Discomfort with staying seated was mentioned by two of the five informants, S and F. Both students associated this discomfort with *moving about the room*, although their explanations differed. S described physical restlessness as a reason for wanting to move from the seat. Meanwhile, F explained that the desire to leave the seat was also related to wanting to approach and talk with friends. These findings indicate that discomfort with staying seated was associated with students' tendency to move around the classroom, although the reasons behind this behavior were not exactly the same. In addition to discomfort with staying seated, difficulty understanding the lesson material was another reason associated with students' disruptive behavior.

Difficulty Understanding the Material

Difficulty understanding the material was mentioned by two informants, F and Q. Both associated this difficulty with *defiance of authority*, as they described students who did not follow the teacher's instructions. Q also linked it to *needless talk*, particularly talking with friends during the lesson. This can be understood in relation to the competence aspect of Self-Determination Theory proposed by Ryan and Deci (2000), which emphasizes the importance of feeling capable of engaging in an activity. When students have difficulty understanding the lesson, they may find it harder to participate effectively and may turn their attention to other activities. Finally, the interviews also revealed low learning engagement as another reason associated with

students' disruptive behavior during English lessons.

Low Learning Engagement

Low learning engagement was mentioned by three informants, namely N, S, and D. Their responses linked low engagement to different forms of disruptive behavior. N and D associated it with *moving about the room*, while S linked it to *needless talk* and *disrupting*. These behaviors reflected students' limited involvement in the learning activities. This finding is consistent with Fredricks et al. (2004), who explain that student engagement includes behavioral, emotional, and cognitive dimensions. In this study, the reported behaviors mainly reflected low behavioral engagement, as some students moved around the classroom, talked with friends, or interrupted the lesson rather than remaining involved in the learning activities.

2. Teacher Role

The interview findings also revealed that students' perceptions of the teacher's approach were associated with disruptive behavior during English lessons. In this category, only one informant, Q, mentioned the teacher's approach as a reason for such behavior. Q perceived the teacher as "too kind" and believed that this made some students take the teacher's instructions less seriously. This perception was associated with *needless talk*, particularly talking with friends during English lessons.

This finding can be discussed in relation to Rosenshine's (2012) view that clear and structured instruction helps students understand the learning process and follow its stages. Slavin (2014) also emphasizes the importance of appropriate teaching methods in maintaining students' interest and engagement. Although these theories do not directly explain Q's perception of the teacher as "too kind," they highlight the importance of how teachers guide and engage students during lessons. Therefore, Q's response represents an individual perception of the teacher's approach that may be related to students' responses to classroom instructions, rather than evidence that the teacher's approach directly caused disruptive behavior.

3. Classroom Conditions

Classroom conditions were another category identified from the interview findings. This category refers to classroom situations and social

relationships that were associated with students' disruptive behavior during English lessons. Based on the findings, this category included three sub-categories: social interaction in the classroom, student conflict and friction, and situational and physical factors.

Social Interaction in the Classroom

Social interaction in the classroom was one of the sub-categories identified within Classroom Conditions. The interview findings showed that students' interactions with their classmates and their desire to gain attention were associated with disruptive behavior during English lessons. This sub-category covers two reasons: interaction with friends and peer influence, and seeking attention.

Interaction with Friends and Peer Influence

Interaction with friends was mentioned by four of the five informants, namely N, S, F, and D. Their responses showed that interaction with classmates was associated with different forms of disruptive behavior. N, S, and F described talking, joking, or laughing with their classmates, which was related to *needless talk*. F and D also associated interaction with friends with *moving about the room*, as they described moving from their seats to approach and talk with friends. Meanwhile, peer influence was mentioned by D, who related it to not following the teacher's instructions, which was associated with *defiance of authority*.

These findings are consistent with Fraser (2014), who explains that the classroom environment includes social aspects, such as relationships and interactions among students. However, these findings do not establish that peer interaction directly caused the behavior. Rather, they show that students' social relationships and peer influence were related to the disruptive behaviors described during English lessons.

Seeking Attention

Seeking attention was mentioned by all five informants, namely N, S, F, Q, and D. Their responses showed that the desire to gain attention was associated with *disrupting*, which was mentioned by all five informants. In addition, D associated seeking attention with *annoying others*. These findings indicate that seeking attention was related to more than one form of

disruptive behavior during English lessons.This finding can be discussed in relation to Ryan and Deci's (2000) Self-Determination Theory, particularly the need for relatedness, which refers to the need to feel connected to others. The students' responses suggest that seeking attention was one reason they associated with their disruptive behavior. However, this does not establish that the need for social connection directly caused the behavior.

This sub-category includes three reasons: disturbing friends, conflict with friends and looking for trouble, and joking or teasing friends. These reasons were related to the disruptive behaviors identified in the findings, particularly *disrupting*.

Disturbing Friends

Disturbing friends was mentioned by S and D as a reason associated with *disrupting*. Their responses indicated that this behavior occurred when students disturbed their classmates in a playful manner rather than as a result of a previous conflict. This finding suggests that playful interactions among students were related to disruptive behavior during English lessons. In addition to disturbing friends in a playful manner, the interview findings also revealed situations in which disruptive behavior was associated with conflict between classmates and students' desire to look for trouble.

Conflict with Friends and Looking for Trouble

Conflict with friends and looking for trouble were mentioned by F and S, respectively, as reasons associated with *disrupting*. F explained that his behavior was a response to being bothered by a friend, as reflected in his statement, "Saya melakukannya dengan kesadaran penuh akibat teman saya yang mengganggu." Meanwhile, S associated his behavior with a desire to look for trouble but did not provide further details about the specific trigger. These responses indicate that disruptive behavior was associated with different experiences in students' interactions with their classmates.This finding is consistent with Hovdal et al. (2021), who found that disruptive behavior could develop from minor friction among students. In the present study, F's response illustrates how conflict with a classmate was associated with disruptive behavior, while S's response reflects a different reason.

However, these findings represent the experiences reported by the informants and do not establish that conflict was the cause of all disruptive behavior. Apart from conflict and the desire to look for trouble, the interview findings also revealed that joking or teasing classmates was another reason associated with disruptive behavior during English lessons.

Joking/Teasing Friends

Joking or teasing friends was mentioned by Q and D as a reason associated with *disrupting*. The interview findings showed that this reason was related to behaviors that disturbed the classroom learning process. This finding can be compared with Hovdal et al. (2021), who found that joking among students during lessons could escalate into more disruptive situations. Although their study focused on Physical Education rather than English learning, it provides a comparison for understanding how joking among classmates may be related to disruptive behavior in different learning contexts.

Situational and Physical Conditions

Situational and physical conditions were identified as reasons associated with students' disruptive behavior. N and S related leaving the classroom to going to the canteen, while N also mentioned being called by a friend and S expressed a desire to walk around other classrooms. These accounts were related to *moving about the room*, one of the forms identified based on Charles (2014). F mentioned an urgent biological need as a reason for leaving the classroom. In addition, N explained that he left his seat to check a friend's notes, while S reported that he did not clearly hear the teacher's instructions. These responses show that students' explanations varied according to their personal needs and the situations they experienced during English lessons.

D. Conclusion

This study identified six of Charles's (2014) thirteen forms of disruptive behavior among ninth-grade students during English lessons at Junior High School 26 Padang: *inattention, needless talk, moving about the room, annoying others, disrupting,* and *defiance of authority*. The other seven forms were not observed during the two observation sessions, but this does not mean they never occurred.

The interview findings revealed that students associated their disruptive behavior with low motivation, the teacher's role, and classroom conditions. Reported reasons included boredom, habitual behavior, psychological pressure, peer interactions, seeking attention, conflicts, and personal or situational circumstances. These findings suggest that disruptive behavior was related to various factors rather than a single reason, although the interviews do not establish direct causation.

Overall, the findings highlight the importance of understanding disruptive behavior through classroom observations and students' explanations. Teachers can use this understanding to respond appropriately to disruptions and support student participation. Future research could involve more observation sessions and a wider range of classroom situations.

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