

# Philosophy of Education: The Role of Teachers' Scepticism Instruction to Solve Students' Disruptive Behaviour in English Learning Activity in Smp Islam Boyolali

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## Abstract

*Philosophy of education concern of nature aim problem and phenomenon in Education. One of the educational phenomenons in our country is teaching English as foreign language. Teachers have some of difficulties to deliver the material because of some factor. Teaching English in this digital era must be creative and innovative. As a teacher, we have to prepare an interested media to deliver English for students. The difficulties aspect to attend the class during English lesson is disruptive behavior. The example of students' disruptive behavior in English classroom is eating in the class and talk to their friend. This behavior can disturb their friend during lesson. The aims of this study are to know the kind of disruptive behaviour during English lesson, to identify the teachers' scepticism instruction, and to analysis the role teachers' scepticism instruction to solve students' disruptive behaviour. This study is descriptive qualitative method. The instrument of the data is observation during English classroom activity to know what kind of disruptive behaviour done by students and their reason why did that and how teacher solve this problem during English lesson activity. The result of this study show that some students have disruptive behaviour such us eating and talk without permission during English lesson. Most of the reason why they did that because of feel bored during classroom activity, and did not understand what the meaning of sentences. The teacher's scepticism instruction give students interest in English lesson. The teacher use epistemological, constitutive, linguistic meaning to ask students the instruction.*

## Keywords

philosophy of education; teacher's scepticism instruction; disruptive behavior



## I. Introduction

Philosophy of education concern of nature aim problem and phenomenon in Education. The aim of education is to share knowledge for human becoming an educational people to build better future. It becomes a practical philosophy that looks both inward to the parent discipline of educational practice, as well as to developmental psychology, cognitive science more generally, sociology, and other relevant disciplines.

One of the educational phenomenons in our country is teaching English as a foreign language. As teachers, they have some of difficulties to deliver the material because of some factor. As a foreign language, it has difficulties to deliver material for students because of some reason such as English was not our mother tongue, the students from village cannot attend the class because there is no subject on their curriculum when they were Elementary school. According to that phenomenon, students create a disruptive behaviour during classroom activity.

## II. Review of Literatures

According to Madison (2011:1), disruptive behavior in the classroom can negatively affect the classroom environment as well as the educational experience for students enrolled in the course. Disruptive students will make a noisy and disturb their friend during classroom activity.

Madison (2011:2), students exhibiting these types of behaviors can expect a warning from the instructor or dismissal for the lesson in which the behavior occurs. Failure to correct such behaviors can result in dismissal from the course. More extreme example of disruptive behavior include, but are not limited to use of profanity or pejorative language, intoxication, verbal abuse of instructor or other students (e.g., taunting, badgering, intimidation), Harassment of instructor, Threats to harm oneself or other students, and physical violence.

The option to solve disruptive behavior during English class is giving instruction by teacher full of meaning scepticism. Meaning scepticism is the view that ascriptions of meaning to symbols linguistic understanding to speakers are literally neither true nor false. From example the word green on Murphy understands *green*. The word green mean green.

Epistemological Scepticism Concedes that there are facts about subject matter, but questions whether we are entitled to the knowledge claims we make with respect to it. Constitutive scepticism leads to form of epistemological scepticism. But it is important to keep the two notions separate, since the most interesting arguments for constitutive scepticism about meaning proceed via epistemological route. first : if there are meaning-facts, they must be found within some distinctive set of facts.: call this the base set, Second : unlimited access, Third : it is argued that even this unlimited access we cannot find the sought-for about meaning and It is concluded that there simply are not facts about meaning.

Michael Dummett argues that linguistic meaning is explanatorily prior to propositional attitude content. Example: the manly ferry leaves from circular quay. It means that the manly ferry leaves from circular quay is the notion of linguistic meaning to be explained in terms of the notion of mental content, or vice versa, or is there no relation of priority.

Davidsonian view: If linguistic meaning and mental content have to explained together or not at all, a cogent argument for constitutive scepticism about one will straightforwardly yield an argument for constitutive scepticism about the other.

R. Novitasari (2016) studied about the tendency of disruptive behavior in preschool age children, reviewed from the strain of mother parenting. The subjects of this research were consisted of 70 mothers of preschoolers.

S. Khasinah (2017) research about managing disruptive behaviour of students in language classroom. It is a type of Qualitative research that describes students' disruptive behavior in Language Classroom that may greatly affect language teaching and learning process especially in ESL or EFL Classes. Shanty Halim studied about teacher strategies towards students' disruptive behavior in learning English. The purpose of this research is to describe about the theory of teachers' strategies toward students' disruptive behavior.

Halimatus Sadiyah and friend (2020) on their research about the implementation of traditional Javanese game models in shaping the social character of children in Perwanis Medan Kindergarten as well as describing what social characters are produced from traditional Javanese games (hide and seek, congklak, crank, and cublak-cublak suweng).

Olusegun Oladele Jegede (2020) found texts for science and technology employ different levels of linguistic analysis such as graphology, lexis, syntax to drive home their messages. The study also found that the meaning and messages of the contents of science and technology texts rely heavily on these linguistic features. Robinson Hutagaol (2020) found

that the learning outcomes used is civic learning outcomes that have high interpersonal communication and learning outcomes that have low interpersonal communication

### III. Research Methods

The aim of this research is to know the kind of disruptive behaviour during English lesson, to identify the teachers' scepticism instruction, and to analysis the role teachers' scepticism instruction to solve students' disruptive behaviour. The research problems of this research are 1) what kind of students' disruptive behaviour during English lesson? 2) What is the teachers' scepticism instruction during English lesson? 3). How is the role of teachers' scepticism instruction to solve students' disruptive behaviour during English lesson?

### IV. Results and Discussion

#### 4.1 Results

##### a. What Kind of Students' Disruptive Behaviour during English Lesson?

Madison (2011:2), students exhibiting these types of behaviors can expect a warning from the instructor or dismissal for the lesson in which the behavior occurs. Failure to correct such behaviors can result in dismissal from the course. More extreme example of disruptive behavior include, but are not limited to use of profanity or pejorative language, intoxication, verbal abuse of instructor or other students (e.g., taunting, badgering, intimidation), Harassment of instructor, Threats to harm oneself or other students, and physical violence.

The effect of their misunderstood about English in the classroom is creating a disruptive behaviour during lesson. According to Madison (2011:1), disruptive behavior in the classroom can negatively affect the classroom environment as well as the educational experience for students enrolled in the course. Disruptive students will make a noisy and disturb their friend during classroom activity. He explained the another example of disruptive behavior during classroom activities are eating in class, talk when the instructor explain the material, full of interruption, inattentiveness (sleeping, or reading paper in the class, etc.).

The researcher observed during classroom activity, there are some student made a noisy because their activities. From Student 1, he just make noisy with talk to his friend during English lesson. He always talks to his friend loudly but when his teacher ask him to explain the meaning of some word, he cannot answer well.

From Student 2, she just eats in the classroom during English class and talk to her friend also. Sometimes she sings a Javanese song that makes class very noisy. He even do not understand the English of thing in the classroom such "*meja, kursi*". She cannot translate well. But her teacher helps her to translate one by one patiently.

Student 3, sat behind big friend, and always ask to teacher about every single thing such us where is the subject, etc. but sometimes, he just talk to his friend, and not attend class well. When he asked by teacher to do some quizzes, he cannot answer clearly.

Based on the observational report the kind of disruptive behaviour during English lesson in the classroom in SMP Islam Ngemplak was noisy, talk to their friend, and eating in the class.

The cause of Students' Disruptive Behaviour in SMP Islam Ngemplak based on the data we can conclude that the cause of students' disruptive behaviour during English lesson in SMP Islam Ngemplak because they did not understand about the lesson. Some of them come from village that there is no English lesson when they were in Elementary school. There is a student sitting behind big friend, so she could not attend the lesson well.

## **b. To Identify the Teachers' Scepticism Instruction**

Meaning scepticism is the view that ascriptions of meaning to symbols linguistic understanding to speakers are literally neither true nor false. From example the word green on Murphy understands *green*. The word green to mean green.

There are some branches of scepticism meaning. First, Epistemological Scepticism concedes that there are facts about subject matter, but questions whether we are entitled to the knowledge claims we make with respect to it. Second, Constitutive scepticism leads to form of epistemological scepticism. But it is important to keep the two notions separate, since the most interesting arguments for constitutive scepticism about meaning proceed via epistemological route. first : if there are meaning-facts, they must be found within some distinctive set of facts.: call this the base set, Second : unlimited access, Third : it is argued that even this unlimited access we cannot find the sought-for about meaning and It is concluded that there simply are not facts about meaning.

Michael Dummett argues that linguistic meaning is explanatorily prior to propositional attitude content. Example: the manly ferry leaves from circular quay. It means that the manly ferry leaves from circular quay is the notion of linguistic meaning to be explained in terms of the notion of mental content, or vice versa, or is there no relation of priority.

Davidsonian view: If linguistic meaning and mental content have to explained together or not at all, a cogent argument for constitutive scepticism about one will straightforwardly yield an argument for constitutive scepticism about the other.

Meaning scepticism needed by teacher to warn student softly. With the ambiguities sentence, beside warn student to keep calm, they can analysis with their logic to think critically about the instruction given by teacher and build students high order thinking skill too.

Teachers' Scepticism instruction to solve disruptive behaviour during English class in SMP Islam Ngemplak Consist of:

1. Teach student like scientist with the question "What facts do you have to support this idea?"
2. Teach student the differences between a fact and an opinion. "What is the characteristic of the picture and what is your opinion about their life?"
3. Ask students to be quite with the command "everyone can leave the class and go to the canteen if you want do".
4. Ask thanksgiving for student showing their sweet voice during lesson. For example "ok dear, thank you for your sweet voice, but it will be better if you keep your voice for concert after this class".
5. Teach children to consider the alternate perspective or position. It always helps to see both points of view.
6. Teach children to look for the other side of the story. Teach children to learn to detect bias in what they read.
7. Teach children to not be afraid to ask questions. This means to think deeply about the topic and ask those tough questions.
8. Teach children those necessary research skills (and, of course, how to discern between credible and non-credible sources) so they can find the facts themselves.
9. Build their critical thinking with the case study.
10. Ask students to retell their conversation during English lesson.
11. Give the instruction about describe the material with their favorite topic.
12. Relate the material to their daily activity and ask them to speak up in front of their friend something that they know and their friend did not.

13. Give the instruction for students to share their food for other when they eat in the class during lesson.

### **c. The Role of Teachers' Scepticism Instruction to Solve Students' Disruptive Behaviour during English Lesson.**

To solve students' disruptive behaviour, teacher should be creative and innovative. Using interested media and any meaning scepticism's instruction are some of solution that effective to make a conducive classroom activity.

The effect of using teachers' scepticism instruction is make a class quiet and students have a critical thinking to answer question from teacher. They can build their creativity during lesson and have not time to disturb their friend.

The analysis of the role of teachers' scepticism instruction concern as :

- Teach student like scientist with the question "What facts do you have to support this idea?" this question as a HOTS question with the Epistemological term. As its meaning facts about subject matter, It deliver to students to try analysis the content and answer the question based on their logical thinking.
- Teach student the differences between a fact and an opinion. "What is the characteristic of the picture and what is your opinion about their life?". This question need constitutive skepticism meaning to answer because of this is unlimited access.
- Ask students to be quite with the command "everyone can leave the class and go to the canteen if you want do". This sentence is linguistic meaning with the purpose to let students leave the class if they were eating in the class. With that command, students will quite directly without any disruptive behavior again during class, because they can analysis the true meaning of teachers' instruction.
- Ask thanksgiving for student showing their sweet voice during lesson. For example "ok dear, thank you for your sweet voice, but it will be better if you keep your voice for concert after this class". This is a linguistic meaning that to keep silent during class with the word *keeps your sweet voice for concert*.
- Teach children to consider the alternate perspective or position. It always helps to see both points of view. For example "if you were me (teacher), what should you do in this class?" This is a constitutive meaning that made them think if they keep talking with their friend, teacher will be angry to all of them.
- Teach children to look for the other side of the story. Teach children to learn to detect bias in what they read. This is constitutive meaning showing students need to think about the other side of the story that they read before. For example "Cinderella in beautiful, explain the definition of beautiful itself."
- Teach children to not be afraid to ask questions. This means to think deeply about the topic and ask those tough questions. This is epistemological meaning that need a true activities. Some of the cause disruptive behavior create by student is they do not understand about the meaning of each word. With asking and answer activity in the English lesson, they can build their confident to know about the material deliver by teacher well.
- Teach children those necessary research skills (and, of course, how to discern between credible and non-credible sources) so they can find the facts themselves. This is constitutive scepticism meaning.
- Build their critical thinking with the case study. This is constitutive scepticism meaning. For example give them a forum discussion about familiar topic to describe.

- Ask students to retell their conversation during English lesson. This is linguistic meaning. When students keep talking to their friend during lesson, give them instruction to retell the story they talk about in front of the class.
- Give the instruction about describe the material with their favorite topic. This is constitutive meaning that build students' interest in English lesson.
- Relate the material to their daily activity and ask them to speak up in front of their friend something that they know and their friend did not.
- Give the instruction for students to share their food for other when they eat in the class during lesson. This is linguistic meaning. When students keep eating in the class with the reason that they hungry, so give them instruction to share their food to other. This way makes them understand about the empathy, and respect with other.

#### 4.2 Discussion

The discussion of this research is some of students did disruptive behavior such us eating in the class, talk to their friend during lesson, and interrupt teacher when she explained the material. The solution to solve this condition in the class is give the scepticism instruction. This is effective to apply in the classroom to make students keep calm during English lesson. The instruction such us give the command for students eating in the class for sharing the food for linguistic meaning, keep the sweat voice for concert. For epistemological meaning such us give the question about analysis the material, and about the constitutive meaning ask the students to share the opinion if they become a teacher in that condition.

### V. Conclusion

Teaching English as a foreign language is difficult to deliver for student. One of the factor is students' disruptive behaviour. The behaviour in this research showed that eating in the class, talk to friend during lesson, and interrupt teacher when she deliver material. The one of solution to solve the problem is using scepticism instruction. The kind of meaning scepticism are epistemological meaning, constitutive meaning, and linguistic meaning. In this research the writer explain about the teachers' scepticism instruction during English classroom activity.

The teachers' scepticism instructions are teach student like scientist with the question What facts do you have to support this idea?, teach student the differences between a fact and an opinion, ask students to be quite with the command Everyone can leave the class and go to the canteen if you want do, ask thanksgiving for student showing their sweet voice during lesson. For example ok dear, thank you for your sweet voice, but it will be better if you keep your voice for concert after this class. Teach children to think about the alternate perspective or position. It always helps to see both points of view. For example if you were me (teacher), what should you do in this class?. Teach children to seem for the opposite side of the story. Teach children to ask questions confidently. Teach children those necessary research skills (and, of course, the way to discern between credible and non-credible sources) in order that they can find the facts themselves.

Build their critical thinking with the case study, ask students to retell their conversation during English lesson. Give the instruction about describe the material with their favourite topic. Relate the material to their daily activity and ask them to speak up in front of their friend something that they know and their friend did not. Give the instruction for students to share their food for other when they eat in the class during lesson.

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