ENGLISH TEACHER’S STRATEGIES TO DEAL WITH STUDENT’S MISBEHAVIORS IN ELEMENTARY SCHOOL

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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ENGLISH TEACHER’S STRATEGIES TO DEAL WITH STUDENT’S MISBEHAVIORS IN ELEMENTARY SCHOOL

Primadinar Sekar Ratri

ABSTRACT

This research focuses on English teacher’s strategies to deal with the student’s misbehaviors in elementary school in the learning process. This study aims to find out the some strategies which are conducted by English teacher to deal with the misbehavior in class. The participants were three different English teachers who are teaching English in the first grade, second grade and third grade at one private elementary school in Salatiga. The Observation in class was the one type of research tools that was used. There are 5 types of strategies that were observed from this study (a) calling the students’ name, (b) talking to the whole class, (c) coming to the students and advising directly, (d) ignoring the behavior and (e) reprimanding them using eye contact. The finding from this study on what are the strategies will be used by the teacher during the lesson shows that each teacher uses the strategies differently.

KEY WORDS: teacher’s strategy, student misbehavior, elementary school

INTRODUCTION

Teaching English in Elementary school is expected to master the ways (methods or approaches) in handling student misbehavior, in this case in teaching the young learner. Because of the frequency of student misbehavior, teachers often feel they must deal with the behavior problem in class. Teachers are spending more time on discipline than on classroom instructions due to an increase in off task and poor behaviors (Rosenberg and Jackman, 2003). It also
has been stated in Algozziine et. al., (2001) that the most difficult case in facing elementary schools is “troubled” behavior.

There are so many desires for understanding disruptive behavior in elementary classrooms that had been written by McCarthy et.al in Bru (2009) and about the teacher’s respond to children who interfere with the classroom environment (Dyrness, 2006). Disruptive behavior in the classroom takes away attention from other students (Finn et. al., 1995), impairs the classroom learning environment (Bru, 2009), and increases teacher burnout rate (McCarthy et. al., 2009). This study is focusing the ways to handle student misbehavior in elementary level. In certain case where student begins to learn English, lack of understanding of the new language often lead into varieties of behavior during class.

Since it is very important for the teacher to manage the various students in class especially for student misbehavior, it is necessary to find out the teacher’s strategy to deal with this fact. Even though students will determine the situation in the class, the teacher should help all of students to reach out their academic goal when they are learning English. As a student teacher who had experienced in teaching English in Elementary School for 3 months, I found some misbehavior that happened during the class. This study will look for the teacher’s strategy when they should manage the class for teaching and learning English processes. The aim of this study is to find out the strategies which were used by English teacher to handle student’s misbehaviors. Therefore, my research question is “What are the teacher’s strategies to handle the student’s misbehaviors during the
English lesson in class?’. The findings of this study are also expected to enrich literature for English for foreign language teacher about strategies for the teacher in dealing with misbehavior students in elementary school.

LITERATURE REVIEW

Student Misbehavior

Henricsson, & Rydell, 2004, p.112 states that disruptive behaviors that fail to comply with the educators expectations and those that educators find challenging are the externalizing behaviors that can be defined as “destructive and aggressive behavior, defiance, temper tantrums, impulsive and hyperactive behaviors”. These students have higher levels of negative relationships with teachers and other students, including negative interactions despite receiving more attention from the teacher (Henricsson, & Rydell, 2004).

Kyriacou defines student misbehavior as “any behavior that undermines the teacher’s ability to establish and maintain effective learning experience in the classroom” (1997:121). Kyriacou (1997) ranges student misbehavior from simple non-compliance (e.g., not paying attention) to overt disruptive behaviour (e.g., throwing a missile across the room). He also finds that serious misbehaviour, including direct disobedience, physical aggression or damage, is much less frequent. All of the student misbehavior have the special causes, mostly when the students with less attention to the teacher in class. It is why some teacher agrees that the student misbehavior is a problem in the learning process.
Hollin (1993) states several reasons why student misbehavior is problematic, the first reason is because it will provoke and offend members of the teaching profession. The second is because misbehavior is detrimental to the educational progress of the “bad child”. The third is that it may have untoward effects later in the child’s life and the last is that it may hinder and disrupt the educational and social progress of “good children” who share a classroom with “bad children”.

According to study conducted with twenty primary school teachers from Turkey and England by Türnüklü and Galton (2001), it was found that most of the classroom management problems in both countries were similar. Their study indicated that the most prevalent disruptive behavior in both Turkey and England (51.4% and 49.5% respectively) was “noisy or illicit talking.” Then, “inappropriate movement” was another most frequently misbehavior observed in selected Turkish (27.1%) and the UK schools (27%). “Disturbing friends” was third most frequent misbehavior in selected schools (9.3% for Turkish classes and 7.9% for UK classes). The same study also examined the reasons behind these misbehaviors.

Student misbehaviors in class are so many varieties. The misbehaviors may interfere with their learning and it has been found that disruptive children have lower grades and an increased dropout rate later in their education career (Finn et. al., 1995). There has been an increasing desire for understanding disruptive behavior in elementary classrooms (Bru, 2009; McCarthy et. al., and Finn, Pannozzo, & Voelkl, 1995) and how teachers respond to children who interfere with the classroom environment (Dyrness, 2006). Disruptive behavior in
the classroom takes away attention from other students (Finn et. al., 1995), impairs the classroom learning environment (Bru, 2009), and increases teacher burnout rate (McCarthy et. al., 2009).

Epstein (2008) mentions several examples of concrete descriptions of problem behaviors, such as blurt out answers without raising hand during whole-class instruction, being physically aggressive toward the peers (hits, kicks, punches) during recess and frequently leave the seat without permission during small-group instruction.

Kinds of misbehavior are the essential thing to know so the teacher can appropriately respond the student’s misbehaviors. On the other hand, characteristic of the children are different from each other. Therefore, teacher needs to give the different response or certain treatment for each child as a young learner. The response will be crucial if the teacher give inappropriate response to the student’s misbehaviors. “An essential aspect of effective teaching is the need for a teacher to establish and maintain authority over the organisation and management of students’ learning” (Kyriacou, 1997: 101).

**Characteristics of Young Learner**

Several studies (Broughton et al. 1980; Scout and Ytreberg 1990; Brumfit, Moon and tongue 1991; Tough 1991; Brewster, Ellis and Girard 1992; Philips 1993; Cameron 1994; Garcia Arrezas et al. 1994; Halliwell 1994; Vale and Feunteun 1995; Williams 1998; Barreras Gomez 2004) have pointed out an array of children’s features, which should be taken into account when teaching English,
especially in the context where English is a foreign language. In this stage the young learners are self-centered. In addition, according to Broughton et al. (1980: 169), young learner are physically very active. For example are, they like playing, running, and moving around?

**Teacher’s Strategy**

The success of a learning process depends on teacher’s strategy, especially in managing the student’s misbehavior. It means that teacher’s strategy in dealing with student misbehavior is one of the main concerns the main concern for the teacher. This prevents problem behavior by giving students specific, appropriate behaviors to engage in. Monitoring student behavior allows the teacher to acknowledge students who are engaging in appropriate behavior and prevent misbehavior from escalating (Colvin et. al., 1993). It is about the rules and routines that are powerful preventative components that teacher should do in class (Colvin et. al., 1993).

It is important for the English teacher in Elementary school to stay professional to face those kinds of students and even when the students are very disruptive in class. Based on the book “Classroom Management Strategies-Resource Guide” (2014), there are the consideration behind the teacher’s strategy out of the class; the teacher can speak with the student after class, speak only for yourself and do not speak for the classroom teacher or the other students in the class, the teacher can try to understand and see things from the student’s point of view, try to help the student understand your point of view, focus more on finding the solutions, the last is
in the end you want the discussion with the student to be short, focused, and solution orientated.

Henkel, 1991; Lewis & Lovegrove, 1987 also drawn 8 categorization of the strategies on “Factor Loadings for Use of Strategies Across Behavior Type Scenarios” into 27 ways to deal with student misbehavior based on each strategy. First is removing or referring, in this strategy teacher can do so many things to deal with the student misbehavior such as remove the student from the class, put the student in time-out, send to the principal office, detention, contact the parents or the teacher can ignore the behavior. The second is positive action; the teacher can do some positive action to the student misbehavior like try to distract the student with positive action in class, the teacher can also draw the attention from the student with the positive models, catch students to be better and give praise for them, remove access to favorite activity like games or some kinds of funny activities so that the students do not feel bored in class, or the teacher can give more attention to the students to show that the teacher cares of the students. Next strategy is behavior modification, it means that the teacher can give the points for the students who do the good behavior in class, the teacher also can give the reward for the students, and also develop a student contact. Beside, teacher also can use the other strategy like punishment. Here, corporal punishment (paddling), have a direct discussion with student and ask for a teacher aide are the ways for the teacher to handle the student misbehavior using punishment. The fifth strategy is experts, it means the teacher can ask the experts to consult with the school nurse
or the counselor, can ask the expert outside of school and also talk with the classroom teacher(s). The sixth strategy that can be used by teacher is peers, here the teacher can ask the other students to assign a peer helper or ask to help with the student’s friend in class. The other strategy is keep busy. This strategy is aimed to make the students keep busy with their activity in class. The teacher can make the students do the assignment in class. The last strategy is threaten, this strategy will use peer pressure like group reward, make the student’s grade to be lower and yell at the students. this 8 strategies which can be used by the teacher to handle the student misbehavior in class.

THE STUDY

Context of the Study

This study is qualitative research, since the data was gained from observation. This study mainly focused on the strategies which were used by English teachers for the young learners in Elementary School. The context of study was undertaken in one of Elementary school in Salatiga, Central Java, Indonesia. In this school, the allocation time of the English course for grade 1 until 6 is 2x35 minutes in a week. To obtain the data observation were conducted in 3 different classes that were observed once for each class. The observations were done for 3 different English teachers who taught in different classes; 1st grade, 2nd grade and 3rd grade, in notes with same duration around 1 hour lesson. This school was selected as setting of the study because the researcher has teaching experiences in there. As a note, the researcher found some teachers
seems finding the student misbehavior in this class during the English class before.

**Participants**

The subjects were three different English teachers who were teaching first grade, second grade and third grades. All participants were Indonesian speakers, who have 8 to 10 years of teaching experience in English Language Teaching.

**Instrument of Data Collections**

To obtain data, the researcher used observation in class and interview with the participants. Observation was used to obtain live data form in the teaching learning process through the video. The researcher was a non-participant and stood in the front of class to get clearer views of the students’ activity. In addition, the researcher tried not to disturb the learning process, so that the learning processes went on naturally.

This study is qualitative research, since the data was a description of what happened in the classroom during the three observations in grade 1, 2 and 3. This study mainly focused on the strategies which were used by the three English teachers for the young learners in Elementary School. The observations were conducted for around 35 minutes notes with the same duration around 1 hour lesson.
After transcribing the video recording, I interviewed the teacher to get further information on the rationale behind the teacher’s strategies to deal with the student’s misbehaviors.

**Data Collection Procedures**

To obtain data, there were several steps in data collections, first is the researcher asked for permission to conduct observations and after that the researcher made appointment with the teacher to arrange observation schedules.

The observation was conducted in 3 different classes’ based on the schedules of each teacher from first grades until third grades. Here are the descriptions of the observation:

1st grade: Name of teacher : Miss A

Class : 1

Class time : (5th lesson) 10:05-10:40

Total number of students : 31

Topic : Tematik - English “It’s about pet”

Date : January, 28th 2016

2nd grade: Name of teacher : Miss B

Class : 2
Class time: (6th lesson) 10:40-11:15

Total number of students: 24

Topic: Tematik English “Absence student”

Date: January 28th 2016

3rd grade: Name of teacher: Miss C

Class: 3

Class time: (4th lesson) 09:30-10:05

Total number of students: 24

Topic: Tematik English “adjective-review”

Date: February 25th 2016

Data Analysis Procedures

The transcript of the video was then read and categorized based on Epstein (2008), who mentions several examples of the problem behaviors that might be happened in class, like blurt out answers without raising hand, being physically aggressive toward the peers and leaving the seat without permission. The transcript of the video also showed that the teacher used some kinds of the strategies based on Henkel, 1991; Lewis & Lovegrove, 1987 who drawn 8 categorization of the strategies on “Factor Loadings for Use of Strategies Across
Behavior Type Scenarios” into 27 ways to deal with student misbehavior based on each strategy.

The transcript of the interview was then group to see what kind of strategies used by the teacher and the reasons why the teacher used that strategies to handle the student’s misbehaviors in class.

**FINDINGS and DISCUSSION**

In this section, after the observations have been conducted from the first grade until the third grade, based on the video some cases were relevant with the previous study in Turkey and England by Türnüklü and Galton (2001).

From the result, the three English teachers did not use all the strategy which were used Henkel, 1991; Lewis & Lovegrove, 1987. The teachers used 2 the categorizations of the strategy form Henkel, Lewis & Lovegrove; Ignore the behavior and give more attention or care to student.

For the 1st and 2nd grader, the teacher did 4 strategies; (a) calling the students’ name, (b) talking to the whole class, (c) coming to the students and advising him directly, (d) ignoring the behavior. For the 3rd grader, the teacher did 5 strategies; (a) calling the students’ name, (b) talking to the whole class, (c) coming to the students and advising him directly, (d) ignoring the behavior and (e) reprimanding them using eye contact.
Figure 1 shows the frequency of teacher’s strategy used in the classrooms by each teacher. The 1st and 2nd grade teacher mostly use call the student’s name in dealing the student misbehavior (47.37%) and (36.36%). For the 3rd grade teacher never use this strategy to deal with the students, but she mostly ignored the students who misbehaved for (66.66%). The figure, also shows that 1st and 2nd grade teacher never use the code or eye contact to warn the students, but for the 3rd grade the teacher use the eye contact to warn the students (16.67%).
Types of Teacher’s Strategy

Calling the students’ name

Based on the observation, teacher directly calling the students’ name is the most frequent strategy which was used in the classroom by the 1st and 2nd grade teachers. The participants used this strategy for 9 times (1st grade) and 4 times (2nd grade).

Example 1 in the 1st grade

Situation: (00:07:56) a student said the word “pet” too long for the second time.

Teacher’s strategy: The teacher warns “X, tidak perlu berteriak, tidak perlu terlalu keras yang penting benar mengucapkannya”

English:” X, please do not scream, the point is try to pronounce it correctly”

Student’s reaction: suddenly stopped.

Example 2 in the 2nd grade

Situation: (00:04:40) a student look behind.

Teacher’s strategy: Calling the name “Y”.

Student’s reaction: Listen to the teacher and look to the front.

After the teacher called their name, the students suddenly listened to the teacher and realized that they misbehaved in class. In this observation, the teacher
called the student’s name when they did not pay attention in class or were busy with themselves. Sometimes teachers did not only call the students’ name but also addressed the students’ misbehavior. The teacher will call the name and address the misbehaves of the students for some cases; the student doing the dangerous activity in class, such as fighting and playing with the school equipment (scissors and chair), talking loudly so many times, walking around in class and joking or playing with their friends.

Additional information from the interview suggested that it was better to address the students’ misbehavior in special cases to make the students understand why they were called by the teacher. Teacher A said that in her class the types among of the students were contrast differently, it was proven by the IQ test. So, when they did something misbehave in class, sometimes they did not know what is wrong with their attitudes. By calling the student’s name and addressing the student’s misbehavior will help the student understand about their attitude that should not do in class. Moreover, they were still in the 1st grade and it is too young if the teacher just called their name and did not give the reason why the teacher called their name. The similar situation happened in Teacher’s B class. She called and addressed the student’s misbehavior for same cases in Teacher’s A class. In the Teacher’s B class, the teacher sometimes just calls the name and did not address for the student’s misbehavior. She said that if the student had already known their teacher called their name when they were doing misbehave in class, they will be kind and realize that they were still doing the activity that was not good in class.
Based on the Elizabeth’s experience (1999), she said that students must know what is expected of them. Not understanding expectations is frustrating and it will make students feel powerless in class.

*Talking to the whole class*

This second strategy was used by all of the three teachers. It happened 2 times for the 1st grade, 3 times for 2nd grade and once for 3rd grade. The teachers use this strategy when the class was very noisy or the students did not pay attention to the teachers.

Example 3 in the 1st grade

Situation : (00:00:30) the class is so noisy.

Teacher’s strategy : Talks to the whole class “Ya saya ulang, yang masih bisa mendengarkan suara saya silahkan duduk dan kemudian menghadap kedepan”

English: “okay, I will repeat. Who can still listen my voice, sit down and look at the front”.

Student’s reaction : The students sit down on their chairs like the instruction from the teacher.

Example 4 in the 2nd grade

Situation : (00:14:50) Some students do not follow the reading activity.
Teacher’s strategy : Asking to the whole class “Hei, yang lain mana suaranya? Sepertinya tidak memperhatikan pelajaran?”

English:” Hei, Where are the others? I think some of you do not pay attention to the lesson?”

Student’s reaction : Listen to the teacher and follow the instruction from the teacher.

Example 5 in the 3rd grade

Situation : (00:18:03) Some students do not follow the instruction in class.

Teacher’s strategy : The teacher reminds: “kok masih ada yang duduk ya? Tidak mau ikut yang lain.Ayo semua berdiri”

English: “ Why some of you still sit on your chair? Everybody stand up”.

Student’s reaction : Follow the instruction.

From this strategy, the teacher could handle for students misbehavior in a large number. There are 31 students in the 1st grade and 24 students in 2nd and 3rd grade. The teachers have the same reason why they use this strategy to handle the whole class, because this strategy is very helpful when the students in class were very noisy. This strategy does not aimed for one or two students but mostly for all of the students who did not pay attention to the teacher in the same time.
Coming to the students and advising him directly

The fact from this data is 2 of the teachers (1st grade and 2nd grade) use this strategy that might be indicate these teachers use the type of teacher’s strategy by Henkel, 1991; Lewis & Lovegrove, 1987 “give more attention or care to student”.

Example 6 in the 1st grade

Situation: (00:26:30) a student looks behind and talks to his friend for a long time.

Teacher’s strategy: The teacher come close to the student “X, ini masih belajar kita, jadi bersikap yang baik, ya”

English: “X, we are still in the lesson, so please behave in class”

Student’s reaction: Listen to the teacher and look to the front.

Example 7 in the 2nd grade

Situation: (00:09:02) a student is walking around to the in front of the class.

Teacher’s strategy: Calling the name of the student,”Y” and come close to the student.

Student’s reaction: back to his chair and listen to the teacher.
This strategy seems like will be used by the teacher if the student has the special cases and should be given some advices individually. It shows that the teacher will give more attention for some students who misbehave. In Teacher’s A class, this strategy is used for once. The teacher had to come to the student because this student always did misbehave by disturbing his friend like talked with his friend behind. She knew that this student always did the same thing during the lesson so many times. She has to talk individually with the student so the student will pay attention to the teacher’s advice better.

The teacher B also did the same strategy for the student who misbehaves for many times. Student might be not pay attention when the teacher tried to handle their behavior in class, so this strategy would be used when they needed to know what is misbehave from them individually. Teacher B also added, that this typical of students could be better if the teacher came closer to them and gave them advices individually.

*Ignoring the behavior*

This strategy also indicated the types of strategy by by Henkel, 1991; Lewis & Lovegrove, 1987 “*ignoring the behavior*”. From the data, there were 3 classes used this strategy, and mostly the 3rd grade teacher used it for 4 times out of 6 times strategies that she used.
Example 8 in the 1st grade

Situation : (00:20:42) a student plays with the assignment sheet.

Teacher’s strategy : The teacher does not pay attention to the student.

Student’s reaction : Put the assignment sheet on the table.

Example 9 in the 2nd grade

Situation : (00:11:28) a student is walking around to the in front of the class again.

Teacher’s strategy : The teacher does not warn the student.

Student’s reaction : After a few minutes, he back to his chair.

Example 10 in the 3rd grade

Situation : (00:23:18) Some students comment the picture on the slide.

Teacher’s strategy : The teacher does not care and continue the lesson.

Student’s reaction: Realize that the teacher does not give the attention to them, they become silent.
Ignoring the behavior of the students was used by the teacher when the students tried to have the teacher’s attention. It shown when the teacher did not warn them, they would stop for their misbehave by themselves. Interestingly, in the 3rd grade’s class, the teacher mostly used this strategy. In the interview, she stated some reasons why she used this strategy mostly rather than the other strategies. She used it because the students in the 3rd grade knew well how to get teacher’s attention. Not only teacher A, but also teacher B and C had the same opinion that some of students tend to be misbehave in class because they just wanted to get the teacher’s attention. Teacher C added that the students would not stop being misbehave if the teacher gave them and it made the teacher wasted their time. Therefore, the teacher preferred this strategy in dealing with misbehavior students. Commenting on the slide, asking the same question for many times or calling the teacher so many times without any purposes were the examples of misbehavior attitude did by the student in class. This strategy is supported by Albert, in her book she outlines four causes of misbehavior; attention-seeking, power-seeking, revenge-seeking and avoidance of failure.

Reprimanding them using eye contact

The surprising fact from this data was only the 3rd grade teacher who used this strategy. The teacher had already known that the 3rd grade would understand about some code from the teacher without reprimanded them in every single misbehave that they did.
Example 11 in the 3rd grade

Situation : (00:30:15) a student stands up while the teacher giving the explanation.

Teacher’s strategy : Give the code to the student (eye contact)

Student’s reaction : The student sits down.

Reprimanding by using eye contact just occur in the 3rd grade. In a different situation, the 1st grade and 2nd grade teacher were never gave the code or just did the eye contact to the students to stop their misbehavior. The 1st and 2nd grade were still too young to understand about their behavior in class. Teacher C did this strategy when she gave the explanation and the students did the misbehavior. She said in the interview that in the 3rd grade, the students could understand for everything that they did in class. So when the teacher gave the explanation, the students had already known that they should pay attention to the teacher. If they did something else like playing jacket or standing up, teacher C would just stop to explain and looked at the student who misbehavior and suddenly the student knew that they should stop being misbehave.
CONCLUSION

The purpose of the current study was to find out the strategies used by English teacher in elementary school. Since several teachers had to deal with the young learner who wanted to learn new language.

There were some possibilities factors why each teacher had their own dominant strategy. The teacher probably considered on the learner’s age and student’s feelings since elementary school students categorize as a young learner. The misbehaviors that occur from this study are suggested by Türnüklü and Galton (2001); “noisy or illicit talking, in appropriate movement, disturbing friends” were most frequent misbehavior. This study found 8 types of the student misbehavior in class; fighting in class, noisy and do not pay attention to the teacher, ask an unimportant question to the teacher during the class, standing up in class, answer the question from the teacher without raise their hands, play with the things in class, walking around or run in the class, joking or playing with their friends.

The strategy plays an important role in teaching learning process, especially for the elementary English teacher who will teach the new language for the young learner. According to Henkel, 1991; Lewis & Lovegrove, 1987, there are 8 types for the strategy into 27 ways to deal with student misbehavior. The types are, remove or refer, positive action, behavior modification, punishment, experts, peers, keep busy and threaten. The participants used 2 of the strategies out of 27 ways from Henkel, 1991; Lewis & Lovegrove, 1987. First strategy was taken from the “remove or refer; ignoring the behavior” that was used by all of the
teachers from the 1st grade until 3rd grade. The second strategy was taken from “positive action; give more attention/care to student” that shown from the teacher came to the students and talked individually. The highest strategy that was used by the 1st grade teacher by calling the students’ name (47,37%). That strategy was also been mostly used by the 2nd grade teacher (36,36%). In different strategy that mostly used by the 3rd grade teacher was ignoring the behavior (66,66%)

The present study, however, makes several contributions to teachers. This result of this study enhance teacher understanding toward some of the strategies to deal with the student misbehavior, especially for young learner. Moreover, this study can give information for teachers to provide varieties of good strategies in class. It also helps teachers in dealing with some types of the student misbehavior, since there are several misbehaviors that should be threatened in special strategies. Furthermore, this study can beneficial for future teachers.

However this study has some limitations. The first one is in limited of time in observation, since English course belongs to the Tematik course. In which I expected more to get extra time for English lesson, moreover I had to follow school’s schedule.

For the future study, I hope the researcher does not only find out the strategies in dealing with student misbehavior, but also find the best strategies for each categorization of the student misbehavior. Since there are so many types of misbehavior cases that will be different one from the other students. In addition, it will be interesting if included learner’s feelings when the teacher do something on their misbehavior in the next study.
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