

Chapter Two

Literature Review

In this chapter, the researcher puts theories about teachers' perception on dealing with students' misbehavior in elementary school. The theories come from some journals taken by the researcher to support this research. At the beginning, it discusses teaching English to young learners. The next section of this chapter amplifies matters related to the characteristic of young learners. The next part talks about classroom management in teaching English to young learners and it is followed by an explanation about the definitions, the importance of classroom management, and the strategies in managing classroom. The following section describes students' misbehavior, and it is followed by an explanation about the definition of students' misbehavior, the causes, and the challenge to handle students' misbehavior. This chapter also includes review of related study and conceptual framework.

Teaching English to Young Learners

There are many definitions which talk about the young learners. Basically, young learners are learners who learn at a very young age. Based on Suyanto [CITATION Suy08 \n \t \l 1057], young learners are the students from elementary school that age between six until twelve years old, and they consist of two groups. Young group are learners whose age are six until eight years old, while based on their class, it can be called lower classes that include 1, 2, and 3 grades. Older groups are those whose ages are eight until twelve years old, and

they are in upper classes that include 4, 5, and 6 grades. Other researchers also divided young learners into two groups. According to Wendy and Lisbeth [CITATION Ytr04 \n \t \l 1057], the young language learners are divided into two main groups; the five to seven years old and the eight to ten years old. According to Loukotková [CITATION Lou11 \n \t \l 1057], young learners are students between the ages of six and ten or eleven years old. This age group is usually in the third, fourth, and fifth grades of elementary school. From those statements, it can be concluded that young learners are those who study at elementary school whose age are five until twelve years old, and they are studying English as their foreign language for about one up to four years.

Although young learners start learning English in earlier grades, and it is good for them, it cannot guarantee that learning the language at the beginning is able to improve students' English skills. Nunan [CITATION Nun90 \n \t \l 1057] reminded that to teach English to young learners, the teachers need to plan carefully, need to have full support and good sources, and also need to be monitored and evaluated. Teaching English to young learners becomes a challenge for the teacher. The teachers should have lots of idea when they are teaching English to young learners because English is neither the teachers' nor the students' first language. It is also because the behavior of young students still cannot be set easily, and their concentration can be distracted easily. Therefore, teachers should have many strategies to deal with them. Shin [CITATION Shi \n \t \l 1057] mentioned that there are some ideas to teach English to young learners such as having supplement activities with visuals and movement, trying

to move from one activity to other activity, and using stories and familiar context to students. Shin added that teacher can also use first language as resource when it is necessary.

Characteristics of Young Learners

Young learners have their own characteristics when they learn. According to Brendon [CITATION Bre12 \n \t \l 1057], there are some general characteristics of young learners that teachers should know like the young learner have span of attention. The teachers should have techniques to break the boredom by giving various activities such as games or handwriting activities. Young learners are very active. The teachers can ask them to play games, role play, dialogues, or involve them in competition. Moreover young learners really like to get praise. Teachers can encourage them and praise their work. Young learners also differ in their experience of language. Teachers must treat them as a unit. They should not take sides with students who know English better than students who do not know. Besides that, young learners are less shy than older learners. Teachers are able to ask them to repeat utterances. Not only less shy, they are also imaginative. Teachers can use picture to teach new vocabulary related to concrete meanings. They enjoy learning through playing. Young learners can learn best when they learn through games. Teacher can use games as an essential part of their teaching activities. Actually, young learners like imitating, mimicking what they have heard, and being skillful in listening accurately. Young learners respond well when the teacher gives those rewards. However, Brendon also said that young learners have limited writing and reading skills even in their first language,

and they also have limited knowledge about the world. Generally they are more concerned about themselves than others. They enjoy fantasy, imagination, and movement.

Another characteristic of young learners is they have more physical energy than older learners. Brewster, Ellis, and Girad [CITATION Bre02 \n \t \l 1057] supported that young children are different from older learners because they have more physical energy and often need to be physically active, have wide range of emotional needs, are emotionally excitable, are still developing literacy in their first language, learn more slowly and forget things quickly, tend to be self-oriented and preoccupied with their own world, get bored easily, are excellent mimics, can focus for long time if they are interested, and can be easily distracted but can also be very enthusiastic. In addition, Broughton (as cited in Llach and Gomez, 2007, p. 12) argued that there are some important characteristics of young learners like the majority of young learners like repetition and imitation, they also enjoy recurring kinds of language activities, they like to imitate, repetition gives them a sense of achievement and assurance, this happens because children have to repeat same thing all the time, but with slight differences.

Another characteristic of young learners can be seen from the range of age. Susan, Jones, and Bartlett [CITATION Sus97 \n \t \l 1057] argued that young learners are the children whose age is seven until eleven years old. They are more realistic and objective, understand cause and effect, want concrete information, have variable rates of physical growth, and immediate orientation. In addition, Shin [CITATION Shi \n \t \l 1057] said that young learners under seven years

old have different characteristics with young learners whose age is seven years old until twelve years old. Shin argued that young learners under seven years old have some characteristics such as learning things through playing, loving to play with language sounds, imitating, making funny noises, being unable to organize their learning, being unable to read or write in first language, being important to recycle language through talk and play. Young learners from seven until twelve years old have some characteristics such as learning to read and write in first language, developing as thinkers, understanding the difference between the real and the imaginary, being able to plan and organize on how best to carry out an activity, being able to work with others and learn from others, being able to be reliable, and being able to take responsibility for class activities and routines.

Classroom Management in Teaching English to Young Learner

In this explanation, the researcher will describe the definition of classroom management in general. Besides the definitions, researchers will also explain the importance of classroom management. In the last explanation, the researcher will explain about the strategy in managing the class.

The definition of classroom management. Classroom management is a way for the teacher to treat the students and manage the activity in the class during the learning process. According to Wong and Wong [CITATION Won14 \n \t \l 1057], classroom management is all things or activities undertaken by teachers to organize students, space, time, and learning materials so that teaching and learning process can take place. It can be concluded that classroom management is

a way that the teacher can do in the class to manage all things in the class to organize their students to adjust with space, time, and learning materials.

Moreover, Stemberd and Wendy [CITATION Ste02 \n \t \l 1057] argued that classroom management is a technique and skill that allows a teacher to control students effectively in order to create a positive learning environment for all students. It becomes an important skill that the teachers should have to make learning process effectively. Classroom management can help the teacher to handle the activities in the class and make sure that what teachers have planned can run smoothly.

Moreover, Unal and Unal [CITATION Üna12 \n \t \l 1057] also mentioned that classroom management is all kinds of teacher's efforts to oversee classroom activities including learning, social interaction, and student behavior. Besides that, classroom management also means the teacher's efforts to build and maintain the class in order to achieve effective learning. Basically there are two things that make the existence of classroom management, the prevention of problems and responses of the problem. In short, classroom management is an effort or technique undertaken by the teacher to control students, organize activities in the classroom, and cope with problems that occur in the classroom.

The importance of classroom management. Classroom management is also important for young learners. There are some important things related to classroom management. According to Wong [CITATION Won04 \n \t \l 1057], classroom management is important because it can facilitate the teacher to create a productive learning, it also can help the students to attain goals of study, it allows

the teachers to do various activities during the day with minimum of wasted time and confusion, and it can increase task time and reduce classroom disruptions. Besides that, Adam, Haute, and Ray [CITATION Ada16 \n \t \l 1057] argued that the importance of classroom management is that the teacher can keep the classroom environment to achieve effective teaching. Ministry Of Education [CITATION Min15 \n \t \l 1057] also mentioned that classroom management is important because classroom management can create expectations to organize classroom environment including routines in the classroom, rules and consequences. In addition, Ministry Of Education mentioned that classroom management can build effective teaching, create efficient use of time, make consistency, and also reduce behavior problems. It can be concluded that classroom management can help the teacher to make a productive learning and suitable classroom environment in order to achieve the goals of both teachers and students.

Strategies in managing classroom. To make an effective learning environment, teachers need to have strategies in managing classroom. According to Brewster, Ellis, and Girad [CITATION Bre021 \n \t \l 1057], there are five main areas to help the teachers to create an effective learning environment. The first one is establishing routines. When new students entering school, they will face new social routines they never had before. By establishing these routines, the young children will gradually become familiar with the routines of the class that help them to become more confident. The second one is getting the pupils' attention. The teachers need to build a signal for getting students' attention. To get

the students' attention, the teachers can use a musical instrument, or knock the desk. The third is finding an acceptable noise level. If the noise level rises too much, the teachers can pick out the noisiest group, call one of the students, and gesture them to quiet down. Sometimes, the noise level rises because the tasks the teachers have chosen are not clear, too easy or too difficult. If this kind of situation happens, the teachers need to think the other activity which can be done in the class. The fourth is giving praise. The teacher can quickly have good relationship with the student by praising good behavior, commenting on good work, and encouraging pupils' efforts. The last is finding a balance. Highly effective learning environments are often found in the classroom, where teachers are able to be firm to the students but still kind to them especially the small children to make them feel happy and confident.

In addition, Parsonson [CITATION Par12 \n \t \l 1057] argued that strategies in managing classroom are seating arrangements, use effective instructions and commands need to be given to get students' attention then explain one by one in a firm but not use angry tone of voice, create sequencing of activities, increase pace needs to be managed so that students do not lose opportunities to respond and access reinforcement, select and access to the activities that the students like to increase their engagement and reduce problem behavior.

Students' Misbehavior

In this section, the researcher will elaborate the definition of students' misbehavior from some researchers. Besides the definition, researcher will also

explain about the causes of students' misbehavior. In the last paragraph the researcher will describe the challenges and the strategies to handling students' misbehavior in the classroom.

Definition of students' misbehavior. In teaching English to young learner, teachers find diverse and many kinds of the students' behavior. One of the young learners' behaviors the teacher found in the classroom is students' misbehavior. Basically, the definition of misbehavior student in Cambridge Dictionary is the action of someone or student who is behaving wrong. Kyriacou [CITATION Kyr97 \n \t \l 1057] defined students' misbehavior as any behavior that damages or deceives the teacher's ability to build and maintain the effectiveness of classroom learning. In addition, Gordon [CITATION Gor87 \n \t \l 1057] defined misbehavior as the concept of an adult in which the child's actions are seen as something that results in unintended consequences for adults. Kagan, Kyle, and Scott [CITATION Kag04 \n \t \l 1057] described misbehavior as disruptions that can be categorized into some students' attacks that break the rules, confrontation, and disengagement. This disruption usually arises when students look for attention, avoid failure, anger, control seeker, energetic, bored, or they do not know anything.

From those definitions, the researcher concludes that students' misbehavior is a disturbing behavior done by the students and sometimes can outwit teachers' concentration during learning process. This behavior will sometimes look like something bad for adults or teachers who teach them. Students' misbehavior sometimes breaks the rules or do confrontations either

inside or outside the classroom. Usually, this bad behavior arises when students are looking for attention, feeling bored with the class situation, feeling angry, and avoiding failure. It can be said that the students' misbehavior is a behavior which can interfere the effectiveness of the class at the time of learning and disrupt the teachers' concentration at the time of teaching and that behavior is done by students for various reasons.

Causes of students' misbehavior. There are some causes of misbehavior of students. According to Yuan [CITATION Yua12 \n \t \l 1057], most of the causes of students' misbehavior in the classroom can be traced back to three main sources, the children, the teachers, and society. Yuan said that the first cause is the children in which this cause is related to the attention seeking and learning difficulties. Naturally, children love to be noticed and praised. The students do bad things in class when they lack of attention from both parents and teachers. It cannot be denied that there is a relation between learning difficulties and behavior problems coming from the students. Learning difficulties faced by children can make them misbehaved; it is likely that students find the lessons tedious, and they lose interest in the lesson. The second cause is the teacher. The students can be students' misbehavior in the classroom because of the teachers. They do that as the response of the teachers' attitude. In short, the teachers' action or attitude can lead the students to be students' misbehavior. The last cause is society. Society can cause the students to do bad things. It happens because they see the environment around them every day. Student who do not yet know the correct judgment about their social environment tend to follow without knowing the truth.

In addition, Walters and Frei [CITATION Wal07 \n \t \l 1057] believed that there are five primary causes of students' misbehavior. One of the five main causes of misbehavior of student in classroom is boredom. Boredom is a common reason why the students become misbehaved in the classroom. Students will feel bored at one time or another time. The second one is need for attention. The student wants to be noticed and sometimes they try very hard to be noticed. Unconsciously, the students really want to be noticed by the teachers and sometimes they become misbehaved students to get the teachers' attention. Moreover, the other primary cause of is the students' power. Power is especially important to children who feel their lives are seriously out of balance, when this happens they will try to balance the scale by controlling what is going on around them. Some students will gain power by being passive-aggressive. With these two attitudes, the teacher can sort out which one can be negotiated and which is not. Revenge is also one of the primary causes of students' misbehavior. Students who often demonstrate this attitude of revenge are students who feel treated unfairly in the classroom. This may be because of their complaints about class rules that do not suit their desires or they are treated unfairly by the teacher. Sometimes they hurt others, it is their very bad way to get what they want as paid attention by the teacher or other thing. The last primary cause is self-confidence. In this case, are teachers should be noticed whether their students are confident or not. Sometimes student delinquency can occur when they are in such a state of confidence.

Moreover, Turnuklu and Galton [CITATION Tur01 \n \t \l 1057] mentioned that there are some causes of students' misbehavior. The first one is

home background. Home background is one of the main causes compared to the students themselves or school. The circumstances at home will affect the students' behavior in school. If the problem occurs in their home then it sometimes causes them misbehave in school. The other thing is learning activities. If the students do not understand the activity, they will tend to be disturbed by other things that are not in accordance with the activity, or they will not be interested in doing the activity given by the teacher. In addition subject matter also causes the emergence of misbehaved students. Their interest in a subject will affect their actions in class. If they do not like the subject, they will tend to be misbehaved students in the classroom.

It can be concluded that the causes of students' misbehavior can arise from several aspects, such as from the student itself, the teacher, and their environment. From the student itself, they have much power to do what they want to have or need. Moreover, the teachers also give influence in arising students' misbehavior in classroom. It can be from how they teach, how they manage the class, and also what subject the teacher teaches in classroom. The environment also becomes one of the factors causing students' misbehavior. Usually, what they see in their environment will be carried when they are learning in the classroom.

Challenges in handling students' misbehavior in classroom. Every teacher will get challenge when they teach their students, including misbehavior of students. According to Sorcinelli [CITATION Sor94 \n \t \l 1057], one of the challenges the teacher will face when dealing with students' misbehavior is how the teacher can tell the students that their behavior give negative effects to the

teacher at the time of teaching. According to Mezrigui [CITATION Mez15 \n \t \l 1057], another challenge is how teachers can manage a class successfully by mastering the material and using effective teaching methodologies. The next challenges which faced by the teachers is facing the misbehaved student who do not want to learn with teachers and follow the rules, so the teacher need to do good approach to make them learn [CITATION Gar11 \l 1057].

From the statements above, it could be concluded that the challenges faced by the teacher in facing students' misbehavior are how the teacher talks to that student that what they do or their behavior give negative affects teaching and learning process. Another challenge is how the teacher can manage the class successfully based on mastery of the material and effective teaching methods that they use for students' misbehaved. Besides that, the next challenge that maybe the teacher will face is when students do not want to learn and do not want to comply with existing class rules. Teachers should think about how to build a good approach to make them want to learn again.

The strategies to handle students' misbehavior. After the teacher knows the characteristics of their students in the class, then they can determine what strategies they will use, especially in facing students' misbehavior. According to Harmer [CITATION Har90 \n \t \l 1057], one of the ways that the teachers can do when students' misbehavior cannot be set up at the time of teaching is by giving punishment, but the teacher must be sure that the punishment is in accordance with school policies associated with the misbehavior of students. There is another way on handling students' misbehavior. According to Marciniak [

CITATION Mar15 \n \t \l 1057], when dealing with students' misbehavior the teacher should remember not to humiliate that students or make them lose face in front of their friends because it can give bad effect for that students. In addition, Marciniak also said that personal reprimands can be made by the teacher, sometimes the student will respond better when given a personal reprimand. Sometimes students' misbehavior do not want to follow the teachers' instruction, that is why the teacher need to understand their students. Shulman [CITATION Shu16 \n \t \l 1057] mention that what teachers can do when they cannot be heard is that teachers should be able to recognize and understand their students. This can be a consideration when dealing with students and designing the teaching process. Understanding the student first is very important because the teacher can use it constantly to adjust the instruction in the classroom. Özben [CITATION Özb10 \n \t \l 1057] argued that for simple things that teachers can do in the classroom on dealing with students' misbehavior are a warning to the student, change the lesson plans to be more interesting, ask questions to the student and also give praise to the student.

From the statements above, it could be concluded that the strategies to handle misbehavior of students are giving punishment. However the teacher should make sure that the punishment is in accordance with school policies associated. When dealing with students' misbehavior the teacher should try not to humiliate that students or make them lose face in front of their friends. The teacher can try to do the personal reprimands as the strategy. The teachers also can understand their students first to adjust the instruction in the classroom. Besides

that, teacher can do a warning to the student, change the lesson plans to be more interesting, ask questions to the student and also give praise to the student.

Review of Related Study

The researcher has reviewed some journals related to this research. The researcher took two examples that have the same characteristics as this study. The first is a research entitled “Teacher Perceptions and Management of Challenging Student Behaviors in Primary School Classrooms” written by Manpreet Dhaliwal (2013) from Master of Education Unitech Institute of Technology. Dhaliwal used qualitative method and the instrument to collect the data was interview. The findings suggested that teachers need to discuss with their colleagues about their attitudes toward students who presented the challenge and investigated the positive workings for these students. School management and teachers need to work together to reduce the impact of challenging behavior in the classroom. These findings also point to some issues raised by teachers, such as problems faced by teachers at the time of challenging student behavior.

The difference between Dhaliwal study and this research is the research conducted by Dhaliwal aimed to only know the perceptions of teachers and their management in dealing with students with challenging behaviors or habits in the classroom. While this research is not only to identify what are the difficulties faced by the teachers in dealing with students’ misbehavior in elementary school, but also what are the strategies that the teacher will use when they are face students’ misbehavior in the classroom. Besides the differences, there is the similarity between Dhaliwal study and this research. Dhaliwal investigated what

kind of classroom management which best to applied in facing the students' misbehavior based on the teachers' perception. This study also tries to investigate the classroom management for students' misbehavior based on the teacher perception.

Secondly, Aliakbari, Mirzaee, and Aliabadi [CITATION Ali13 \n \t \l 1057] conducted a research entitled "On the secondary school teachers' perceptions of students' misbehavior: The case of Iranian male and female teachers". They used quantitative method and questionnaires were the instruments to collect the data. The differences between the study done by Aliakbari, Mirzaee, and Aliabadi and this study are in the finding. The findings in Aliakbari, Mirzaee, and Aliabadi's study were to confirm how often the type of misbehavior appears in the class, to determine what kind of strategy which appropriate to be applied by male and female teachers to handle students misbehavior, and to ensure the teachers' confidence level of having the skills which required dealing with misbehaved students. While this study does not try to identify how often of misbehavior done by the students appears in the classroom and how can male and female teacher handle it, but this study tries to find out what teachers' strategies are implemented in teaching English for students misbehavior. It means that the teacher already knows how many students are misbehavior in their classroom and they know how to handle them based on their perception. The similarities are both of this study talk about how to deal with students' misbehavior in classroom, and how to manage them to back on the track.

Conceptual Framework

According to Suyanto (2008) young learners are the learners who are studying in elementary school with age from six until twelve years old. Shin [CITATION Shi \n \t \l 1057] argued that young learners less than seven years old have some characteristics such as they learn thing through playing, loving to play with language sounds, imitating, and making funny noises, being unable to organize their learning, being unable to read or write using the first language, feeling important to recycle language through talk and play. Young learners from seven until twelve years old have characteristics such as learning to read and write in the first language, developing as thinkers, understanding the difference between the real and the imaginary, being able to plan and organize how best to carry out an activity, being able to work with others and learn from others, being able to be reliable, and being able to take responsibility for class activities and routines.

In addition, there are some bad behaviors which done by the elementary students like being misbehaved. Kyriacou [CITATION Kyr97 \n \t \l 1057] defined students' misbehavior as any behavior that damages or deceives the teacher's ability to build and maintain the effectiveness of classroom learning. In the other hand Gordon [CITATION Gor87 \n \t \l 1057] defined misbehavior as the concept of an adult in which the child's actions are seen as something that results in unintended consequences for adults. In short, misbehavior is anything done by the students that the teachers do not like.

There are some challenges in dealing with students' misbehavior in the classroom. The challenges faced by the teachers are how the teacher talks to that student their behavior give negative affects to the teacher, how the teacher manage

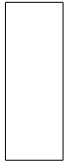
the class successfully based on mastery of the material that they will give to the students and effective teaching methods that they use. Besides that, the other challenges faced by the teacher are when students do not want to learn. The teachers should find a way to make them learn.

In order to be able to deal with students' misbehavior, the teachers need to have good classroom management. According to Wong [CITATION Won04 \n \t \l 1057], classroom management is important because it can help the teachers to create a productive learning, help the students to achieve their goals of study, allow the teacher to do various activities during teaching and learning process with minimum waste of time and confusion, increase on task time, and reduce classroom disruptions.

There are strategies in managing classroom that the teachers need. According to Parsonson [CITATION Par12 \n \t \l 1057], strategies in managing classroom are seating arrangements, using effective instructions and commands need to be given to get students' attention then explained one by one in a firm but not angry tone of voice, sequencing of activities, increasing pace needs to be managed so that students do not lose opportunities to respond and access reinforcement, selecting and accessing to the activities that the students like to increase their engagement and reduce problem behavior. Finally, the conceptual framework of this research can be figured out below:

Teachers' Perception On Dealing With Students' Misbehavior In Elementary School

Difficulties Teachers Face
In Dealing With Students' Misbehavior
In Elementary School



Strategies In Dealing With
Students Misbehavior
In Elementary School



- Talks to that student their behavior give negative effects.
- Manage the class successfully.
- Find effective teaching methods.
- Make misbehaved student want to learn again.
- Have good approach.
- Lots ideas of classroom management.
- Various activities
- Punishment
- Personal reprimands

Figure 1. Conceptual Framework