

Chapter Four

Finding and Discussion

This chapter presents the findings of this research based on collected data from two participants who was interviewed by the researcher. There are two main findings discussed in accordance with the objectives of this research. Firstly, it reports the difficulties faced by the teachers in dealing with students' misbehavior. Secondly, it reports the strategies implemented by the teachers in dealing with students' misbehavior in elementary school.

The Difficulties Faced by the Teachers in Dealing with Students' Misbehavior in Elementary School

There is one difficulty often faced by elementary school teachers when facing students' misbehavior based on the collected data. The difficulty found in this research was taking control over the students' misbehavior. When taking control over the students' misbehavior the teacher will face difficulties in taking control over the students who always make noise in the classroom. Other difficulties in taking control over the students' misbehavior are dealing with hard to control students. Next difficulties are taking control over the students who do not listen to the material and the last is maintaining the students' focus. The findings are elaborated in details in the following sections.

Taking control over the students who always make noise in the classroom. The difficulty faced by the teacher is taking control over the students' misbehavior found from the statements of both participants. Taking control over

the students' misbehavior is a common difficulty for a teacher. It becomes a difficulty because it is difficult to solve when facing that kind of students. Sometimes, their behavior is often beyond the teacher's expectations. One of the hard things to control from these students is when they make noise in the classroom.

Relating to that fact, it was proved by one of the participants' statement. Specifically in terms of controlling students' misbehavior from the noise class that they make was asserted by Nuri. Nuri said, "eem difficulty, they often make noise." According to Shin (2006), young learners have several behavior that often appear in the class that imitating, make noise, being unable to organize their learning, being unable to read or write in first language, being important to recycle language through talk and play. It can be seen that the teacher should taking control over the students who always make noise in the classroom because this behavior will often appear in the classroom.

Dealing with hard to control students. In addition, when taking control over the students' the teacher will face students who always hard to control. Nuri also mentioned another thing faced by the teacher when the teacher takes control of the students' misbehavior. The students' misbehavior often do something which is beyond teachers' expectation, sometimes they are really hard to control. From that fact, the teacher will find the difficulties when taking control of them. Nuri stated, "Grade 6 A is really hard to control, me as their extracurricular hard to control them to listen to the material that will be given, it same with their classroom teachers". She mentioned that the classroom teacher of that student has

difficulty in dealing with their hard to control habits, as well as with her when teaching that student.

Sometimes students' misbehavior is very difficult to control especially young learners because they have more physical energy than older students. According to Brewster, Ellis, and Girad (2002) supported that young children are different from older learners because they have more physical energy and often need to be physically active. That is why the teacher will face the difficulty in dealing with their hard control habits.

Taking control over the students who do not listen to the material.

Next difficulties in taking control over the students are taking control over the students who do not listen to the material. Anjani conveyed the difficulties that the teachers faced in taking the students' misbehavior control is at the time to condition them to listen to the material that will be given. Anjani explained the difficulties that she faced when she teaches students' misbehavior below:

The difficulty is to condition the child to listen to the material which given.

Well, that is need to think, we must find the right strategy. We must know how the child (student) can catch the lesson in their own style.

From those difficulties, the teachers have to try to find way to make them listen to the material.

The students who do not want to listen to the material that will be given by the teacher are such a student's who give a challenge to the teachers that their bad habits can give negative effects to the teacher in the learning process. 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.

Maintaining the students' focus. The last discovered finding is maintaining the students' focus. This finding was only mentioned by the second participant. This difficulty will also often be found by a teacher who teaches young learners. Usually, young learners including students' misbehavior are hard to get them back to focus on what will be conveyed by the teacher. In the learning they also often make a fuss and disturb their friends who are studying in the class, so teachers often have difficulty in getting them focused back on learning. Anjani mention:

I think their misbehavior is still only reasonable, so maybe not too bad.

They often disturb their friends who are learning, make a fuss in the class, play alone, or disturb their friends from outside the classroom. That is what they probably do and make the class hard to get conditioned.

In addition, the difficulty in maintaining the students' focus is because one of the characters that they have is a short attention span. Anjani mentioned:

It is hard to make them concentrate, it is probably because the concentration of students is only at the beginning of the lesson, about 10-15 minutes they can focus, after that either they disturb their friends or do other things which make their concentration or their focus disappear

immediately. Getting the child back to focus on the material requires more thought for us as teachers.

In addition maintaining the students' focus is one of the difficulties which often faced by a teacher because basically young students including students' misbehavior in the classroom often make a fuss that causes teachers hard to restore their focus to the lesson and they also have short attention span. By the time, they begin to lose concentration in receiving lessons and they will tend to cool with their own world which can even interfere with the concentration of friends around them. To support this, Brendon [CITATION Bre12 \n \t \l 1057] stated that there are some general characteristics of young learners that teachers should know like the young learners have short attention span. The teachers should have techniques to break the boredom by giving various activities such as games or handwriting activities.

Based on the finding of this research, it reports that taking control over the students' misbehavior is the one of the big difficulties which found by the teacher when dealing with the students' misbehavior. There are four things that the teacher will face when taking control over the students' misbehavior. The first thing is when the teacher dealing with students who make noise in the classroom. The teachers need to take control of them to make the class quite. The second one is when the teacher dealing with hard to control students in the classroom. The third one is when the teacher taking control over the students who do not listen to the material that will be given and the last is maintaining the students' focus.

Actually, the two participants explained that there are two things that causes the students' misbehavior in the classroom and causes the teacher to face the difficulties as mentioned above. The causes are their environment and need for attention. Nuri mentioned:

Emm in fact, usually from the environment, the environment of children, because the environment from their house that caused them like that, because it is the neighborhood around here that the average child is less attention from their parents, because they are busy to work.

From Nuri's statement, it can be seen that the cause is the environment of the student. However, Nuri added, "So if it is just school, I think it is a bit difficult to change their character, otherwise there should be continuity between school, family, and their friends." So, if there is continuity between school and student environments, it may be able to reduce students' misbehavior. 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. Society can cause the students to do bad things. It happens because they see the environment around them every day. Students who do not yet know the correct judgment about their social environment tend to follow without knowing the truth.

In addition, Anjani mentioned, "in my opinion, at the school where I teach, they act like that because they want to be noticed. Less attention at home or later they want more attention by the teacher. Well that can cause them like over

acting”. According to Walters and Frei [CITATION Wal07 \n \t \l 1057], one of the five main causes of misbehavior of student in classroom is need for attention. The students want to be noticed and sometimes they try very hard to be noticed.

It can be concluded that from the difficulties which often faced by the teachers there are also two factors which cause the difficulties. The factors are the environment of the students and the students need attention. Those difficulties may be avoided if there is continuity between student and school environments, and attention to such students. The existence of continuity between the environment and school may reduce students' misbehavior. Similarly, if students get attention, it can also reduce the existence of students' misbehavior.

The Strategies Implemented by the Teachers in Dealing with Students' Misbehavior in Elementary School

The collected data showed that there are five strategies implemented by the teachers in dealing students' misbehavior. The first strategy is making a class agreement between the students and the teachers. The second strategies that the teacher can use are giving reward and punishment to the students. The next strategy that can be implemented by teachers in the classroom is creating an exciting class by doing fun activities together. The other strategies are asking for help from a respected figure and focusing more on the well-behaved students rather than the misbehaved one.

Making a class agreement. The first strategy is making a class agreement. This strategy was mentioned by the first participant. Nuri use this when the teacher dealing with students who make noise in the classroom. Relating to that fact, it is proven by Nuri's statement. Nuri said, "eem for difficulty, they often make noise. So in the first minutes I should handle them like giving the MOU first." MOU or Memorandum of Understanding is an agreement that the teacher and the students do during the learning process. The example of agreement that both parties do is give time to the teacher to deliver the material for the students, but when it is being done, the students should be silent until the teacher finishes the material. After that, the teacher will give time to the students to talk or to ask question related to the material.

Nuri added that if the students start chaos during the lesson, they will get a consequence. Relating to that fact, Nuri mentioned, “look, there is CCTV over there, later the principal will see it, your parents will be called because you are often make noise in class”. From the statement above, it can be seen that any agreement or MOU made by the students and the teachers has a consequence that will be obtained. The small consequence given is one way that can be done by the teacher to make learning atmosphere still conducive.

However, giving a reprimand or consequence in front of their friends like what Nuri mentioned can give bad effect for the students. They can feel embarrassed in front of their friends. 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. To avoid that bad effect, it is better for a teacher to advise them or tell them personally.

Making a class agreement with students can be included in the classroom management that the teachers can do, because classroom management is all the things teachers can do to organize students. According to Wong and Wong [CITATION Won14 \n \t \l 1057], classroom management is all things or activities undertaken by the teachers to organize students, space, time, and learning materials so that teaching and learning process can take place. It can be

concluded that making a class agreement is also one way that the teacher do to organize the students to make the learning process take place.

Giving reward and punishment. The second discovered finding is giving reward and punishment. The students and the teachers are familiar with the word reward and punishment. This strategy is often used in the learning process, as well as in facing students' misbehavior in elementary school. The first participant agreed that reward and punishment are teachers' common strategy in dealing with students' misbehavior, especially when the teacher dealing with hard control students.

The usual punishment given by the teacher is when the student is unwilling to complete the assignment. Nuri mentioned, “about the strategy, first if they are given the task which is impossible for them to finish it, I just give warning, I still give them warning. So if you do not finish you should write ten more like that”. Punishment given to the students is a punishment which is still reasonable. The punishment is just like giving a warning to make them finish their task.

Besides punishment, rewarding is one of the things that the teachers give to their students. The simplest reward which is given by the teachers is giving score for what the students done. Nuri said, “later if you learn and meet me, the task is collected and then I will give score, because a little of their work no matter how small it is, I still give reward, because the students are happy to be rewarded”. Moreover, giving rewards can also motivate the students who do not

like to pay attention to the teacher. Nuri also mentioned, “by giving reward, it encourages those who have been diligent and motivate those who do not pay attention”. In addition, Nuri also added that if the students are not rewarded, they will feel disappointed.

If the diligent students are not rewarded, they will so *nglokro*, why we don't get praise, *ngelokro* is disappointed. Then, if next time they learn and their writing is not finished, they will not excited anymore. So they have to be rewarded such a score. Then, that does not finish can also motivated "I must finish this time", it also motivates the other (Nuri).

In conclusion, giving reward and punishment are good strategies to face students' misbehavior in elementary school. Harmer [CITATION Har90 \n \t \l 1057] asserted that 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. In addition, Özben[CITATION Özb10 \n \t \l 1057] argued that for simple things, the teachers can do in the classroom in dealing with students' misbehavior are warn to the student, change the lesson plans to be more interesting, ask questions to the student, and also give praise to the student.

Creating an exciting class. The next discovered finding is creating an exciting class. This strategy is used when the teacher is facing the difficulties in maintaining the students' focus. Anjani said that “get the students back to focus on the material that requires more thought for us as the teacher”. In addition Anjani

also mention that “learning with games that use energy makes them more interested in listening than just sitting still. If we deliver the material just by explaining it they will not be interested in the lesson to be conveyed”. This strategy was only mentioned by Anjani. This strategy requires more power for the teachers and the students. Creating the class more interesting will cause a commotion that makes the process of delivering lessons become effective. Anjani mentioned:

The first strategy, I hold the child first because if we do not hold them, they will be a troublemaker in one class. Held in the meaning of quotation marks, we condition the child first. For example with the first approach, if we do not use the approach, we can for example let's sing together or let's play the game first with the teacher.

Based on Anjani's statement, it indicated that she tried to find a way to make the students can learn the lesson with the easy ways.

This strategy is also good for making students' misbehavior back to learn, because students' misbehavior is very interested in the game, so the teachers can invite them to learn while playing. Anjani asserted:

Well later the students are more interested, especially the misbehaved, we are invited to sing the motion of the song. We play games that use power such as a race to compose letters then run like that. They will be more interested than sitting still.

In addition, Anjani also mentioned that every game that she does in the classroom is only to make the students excited with the materials that will be given. Anjani stated:

There are many kinds of games that we can create by our own ee with the word hooked or later with the previous one compiled the letters or later spider's web, well there are a lot of games or by throwing the ball, then we can play anything just to make the students excited with our lesson.

Besides that, the student's response is very good when the teacher makes the class more interesting. Anjani said, "so far they are interested, yes they even want to ask again. Well, they are even addicted to the various strategies that I do. All children are really excited if they are invited to play like that, including those who behave badly". If the teachers get good responses from their students, it means that the efforts or strategies undertaken by the teacher are very effective. The material that will be given to the students will be more enjoyable.

From the participant's description above, it can be seen that creating an exciting class is effective to use and the responses from students are positive. Basically, young learners especially students' misbehavior are really interested in something fun in the class, because they like playing. Creating an exciting class is one of good strategies to invite them to learn. This strategy can also help the teachers to deliver the material indirectly. 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. In addition, Brendon [CITATION Bre12 \n \t \l 1057] mentioned that, there are some general characteristics of young learners that the teachers should know like the young learner have short attention span. The teachers should have techniques to break the boredom by giving various activities such as games or handwriting activities. It can be conclude that by doing the learning process that uses energy such as singing and playing, the students will also feel happy and not get bored easily with the learning situation every day.

Asking for help from a respected figure. Further finding is concerned about asking for help from a respected figure. Controlling students' misbehavior does require a lot of strategies. Nuri used this strategy when she dealing with hard to control students. One of the strategies is to ask for help to those they respect. Nuri confirmed, “there are kids who like to walk out, play alone, just every time I enter the class must have a fight first. If they cannot keep quiet I ask the chairman of their class to tell them to be quiet. If it still does not work, I tell them to go out and meet the sport teacher who usually takes care of kids like that.” Sometimes a figure that is respected by the students will have a positive impact in the learning process. Fear effects or disinclined effects will appear on the students, so they want to learn well.

Asking for help from respected figure is a teacher's effort to observe their students who have bad habits such as students' misbehavior in the classroom. Unal and Unal (2012) also mentioned that classroom management is all kinds of teacher's efforts to oversee classroom activities including learning, social

interaction, and student's behavior. The teacher can do something else if indeed the student is not able to be controlled, asking for help is one way. Asking for help can be said as a teacher's efforts to set up a class in which there are students' misbehavior so that all classroom activities can run well. In addition, the teacher can try to understand their students first to make them heard the instruction that will be given. When they cannot be set up, understand them can be the way to make them not make noise in class. Shulman (2016) 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 students first is very important because teachers can use them constantly to adjust the instruction in the classroom.

Focusing more on the well-behaved students rather than the misbehaved one. The final finding of this research is focusing more on the well-behaved students rather than the misbehaved one. This strategy is more to ignore the misbehaved students because of their bad behavior. Nuri mentioned:

But at the end I think again, why I should think of them while they are only a handful of children, then how about the other child. So I just let them alone, because once, twice, three times, four times, and many times I remind them but they cannot change, so finally I put them aside.

This strategy is chosen when students' misbehavior is out of control. The teacher will set them aside and let them be like that. It is done because the teachers also think about the other students who do not have bad behaviors like them.

In this case, the teacher seems like they want to find a balance between the students in the class. The teachers do not want to pay attention only to the students' misbehavior, but the teachers also try to pay attention to the other students. The way the teacher balances the students' misbehavior is by not caring about them in the classroom. However, a study by Brewster, Ellis, and Girad [CITATION Bre021 \n \t \l 1057] stated that to help the teachers to create an effective learning environment, they should find a balance. Highly effective learning environments are often found in the classroom, where the teachers are able to be firm to the students, but the teachers are still kind to them especially the small children to make them feel happy and confident. Sometimes, when students' misbehavior are left alone, they will understand and can follow the lesson again, though it is actually difficult to get them back to focus and willing to follow the learning process or even the reverse, they will continue to do their bad habits.

In accordance with all the findings described above, it can be concluded that there are five strategies implemented by the teachers in dealing with students' misbehavior in elementary school. The first strategy is making a class agreement between the students and the teachers. The second strategy the teacher can use are giving reward and punishment to the students. The next strategy that can be implemented by the teachers in the classroom is creating an exciting class by doing fun things together. The other strategies are asking for help from a respected

figure and focusing more on the well-behaved students rather than the misbehaved one.

Those five strategies are likely to be used by elementary school teachers when they encounter many characters of students, especially students' misbehavior that is often cool to their own world. In addition, based on the data, both participants asserted experiencing on those all strategies. That means the five strategies are effective strategies used in dealing with students' misbehavior.