

# CHAPTER 1

## INTRODUCTION

This chapter deals with the introduction of the research which covers several aspects. It elaborates background of the study, research questions, research objectives, scope of the study, significance of the study, definition of terminologies, and organization of the thesis.

### 1.1 Background of the Study

Learners' negative classroom behaviors evolve and they raise complaints from teachers. The frequent occurrence of misbehaviors is considered as the most commonly-found obstacle during the teaching and learning activity. They are unavoidable including in EFL classrooms. For example, a previous study conducted in a Turkish EFL classroom found that learners' classroom misbehaviors were committed regularly and teachers had a hard time overcoming those behaviors (Cabaroglu & Altinel, 2010). In Iran, EFL teachers always faced learners who ruined the classroom learning atmosphere deliberately (Rahimi & Karkami, 2015). Meanwhile, Indonesian EFL teachers were confronted with learners with different levels of classroom misbehaviors, starting from mild to severe misbehaviors (Pita, 2017; Wedhanti, 2017). It proves that various forms of classroom misbehavior occur persistently in EFL classes.

To strengthen the existence of classroom misbehaviors in the EFL classroom, a preliminary observation was also conducted in one of Vocational High Schools in Madura. From the observation which lasted for 80 minutes, most of the learners demonstrated many negative behaviors during the teaching and learning activity such as making jokes of new English vocabularies, mocking at their friends' wrong answers, laughing at their friends' presentations, avoiding the task, cheating, daydreaming, talking with desk mates, talking out of turn, making noises, and walking around. The results of the observation bore a justification that classroom misbehaviors are unavoidable in EFL classrooms.

Those forms of students' classroom misbehaviors created negative impacts during the teaching and learning activity. First, the primary aspects affected by the learners' misbehaviors are the norms and the classroom order (Sun & Shek, 2012a). The well-planned activity becomes disorganized for the teachers' rights to teach are interrupted and other learners' rights to learn are

seized (Dalgic & Bayhan, 2014; Nooruddin & Baig, 2014). It simply hinders the teachers from conducting an effective learning environment. Consequently, they spend more time disciplining and warning the uncooperative learners rather than teaching as it has been planned. The second impact caused by the learners' misbehaviors interferes with the relationship between the doer and his friends. If the problem is not overcome immediately and properly, the learners who are disturbed will keep resenting the disruptive learners (Douglas, Moyes, & Douglas, 2016). It may create boundaries between the two learners because they are not able to cooperate. Hence, the supportive learning environment and the students' cooperative relationship cannot be attained.

Those negative impacts require the teachers to react immediately. To deal with undesired behaviors, many theorists proposed classroom management as one of the fundamental solutions (Brown, 2001; Gebhard, 2006; Harmer, 2007b). It covers several strategies such as non-interventionist, interactionist, and interventionist strategies (Wolfgang, 2004) whose main concerns of these strategies deal with the students' engagement and students' behavioral development (Evertson & Weinstein, 2006, p.4). Therefore, mastering these strategies enables the teachers to run, manage, and control the classroom components effectively. Put simply, these strategies may enable the teachers to create a supportive teaching and learning environment which in turn may decrease the classroom misbehaviors.

Studies on classroom management strategies in dealing with classroom misbehaviors have been widely conducted. However, the results regarding the appropriate strategies to deter the students' misbehaviors have not been conclusive. For example, Konti (2011) who investigated the views of the students and teacher on the appropriate strategies found interesting findings. Although the teacher considered herself take several strategies to overcome the problems, the learners perceived it contrarily. They stated that the teacher did not put enough effort to diminish the learners' behavioral problems inside the classroom. Even, they addressed their teacher's strategies such as rapport, group work, learning activity management, and discipline strategies as inadequate strategies.

Moreover, Kalin, Peklaj, Pecjak, Levpuscek, and Zuljan (2017) compared the learning atmospheres, as the results of different classroom management strategies, between two different classes, Math and Sloven class. The study found that a rigid and indisposed strategy that was carried out in Math class did not necessarily overcome the students' behavioral problems. It even

created another disruptive behavior. Meanwhile, the cheerful and pleasant strategy which was exposed in the Sloven class was able to engage and attract the learners to study the subject. In the same stand, Lewis, Romi, and Roache (2012) found that the strict strategy such as removing the disruptive learners from the classroom was considered unacceptable. Although the trouble makers have been temporarily removed from the class, they may not recognize their mistakes. The results imply that strict and rigid strategy is not always able to solve the students' disruptive behaviors.

In Indonesia, the studies of classroom misbehaviors have focused on many different aspects such as investigating the forms of learners' classroom misbehaviors (Ningsih, Putra, & Ramendra, 2019; Pita, 2017), the contributing factors of negative behaviors (Nikmah, 2019), the types of applied strategies (Habibi et al., 2018), the comparison of the teachers' strategies (Rido, Nambiar, & Ibrahim, 2016), the obstacles of implementing the classroom management strategies (Habibi, Mukminin, Sofwan, & Sulistiyo, 2017), and the teachers' responses on students' misbehaviors (Sevrika & Merina, 2019). However, to the researcher's best knowledge, studies investigating the appropriateness of the teachers' classroom management strategies in misbehaviors viewed from teachers' and the students' strategies have been rarely conducted. It seems that the previous studies only revealed the outermost layer of classroom management. Therefore, another study that explores the appropriateness of the strategies to solve classroom misbehaviors is necessary to be conducted

Based on the reasons above, the problems found in the classroom as well as the gap found from the previous studies, this study intends to investigate the classroom management strategies which appropriately work for learners' classroom misbehaviors. The evaluation is viewed from both teachers' and students' perspectives because they are the key factors of the learning success (Karvinen, Ghosh, Russom, Shumendi, & Mulugeta, 2018). It is expected that this study may provide beneficial information on selecting the appropriate strategy to deal with the learners' classroom misbehaviors.

## **1.2 Research Questions**

Related to the brief explanation above, the researcher formulated two research questions of this study as follows:

1. How do the learners view the EFL teachers' classroom management strategies in dealing with classroom misbehaviors?
2. What are the teachers' responses to the learners' views on their classroom management strategies?

### **1.3 Objectives of the Study**

Based on the title of this study, *In Search of Appropriate Classroom Management Strategy in Misbehaviors: Views of EFL Teachers and Students* and the research questions, the aims of this study are:

1. To investigate the learners' views on the EFL teachers' classroom management strategies in dealing with classroom misbehavior.
2. To discover the EFL teacher's responses on the learners' views on the teachers' classroom management strategies.

### **1.4 Scope of the Study**

Since classroom management is a broad concept, this current research limits its study on three aspects. The first aspect is the definition of classroom management. According to Harmer (2007b), classroom management is the teachers' efforts to deal with classroom problems which involve physical aspect, verbal aspect, classroom components, and learning activities. The second aspect deals with the teachers' classroom management strategies including non-interventionist strategy, interactionist strategy, and interventionist strategy (Wolfgang, 2004). Third, those strategies will be viewed based on the teachers' and the learners' perspectives whether they are appropriate or not. The term appropriate is taken from Kyriacou's (2009) statement which deals with the learners' acceptance of the strategy and the learners' behavior-changing. Moreover, this study presents the responses from the teachers on the learners' views to uncover the aspects that are not mentioned by the learners.

### **1.5 Significance of the Study**

This study is expected to provide significances in the following aspects. First, theoretically, this present study is expected to enrich the literature of classroom management research in the institutional context which involves both EFL teachers and learners. Second, this study is expected to give more attention to classroom behavioral problems which occur more frequently in EFL

classes. Third, this present research is also expected to provide information related to the appropriate strategies dealing with learners' negative behaviors such as by considering their feelings without lowering, destroying their pride, and excluding them from the teaching and learning activity. Fourth, by presenting two sides of views i.e. teacher's and students', it is expected that this study provides a meeting point between the teachers' and the learners' expectations about effective and proper classroom management strategies.

## 1.6 Clarification of Key Terms

### 1. Learners' Classroom Misbehaviors

Learners' classroom misbehaviors in this study refer to learners' negative behaviors that confound teachers' authority and impede the knowledge transfer ranging from non-compliance misbehaviors to overt disruptive behaviors (Kyriacou, 2009).

### 2. Classroom Management

Classroom management is teachers' abilities to control the classroom components involving the physical variables and the verbal variables (Harmer, 2007b). Meanwhile, classroom management in this study is defined as the teachers' strategies to overcome the learners' disengagement; classroom misbehaviors.

### 3. Appropriate Strategy

In this study, the appropriate strategies deal with the teachers' classroom management strategies that are considered appropriate by the students. The label of appropriate refers to Kyriacou (2009)'s statement that creates positive responses from the learners, including the acceptance of the strategy and the behavior-changing.

### 4. Students' Views

Students' views deal with the students' evaluation on their teachers' classroom management strategies. The evaluation refers to the appropriateness of the strategy to overcome the students' classroom misbehaviors.

### 5. Teachers' Responses

Teachers' responses refer to teachers' clarification on the learners' evaluation. The responses include explanation, reasons, or beliefs on the implemented strategy.

## **1.7 Organization of the Thesis**

This thesis is organized into five chapters. It starts with the introduction chapter which covers the background of the study, the research questions, the objectives of the study, the scope of the study, the significance of the study, the clarification of key terms, and the organization of the thesis. The second chapter provides theories and reviews of the relevant literature that give explanations related to classroom misbehaviors and classroom management. The third chapter emphasizes on the methodology of this research that elaborates research design, research sites, research participants, data collection, and data analysis. Moreover, the fourth chapter deals with the discussion of data analysis obtained from the research participants through the determined instruments. The last chapter presents the conclusions of the study which are drawn from the findings discussed in the previous chapter. It also comprises the limitations and the recommendations of the study.