# CHAPTER V

# CONCLUSIONS, LIMITATIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter provides several points to be discussed including conclusions, limitations of the study, implications of the study, and recommendations for future researchers. The first to be presented is the conclusion of the findings and discussion which have been highlighted in the previous chapter. This part elaborates on the answers to the formulated research questions of the study. Second, the explanation of the gaps is covered in the limitation of the study. Third, limitations of the study are presented to frame the pedagogical insight that may be beneficial for the improvement of the educational field. Last but not least, this part offers recommendations for teaching and learning practice as well as suggestions for future studies on classroom management.

## 5.1 Conclusions

This present study focuses on finding the appropriate classroom management strategy to deal with the students' classroom misbehaviors. It involves the students' views on the teachers' classroom management strategy. Also, the teachers' views are presented to respond to the learners' evaluations. Related to those research objectives, this study concludes several main results.

Regarding the first research objective, the students showed variegated responses to the teachers' classroom management strategies to deal with their misbehaviors. Related to the non-interventionist strategy, the general result indicated that the students preferred the teacher who created the loving and caring rapport than the discipline rapport. However, the discipline rapport was considered as the appropriate strategy due to the learners' behavior-changing. Related to the interactionist strategy, they also showed their awareness and the behavior-changing towards one of the teachers who used various interactionist strategies, especially the implementation of rules. It was considered as the most appropriate interactionist sub-strategy because it explicitly contained information about what the students could and could not do. Meanwhile, both praises and punishment as parts of the interventionist strategy were appropriate to manage the students' classroom misbehaviors. The behavior-changing was also displayed by the students after the teachers had conferred praises including the specific praise and the appreciative praise.

Meanwhile, the students did not mind with the establishment of the punishment. However, they expected that the types of punishment would be proper with their misbehaviors.

To respond to the learners' evaluation, the teachers' views were presented to uncover their reasons, clarifications, confirmations, and explanations. Related to the non-interventionist strategy, the teachers showed different views due to their divergent styles of rapport. The loving interaction was utilized to avoid the learners' rebellion, while the discipline interaction was used to prevent them from demonstrating more disruptive behavior. The result indicated that the rapport should be conditional. It should be adapted with the classroom problems. Regarding classroom misbehaviors, discipline rapport worked more appropriately than loving rapport.

Based on the interactionist strategy, the teachers emphasized on the importance of obeying the fundamental rules to control the students from doing more disruptive behaviors. It was followed by considerations for moving the learners' seats, for establishing the non-verbal clues, and for reprimanding the learners appropriately. However, the most effective and appropriate strategies were the implementation of rules and reprimands.

Concerning the third strategy, both of the teachers preferred using rewards to punishment. They viewed that rewards successfully changed the students' misbehaviors through positive input. The forms of reward were praises and additional scores in the aspect of the character. Meanwhile, the implementation of punishment was used occasionally. In establishing the punishment, they stated that they did not emphasize the level of the punishment, yet it was the purpose of the punishment. The fundamental aims were to inform them about their undesired behaviors, to resuscitate them that the behaviors were negative, and to guide them to change the behaviors.

## 5.2 Limitations of the Study

Since classroom management is a broad concept, this current research has some limitations which are indicated to future researches in a similar area. First, the classroom management strategies undertaken by the teachers were specifically utilized to manage the classroom misbehaviors. Those strategies might be improper to be applied to different problems such as anxiety, learning difficulty, pathological behaviors, etc. Second, the evaluation of the appropriate strategy was adopted from Kyriacou's (2007) statement who referred to the acceptance of the strategy and the behavior changing. 77

Third, the classroom behavioral problems were limited to high school learners or adolescents since they portrayed more negative classroom behaviors than other students. Brown (2001) stated that high school learners or adolescents are at the transition phase from young learners into adults and it makes them portray misbehaviors to find their identity. As many studies found, each level of education demonstrates different forms of classroom misbehaviors (Cabaroglu & Altinel, 2010; Dalgıç & Bayhan, 2014; Douglas, Moyes, & Douglas, 2016; Sun & Shek, 2012a). Hence, the different level of education may require different classroom management strategies. Fourth, the next limitation of the study lay in the majority of male learners in the classroom. Hence, a study which involves the equal numbers or the majority of female learners may indicate different results such as the classroom misbehaviors, the perceptions of the appropriate strategy, and the responses on the classroom management strategy. Fifth, some strategies might be inappropriate to be implemented to students from different ethnics. Since the participants of this study were Madurese students who are habituated with discipline and strong characters, some strategies should not be implemented entirely. There should be adaptation and alteration.

## 5.3 Implications of the Study

This study offers some pedagogical implications for classroom management in misbehaviors. Based on the results of the study, this study found that that the appropriate strategies used to manage the students' classroom misbehaviors deal with discipline, including the disciplined rapport, the implementation of rules, rewards, and punishment. Building rapport is very vital to surmount with the students' classroom misbehavior and it should be established persistently since the beginning of the semester. Also, conferring praise should be conducted more frequently on the learners' good behaviors because it triggers other learners to behave well. Moreover, positive reinforcement changed the students' misbehaviors without being forced. Then, establishing a punishment should be balanced with the learners' misbehaviors or deviations to avoid resistance. Finally, this study suggests the teachers be more sensitive to the learners' behaviors including the occurrence of the classroom misbehavior, its contributing factors, and its impacts on the teaching and learning activity.

## 5.4 Recommendations for Future Researchers

Based on the aforementioned limitations of the study, this study proposes suggestions concerning the classroom management issue for future researchers and EFL teachers. For those who are interested in conducting a study in the same area, this study recommends them to conduct a study involving learners from Senior High School, Vocational High School, and Islamic High School to investigate the comparison and the contrast of the learners' classroom misbehaviors, the teachers' classroom management strategy, and the learners' evaluation on the teachers' classroom management strategies. Second, since most of the participants were male learners, future researchers can involve EFL classes that contain more female learners or the same number of learners' genders to provide information related to female students classroom misbehaviors.