

Teachers' Strategies in responding students' Minor Misbehavior (a Case Study in SMP Negeri 26 Samarinda)

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Abstract

This Study aimed to find out: (1) What students' minor misbehavior appears in the classroom? (2) What strategies do teachers use to response the students' minor misbehavior? This research used a qualitative study with case study design. The study involved the English teacher, 7th and 8th grade students on SMPN 26 Samarinda. Data were collected by observation class. To check the reliability of the data, triangulation was also used in this research. The researcher compared the accrued information with different relevant researchers and consulted the lectures implicated in the study.

The findings showed that the common students' minor misbehavior that appeared in the class were: talking each other, clowning around, drumming, tapping a pen, sleeping, and daydreaming. Moreover, to responding the misbehavior, the teacher used a various strategy that were: ignoring, reminder in soft voice, calling on the student, public rule reminder, the look, facial expression, proximity and warning the consequence.

Key words: Classroom Management, Students' Misbehavior, Responding Minor Misbehavior

INTRODUCTION

Discipline is an important concern in schools and they represent a major source of stress for teachers [1], [2]. Managing discipline issue requires specific teachers' skill. It does not just mean discipline or move that instructors make after misconduct happens however it likewise incorporates educators activity before the trouble making (Garrett, 2014). It means that teacher should focus on preventive and responsive action to manage students' misbehavior. Talk about misbehavior, Sun and Shek (2011) interpreted misbehavior as problematic and ill-advised conduct that unfavorably influences the request, educating, and learning in the classroom. To prevent the disruptive, teachers' should be aware of what is happening in all areas of the room, make good preparation, and plan variety and challenge within lessons [3]. Whereas, misbehavior has possibility still happen in class. Therefore, in order to respond the misbehavior and to create positive learning environment, the teacher should involve positive strategies such as reward, positive reinforcement, and encouragement [5]. In addition, Allday (2011), Brady et al. (2012), Dhaem (2012) and Garrett (2014) stated the effective of managing students' misbehavior should not overreaction with used nonverbal strategies first such as proximity, hand signal, eye contact, and facial expression.

In fact, in responding students' misbehavior, teacher common used negative strategies such as physical or emotional abuses and punishment [2], [8]. For instance, Gunu (2017) found that in High Schools in Ghana, teachers' physical and emotional abuses are widespread. In addition, Tran (2016) discovered that teacher in junior high school in Vietnam used passive avoidant strategies employ more aggression and punishment techniques towards student misbehavior. Punitive discipline reaction are generally ineffective because it can create negative environment to learning (Adelman & Taylor, 2015; Bingham et al., 2009; Dhaem, 2012). It is absolutely threat the conducive environment in classroom.

Minor misbehavior is an unceptable behavior issues such as calling out, daydreaming, talking in grup, sleeping, shaking leg, etc (Allday, 2011; Brady et al., 2012; Garrett, 2014; Kelly, 2017). It is need appropriate ways to handle the misbehavior. So that, the researcher interested in analyzing teachers' strategies to respond the minor misbehavior. It is crucial since minor trouble making causes disappointment for some instructors [2]. In addition, it can increase into a bigger issue if the teacher left unrestrained [11].

The best responses when dealing with minor misbehavior is begun with a nonverbal intervention (Allday, 2011; Garrett, 2014). The common reason students act inappropriately is to get attention (Morin, 2017; Brady et al., 2012; Harris, 2009). Thus, if teachers respond the misbehave with hostility or aggression to the student, it will not requirements students desire. Instead, it will create the negative environment in the classroom (Adelman & Taylor, 2015; Bingham et al., 2009; Dhaem, 2012). Therefore, the well-managed minor behavior should be calm and respectful.

Base on the aspect, Allday (2011) revealed six strategies that teachers can implement to help reduce problem behavior in a responsive manner. There is proximity control, opportunities to respond, rule reminder, eye contact, praising appropriate behavior, and temporary escape.

Additionally, Brady et al., 2012) mentioned sudden silence, touch and ignoring can use to respond minor misbehavior. Moreover, Garrett (2014) also described some strategies to handle minor misbehavior such as hand signal, confiscating forbidden items, facial expressions, calling on the students, reminder in a soft voice, private reminder, public rule reminder, warning of consequences, and i-message.

The purpose of study

The purpose of this study is to identify frequent students' minor misbehavior in the classroom and to figure out frequent strategies that teachers use to response students' minor misbehavior.

Research questions

The following research questions are tried to be answered consistent with the purpose of study: 1) What students' minor misbehavior appears in the classroom? 2) What strategies do teachers use to response the students' minor misbehavior?

METHODOLOGY

This Study used a qualitative study with case study design. The study involved 2 English teachers, 4 students of seventh grade and 4 students of eight grade in SMPN 26 Samarinda. Data were collected by observation class. The information about the students' minor misbehavior was gathered with reference to the Allday (2011), Brady et al. (2012), Garrett (2014) and Kelly (2017) while the teachers' strategy was gathered with reference to Allday (2011), Brady et al. (2012) and Garrett (2014).

To analyzing the data, the researcher explored and coded the observation transcription. It aimed to make sense out of text data. It was only focused on two aspects that are students' minor behavior and teachers' strategy in manage the misbehavior. The next step, the researcher calculated and counted the percentage of the total number of student's minor misbehavior and teacher's strategy. Furthermore, the resercher interpreted and validated the data used theory triangulation.

FINDINGS

Table 1 shows the percentages of students' minor misbehavior that appears in classroom.

Tabel. 1 Types of Students' Minor Misbehavior

No	Students' Minor Misbehavior	7th-grade			%	8th-grade			%
		M1	M2	M3		M1	M2	M3	
1	Talking	31	8	20	80	15	28	26	58
2	Clowning around (teasing)	-	-	-	-	13	8	16	30
3	Sleeping	-	1	-	1	1	-	-	1
4	Daydreaming	1	-	-	1	1	-	1	2
5	Tapping a pencil/ ruler	3	1	2	8	1	1	4	5
6	Drumming	6	1	-	10	3	1	1	4

Table 1 above displays the overall of students minor misbehavior that occurred in class. It show the comparison of the misbehavior that appears in 7th and 8th grade. There is 5 types of minor misbehavior that appears in 7th-grade that are talking each other (80%), drumming (10%), tapping a pen/ ruler (8%), sleeping (1%) and daydreaming (1%). Meanwhile in 8th grade, there is 6 types of minor misbehavior that occurs in 8th-grade that are talking each other (58%), clowning around (30%), drumming (10%), tapping a pen/ ruler (8%), sleeping (1%) and daydreaming (1%).

The table above also presents the similarity of misbehavior that appears in 7th and 8th grade which talking is the commonly minor misbehavior. The difference is in other types of misbehavior. In 7th grade, there is no clowning around. While in 8th grade, clowning around is as the second large of minor misbehavior.

Tabel. 2 Types of Teachers' Strategies in Responding Minor Misbehavior

No	Students' Minor Misbehavior	7th-grade			%	8th-grade			%
		M1	M2	M3		M1	M2	M3	
1	Proximity	-	-	-	-	3	1	1	5
2	The Look/ eye contact	2	1	5	12	2	-	3	5
3	Facial expressions	-	-	-	0	4	-	-	3
4	Reminder in a soft voice	6	1	5	19	3	4	3	10
5	Public rule reminder	2	-	2	6	1	1	2	3
6	Calling on the student	2	-	-	3	5	4	4	12
7	Opportunities to respond	-	1	1	3	-	1	3	3
8	Warning of consequences	1	-	-	2	-	-	-	0
9	Ignoring	21	6	9	55	14	20	30	59

Furthermore, table 2 shows the overall of teacher strategy that teacher used in class. in 7th grade, It presents 7 types of teacher strategy that are ignoring (55%), reminder in soft voice (19%), the look/ eye contact (12%), public rule reminder (6%), calling on the students (3%), opportunity to respond (3%) and warning of consequences (2%). While in 8th grade. the teacher applays 7 strategies that are ignoring (59%), calling on the students (12%), reminder in soft voice (10%), the look/ eye contact (5%), and proximity (5%), facial expression, public rule reminder and opportunity to respond have the same percentage that is 3%.

The table above shows the similarity strategy that mostly teacher used in class that is ignoring. The difference only in another strategy. there is no an opportunity to respond and facial expression strategy in class 7C. On the contrary, the researcher find the strategy in class 8. In addition, there is no warning the consequence strategy that teacher used in class 7C. Whereas, it occurs in class 8D.

DISCUSSION

This study shows that talking is the highest number of minor misbehavior that appeared in class. As seen in the Ozbena (2010) and Sullivan et al. (2014) studies, the results are similar to this study. Talking among students is the most disruptive in teaching and learning process.

It happens on many occasion such as when the teacher explains the material, when teacher move to other activity and in practice section.

Sleeping and clowning around also occurs in class. It is similarly with Sun & Shek (2011) investigate which they also identify sleeping and clowning/making fun appeared in class.

Sometimes, the misbehavior arises when the teacher starts asking the student or make conversation, the student directly respond with the funny word even teasing the teacher or other students. It happens in any chance which students try to get more attention from the teacher. It is proved that the common reason students act inappropriately is to get attention (Morin, 2017; Brady et al., 2012; Harris, 2009).

The last misbehavior daydreaming, tapping a pen and drumming. It commonly arises when practice or exercise section. It seems that the students might not be engaged with the lesson. Related to Brady et al. (2012) opinion that under-challenged academically can be rise a boredom and make student being disruptive, unfocused or going to sleep in class. It also more annoying when teacher lost control the misbehavior. It escalates if no punishment for such misbehaviors or teachers were not authoritative enough in controlling the situations [4].

In this study, the teachers mostly apply ignoring strategy to respond students' minor misbehavior. The teacher only silent and oversee the student misbehaving from her seat. The teachers ignore when the behavior when it is not too disrupted. It is supported by Brady et al. (2012) assumption in which believe that not all minor misbehavior need to be responded. However, the teacher should be done carefully because students may assume that teacher are not aware or do not care about the behavior.

Comparing with another study, Sullivan et al. (2014) reveals that the most common behavior management strategy used by the teacher is reasoning with a student in the classroom setting. Reasoning is a stepped approach to the student which focussed on engaging students in learning. While, ignoring is the next step if the reasoning inside, reasoning outside, 'step' system involving an escalation and discussion the problem didn't work.

Furthermore, Ozbena (2010) also investigates teachers' strategies to cope with student misbehavior. She find that the most teachers strategy that appeared in class is the look. The look is the one of nonverbal strategy that used a stern face and eye contact to communicates disapproval to misbehaving students. In this study, the teachers also apply nonverbal strategies such as the look, proximity and facial expression. But those strategies are rarely applied by the teacher.

Contrary with Oliveira & Graça (2013) explore that the most strategy that exists in class is verbal interventions. In this investigation, the reseracher find reminder, warning, appportunity to respond and calling on the student also common appeared in class. even as the next number after ignoring.

CONCLUSION

The teacher used various type of strategy in managing minor misbehavior. Ignoring is the common strategy that teacher applied in class. The teacher ignore because the misbehavior is not too anoying. The teachers also apply ignore strategy to avoid the misbehavior more

increase. In this case, the teachers are distinguished the treatment between student one and another one. It has seen when students one and others act in same misbehavior, she applies different strategy to control it. Even she also applies same strategy to manage different misbehavior.

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