

Teacher Strategies in Dealing with Students' Classroom Misbehavior: A Case Study at SMP Negeri 4 Narmada in the Academic Year 2016/2017

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Abstract

The purpose of this study is to find out and classify students misbehavior in the classroom and teachers strategies to deal with them at SMP Negeri 4 Narmada in the academic year 2016/2017. Questionnaire was given to the sample of population which comprise 80 students in 3 classes and 21 teachers. The result of the data analysis shows the types of misbehavior occurring in the classroom are *attention-getting*, *power-seeking*, *revenge-seeking*, and *inability showing behavior*. Meanwhile, the strategies that the teachers use to deal with students classroom misbehavior are *pre-empting*, *reprimand & punishment*, and *pastoral care*.

Keywords: Misbehavior, Classroom, Students, Teacher

1. Introduction

Handling students' misbehavior is unavoidable task for all teachers. Teachers have to encounter some sorts of misbehavior that sometimes arise in the process of learning. It becomes problematic since it will affect the classroom atmosphere. A good classroom atmosphere will be thwarted by the existence of misbehaviors that lead to the disturbance of teaching process, and prevent both student and teacher in achieving their aims.

Teachers are required not only to master a subject but also have to own the ability in managing the classroom. The classroom management refers to any actions taken in creating and maintaining a learning environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities (Brophy 2006, cited in Ozben 2010). Reed and Kirkpatrick (1998) state that the classroom problem behaviors such as disruptive talking, idleness, joking, interfering with teacher activities, harassing classmates, verbal insults and even rudeness to teacher have become chronic problems in everyday classroom.

According to Dreikuss and Case (cited in Mulyadi, 2009), they generalize the types of students classroom misbehavior as four types, the first one is *attention-getting* behavior. The students who feel unaccepted in a mutually accepted social relation usually acts to seek the attention from other people, either in active or passive way. The active attention seeker can be found in student who usually loves to show off, makes noisy or sensation, acts as a jokester, asks constantly, shows bad habit and so forth. The passive attention seeker is students who constantly ask for others help or lazy student.

The second one is *power seeking* behavior which is also classified into active and passive. Active power seeker is the student who often tells lies, never wants to obey teacher's command, shows the existence of contradiction of opinion, and easily showing the disobeying attitude. On the other hand, passive power seeker is the students who show his laziness by doing nothing at all. This student usually forgetful, stubborn, and show his disobedient passively

The third one is, *revenge-seeking* behavior. Students who seek for revenge, they get extremely frustrated and do not realize that they actually seek for success by hurting other people. This type of behavior includes students who often do physical aggression (hitting, kicking, biting, scratching) to the other students or even the teacher. Students who demand for revenge usually more likely to act in active way rather than passive and they feel hurt if they are defeated. Students

who seek for revenge passively are known on sullen student, disobeyed- student; while the active ones are known as brutal ones.

The last is *inability-showing* behavior. A Student who shows his inability by rejecting to try doing anything because he only knows the failure will always become his part. The student usually feels incompetent to try finding something he wants and to surrender from the challenge he faces. Even the student considers that what will he faces only a constant failure. The feeling without any hope usually follows by behavior of declining.

When students ignore the rule and challenge the teacher's authority, appropriate discipline strategies should be created to make a conducive classroom atmosphere. It is the task faced by teachers to minimize the occurrence of students' misbehavior in the first place. Besides a good classroom management skill of teachers, the relationship between teacher and students plays an important role in overcoming student misbehavior as well as on the existence of misbehavior. It is very important to build a positive relationship with students in order to avoid their negative behavior in the classroom.

In addition, there are some other strategies in dealing with students classroom misbehavior suggested by Kyriacou (2007), the first is pre-empting misbehavior. Rather than finding the strategies to deal with students misbehavior that has occurred in the classroom, Kyriacou (1997, cited in Yuan 2012) suggests "preventing" is better than "curing" the negative behavior in the classroom by the skill of "vigilance plus action." In which vigilance involves the teacher monitoring the student's behavior and appropriateness of the learning activities, and action is what teacher does to sustain students' academic engagement in their learning experience whenever it seems to have problems. In this way, the chance of the negative behavior occurrence can be decreased.

Establishing clear rules and expectations regarding to classroom behavior is a crucial aspect of pre-empting misbehavior (Kyriacou, 1997). This also can help new teacher especially student teacher to establish their authority. Teacher should be very clear about the "deal" at the first meeting in the classroom. In which, this can be easily made if the teacher's authority can be established and accepted by the student. Teacher-student's relationship can be easily developed if student accepts the teacher's authority where at the end it can help for the occurrence of student negative behavior.

Kyriacou then mentioned *reprimands & punishments*. He defines reprimand as a communication by teacher to a student (which can be verbal or non-verbal) indicating disapproval of the student's misbehavior. He also ranged it from a stern stare to a threat of punishment. Reprimand embodies a warning that aimed to stop misbehavior and to prevent its future reoccurrence. Meanwhile punishment refers to the formal administering of an unpleasant action designed to punish misbehavior. Such action can be ranged from moving a student to a seat in front of the classroom to exclusion from the school. A punishment embodies a statement, if misbehavior is so serious that formal action is required, which is intended to be unpleasant in order to emphasize the gravity of the situation.

The next is *how to deal with confrontations*. One of the hardest things and the most distressing situation is when there is confrontation between the student and teacher. To deal with such situation, the teacher is challenged to make an effective discipline management. Unfortunately, teacher style in disciplining their student sometimes causes confrontation.

The last is *pastoral care*. Teacher pastoral care is really needed to know how to deal with student misbehavior. It will help the teacher to know the reasons student misbehave. Teacher must help the student to give the understanding of what they do and suggest them to behave as desired in the future. Such counseling is one of fundamental strategies in dealing with misbehavior.

However, for certain school which face most students like at SMP Negeri 4 Narmada it is found that even with such approaches, still the students classroom misbehavior does not want to “budge”. Serious disruptive behavior occurs quite frequently to be a major source of concern for the school where all of the teachers want to find good and proper strategies to solve it as well. Based on the explanation above, a research entitled: Teacher strategies to cope with students’ classroom misbehavior: A case study at SMP Negeri 4 Narmada in the academic year of 2016/2017 has conducted.

2. Research Questions

- 1) What kinds of students classroom misbehavior are faced by teachers at SMP Negeri 4 Narmada in the academic year of 2016/2017?
- 2) What are the teachers’ strategies to deal with students classroom misbehavior at SMP Negeri 4 Narmada in the academic year of 2016/2017?

3. The purpose of study

The purpose of this study is to find out students’ classroom misbehavior and the teacher strategies to cope with it.

4. Method

The study is descriptive qualitative and the sample of population are 80 students in 3 classes and 21 teachers. The questionnaire was conducted to find out what students’ classroom misbehavior are and the teacher strategies in dealing with it. The data from questionnaire is accumulated and tabulated using tallies. Each item of the questionnaire is counted in the form of percentage according to teachers’ and students’ choices. After the data is accumulated into percentage, they were divided into 2 categories: students’ classroom misbehavior and teachers’ strategies.

5. Result (Findings)

a. Students Questionnaire Results

Table 4.2 Attention-Getting Behavior Percentages of Students Classroom Misbehavior

No.	Questionnaire items	A	O	R	N
2	I sing during the class	2	9	52	27
3	I hit the table in the classroom	4	5	38	43
8	I keep joking with my friends even though the teacher commanded me to be focus on the lesson	4	22	40	23
17	I walk out of seat during the class	3	7	43	37
18	I make noise in the classroom	1	10	54	25
19	I bother my friends	5	7	35	43
Total		19	60	262	198

Percentage	3.5 %	11.1 %	48.6 %	36.7 %
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Table 4.2 displays the number of questionnaire items which are included as *attention-getting* behavior of students in the classroom. The data indicates that students reported they are usually singing, hitting the table, joking with other students, out of seat and bothering their friends during the class. Sixty three point two percent of the respondents said they have done the misbehavior. It can be concluded that attention-getting behavior of students could be a major problem for teachers. This suggests that rather than only focus on the “trouble maker,” teacher should try to engage the well-behaved students by giving praise instead of giving maximal attention to the negative behavior.

Table 4.3 Power Seeking Behavior Percentages of students' Classroom Misbehavior

No.	Questionnaire items	A	O	R	N
1	I leave the classroom because I don't like the teacher	1	4	11	74
5	I curse at my friends	1	5	48	31
7	I talk to teacher impolitely	0	2	10	78
9	I read a novel or a comic during the class	3	5	20	62
10	I play my phone during the class	1	3	3	83
11	I eat during the class	0	8	39	43
13	I don't pay attention to the teacher in front of the class	5	9	41	35
14	I draw during the class	1	12	35	41
Total		12	48	207	447
Percentage		1.7 %	6.7 %	29.0 %	62.6 %

Inspection of the data in Table 4.3 shows the percentage of the occurrence of *revenge-seeking* behavior in the classroom is 37.4 %. Students said the occurrence of misbehavior such as leave the classroom because they do not like the teacher, curse at their friends, talk impolitely to the teacher, read a novel or comic, play their phone, eat during the class, do not pay attention to the teacher, and draw during the class were quite usual to be happened in the classroom. Approximately 60 responses claimed they “always” and “often” do this type of misbehavior. Additionally, particular misbehavior such as cursing is highlighted to be a major misbehavior where 54 responses out from 80 students claimed they curse at their friends.

Table 4.4 Revenge Seeking percentages of Students Classroom Misbehavior

No	Questionnaire items	A	O	R	N
4	I fight with my classmate	0	7	12	71
15	I rebel in the classroom	0	3	18	69
16	I hit my friend	0	4	22	64
Total		0	14	52	204
Percentage		0.0 %	5.2 %	19.3 %	75.6 %

The table above shows the percentage of *revenge seeking* behavior percentages. The data indicates that students sometimes fight with other students, rebel in the classroom, and hit other

students. Approximately, only a quarter from the total responses of the students claimed they were said to be students' classroom misbehavior.

Table 4.5 Inability Showing Behavior Percentages of Students Classroom Misbehavior

No	Questionnaire items	A	O	R	N
6	I skip the task	1	13	45	31
12	I sleep during the class	2	3	23	62
20	I daydream in the classroom	0	17	40	33
	Total	3	33	108	126
	Percentage	1.1 %	12.2 %	40.0 %	46.7 %

Table 4.5 displays the *inability showing* behavior of the students in the classroom. With the total 53.3 % of the occurrence students' misbehavior such as skipping the task, sleeping and daydreaming during the class, this type of misbehavior could be an issue in the classroom. Since half of the students might have difficulties with their work, it will probably make them feel unsatisfied with themselves and will have negative feeling about school and classroom work. Constant failure will threaten their self-esteem and they easily doubt their efforts to master the new work and in the end they just ignore everything in the classroom (Yuan, 2012).

a. Teacher Questionnaire Results

Table 4.6 Pre-Emptying Behavior Misbehavior Percentages of Teacher Strategies to Cope with Students Classroom Misbehavior

No	Questionnaire items	A	O	R	N
1	I give clear rules and consistent regarding what should student do and not do	16	5	0	0
2	I tell students the consequences if they do inappropriate behavior	16	5	0	0
3	I monitor students attitude and behavior in the classroom	17	4	0	0
4	I help students who have difficulties in the lesson	14	7	0	0
8	I act and talk firmly in the classroom	16	5	0	0

9	I ensure certain students (naughty/lazy) to not sit together or not sit at the back	3	12	3	3
10	I ensure students to stay quiet by giving them task to make them busy	8	13	0	0
11	I utilize my authority to make students do the task	13	8	0	0
	Total	103	59	3	3
	Percentage	61.3 %	35.1 %	1.8 %	1.8 %

Inspection of the data in Table 4.6 displays the frequency of teachers' strategies in coping with students' classroom misbehavior by *pre-empting* misbehavior. The data represents that 61.3 % teachers reported they have always done the strategies and 35.1 % teachers said they often apply the strategies in the classroom. Overall, the total of the responses claimed they have done misbehavior is 98.2 % which makes almost all of the teachers apply this strategy in dealing with students' classroom misbehavior.

Table 4.7 Reprimands & Punishment Percentages of Teacher Strategies to Cope with Students Classroom Misbehavior

	Questionnaire items	A	O	R	N
6	I stare at the noisy students	17	3	1	0
7	I come near to the gossiping students	5	12	4	0
13	I sign a warning to students who act inappropriate by not letting the other students know	7	12	2	0
16	I threaten to punish students (for example: exclusion from the class) if they still act badly	6	7	6	2
17	I threaten the students if I would involve other teacher or other staff in handling them if they still act badly	5	8	6	2
18	I give reprimand loudly to students of their misbehavior	11	8	2	0
19	I twist the stubborn students' ear	2	3	12	4
Total		53	53	33	8
Percentage		36.1%	36.1 %	22.4 %	2.7 %

Table 4.7 shows the percentages of *reprimand and punishment* applied by the teacher in the classroom where 53 responses (36.1%) said the teachers regularly apply the strategies. Teachers always reprimand the students by mostly staring at the noisy students and then followed by reprimanding loudly. In addition, the responses of the teachers also claimed that they are less likely to punish their students by physical aggression. Approximately 5 responses stated they give students punishment while 12 responses said "sometimes".

Table 4.8 Pastoral Care Percentages of Teacher Strategies to Cope with Students Classroom Misbehavior

No	Questionnaire items	A	O	R	N
5	I praise the students if they have a good attitude or good behavior	14	6	1	0
12	I investigate the inappropriate students' behavior sympathetically and not frightening	6	13	2	0
15	I talk to students with misbehavior after the class then I give them firm warning to improve their attitude	8	7	4	2

21	I give counseling to know the problem faced by the students that they act inappropriately	4	11	6	0
22	I do home visit to students who have problem	4	8	3	6
Total		36	45	16	8
Percentage		34.3 %	42.9 %	15.2 %	7.6 %

Table 4.8 displays the percentages of *pastoral care* where the total of responses which said they have applied the strategies is 92.4 %. Out of 21 respondents, all of them claimed that they praise the students if they have good attitudes or good behavior and investigate the inappropriate students' behavior sympathetically and not frightening. With the number of the percentages, it can be concluded that teacher frequently give their students pastoral care.

6. Discussion

Students' Classroom Misbehavior at SMP Negeri 4 Narmada

Junior high school student is included in the category of early juvenile that is 12-15 year old or included in juvenile phase. This phase is one of the periods in students' lifespan (Hartinah cited in Yulista, 2011). It means that students are still in the process of transition phase from childhood to adulthood and still searching for their self-identity. To this phase, not all students can pass it "flawlessly." Many of them experience problems where they do not recognize their misbehavior is something they should not do. The case could be seen at the finding which is found at SMP Negeri 4 Narmada.

From the research finding, it shows that there are four types of students' misbehavior in daily school classroom activity at SMP Negeri 4 Narmada. Among them are *attention-getting* behavior (singing, hitting the table, joking with other students, out of seat and disturbing their friends) were reported to be the most common misbehavior. Then followed by the *inability showing* behavior that included skipping the task, sleeping and daydreaming. The third one is *power-seeking* behavior which included leaving the classroom because they do not like the teacher, cursing, talking impolitely to the teacher, reading a novel or comic, playing their phones in the class, eating, do not pay attention to the teacher, and drawing. The last one is *revenge-seeking* behavior (fighting with other students, rebelling in the classroom, and hit the other students). Therefore, this finding indicates that students are mostly seek for other people attention because they feel unacceptable in a mutually accepted social relation.

However, despite of those misbehavior, almost all of the categories of problems behavior identified are similar to those reported in previous studies. Sun and Shek (2012) mentioned that the most common and disruptive behavior was talking out of turning which also included as *attention-getting* behavior.

Teacher Strategies to Cope with Students' Classroom Misbehavior

Based on the research finding, it shows that to overcome students' classroom misbehavior, teacher has some strategies and among them are *pre-empting* misbehavior, *reprimand and punishment*, and *pastoral care*. Teachers apply "pre-empting misbehavior" usually by giving distinct rules, monitoring the student, helping the students' lesson difficulties, acting and talk firmly, separating naughty/lazy students not to sit together, and giving students task.

Pre-empting behavior is considered to be more effective rather than finding the strategies to deal with students misbehavior that has occurred in the classroom. Kyriacou (1997, cited in Yuan 2012) suggested “preventing” is better than “curing” the negative behavior in the classroom by the skill of “vigilance plus action.” In which vigilance involves the teacher monitoring the student’s behavior and appropriateness of the learning activities, and action is what a teacher does to sustain students’ academic engagement in their learning experience whenever it seems to have problems. In this way, the chance of the negative behavior occurrence can be decreased.

The next one is *reprimand and punishment*. Teacher reprimands the students by calling out their names asking them not to misbehave. Then if the students keep on their misbehavior, the teacher punished them by asking them to get out from the class or twist their ears.

However, for certain students, *pre-empting* misbehavior and *reprimand and punishment* were not effective for them. Teacher then give them “pastoral care” by praising them if they do something good, or by investigating the inappropriate students’ behavior sympathetically and not frightening, and talk to the students after the class or even give them firm warning to improve their attitude is more effective. Although it is argued that preventing is better than curing, for a school where most of its students have serious negative behavior, the pre-empting behavior only works for 5 minutes then it completely gone. Reprimanding and punishment for some students is nothing to be scared of. Teacher pastoral care is another choice to know how to deal with student misbehavior. It helps the teacher know the reasons student misbehave by giving them understanding of what they do and suggest them to behave as desired in the future. Counseling and talk face to face without any intimidation is considered to be more effective.

7. Conclusion and Suggestions

Based on the data finding and discussion, it can be concluded that regarding the types of students classroom misbehavior at SMP Negeri 4 Narmada, there are four types of students misbehavior that could be found, those are *attention-getting behavior*, *power seeking*, *revenge seeking*, and *inability showing* behavior. The percentage result was accumulated based on the calculation of each of the students’ classroom misbehavior type. The most commonly occurs of the misbehavior are *attention getting* with the percentage of the occurrence is 63.3 %, *inability showing* with 53.3 % *power seeking* with 37.4 % and lastly *revenge seeking* 24.5 %.

Furthermore, to deal with students classroom misbehavior, the teachers of SMP Negeri 4 Narmada apply three types of strategies, among them are *pre-empting misbehavior*, *reprimands and punishment*, and *pastoral care*. The most common ones are *pre-empting* (98.2%) then followed by *pastoral care* (92.4 %) and the last is *reprimand & punishment* (53 %).

To prevent or to lessen the occurrence of students classroom misbehavior, understanding students psychological aspects and students personality objectively are needed to know how to better deal with students classroom misbehavior in order teacher could find proper strategies that should “fit” the students. Since teachers are students’ parents at school, it is a must to give students a real good example of way to behave or become a good role model.

Instead of only seeing the misbehavior occurred because of the students themselves, teacher needs to consider that their quality might provoke its occurrence as well. Teachers also needs to give students break time within the learning hours to make them relax in order to minimize the student to misbehave.

For the students, learning in the classroom should be a serious thing, obeying school and classroom rules, and behaving well are parts of a good manner. Students also have to train and develop their emotional stability so that they will not be trapped in behaving negatively in the classroom.

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