

The Employment of Antecedent Strategy for Managing Behavior Challenges in EFL Classroom

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Abstrak

Strategi anteseden sebagai bagian dari praktik berbasis bukti diperoleh melalui proses analisis perilaku campur tangan siswa. Bagian dari praktik berbasis bukti yang juga disebut sebagai intervensi berbasis anteseden ini memiliki tujuan untuk membantu para guru dalam mengelola perilaku mengganggu siswa sebagai salah satu tantangan terbesar dalam pengelolaan kelas dengan membuat perubahan signifikan pada lingkungan belajar yang memicu perilaku bermasalah, dan menguraikan perilaku yang harus dilakukan oleh siswa. Strategi anteseden sangat membantu guru dalam mengelola perilaku mengganggu siswa sebagai salah satu tantangan terbesar dalam pengelolaan kelas EFL. Oleh karena itu, penelitian ini bertujuan untuk menganalisis penerapan strategi anteseden untuk mengelola tantangan perilaku dalam manajemen kelas EFL. Metode yang digunakan dalam penelitian ini adalah penelitian kepustakaan dimana data dikumpulkan melalui proses membaca dari beberapa sumber pustaka kemudian dianalisis dengan mengintegrasikan informasi yang diperoleh dan ide peneliti untuk menjawab tujuan penelitian ini dalam menemukan bagian dan menarik kesimpulan. Temuan penelitian ini mengungkapkan bahwa dalam menerapkan strategi anteseden di kelas, ada tiga langkah utama yang perlu diikuti guru yaitu melakukan Penilaian Perilaku Fungsional (FBA), menguraikan dengan jelas perilaku yang tepat, dan memutuskan tindakan pencegahan secara efektif.

Kata kunci: Strategi Anteseden, Tantangan Perilaku, Manajemen Kelas EFL

Abstract

Antecedent strategy as a part of the evidence-based practice is obtained through the process of students interfering behaviour analysis. This part of evidence-based practice which also named as antecedent-based intervention has a purpose to help the teachers in managing student disruptive behavior as one of the biggest challenges in classroom management by making a significant change to the learning environment which trigger the problem behavior and expounding the behaviors that should be done by the students. The antecedent strategy is very helpful for the teacher in managing students' disruptive behavior as one of the biggest challenges in EFL classroom management. Therefore, this study aims to analyze the employment of antecedent strategy for managing behavioral challenges in EFL classroom management. The method used in this study was library research in which the data were collected through a reading process of some library sources then analyzed by integrating the obtained information and the researcher's idea to answer the purpose of this research in finding section and draw the conclusion. The findings of this study revealed that in employing the antecedent strategy in a classroom, there are three major steps that the teacher needs to follow namely conducting a Functional Behavioral Assessment (FBA), clearly expounding the proper behavior, and effectively deciding preventive action.

Keywords: Antecedent Strategy, Behavior Challenges, EFL Classroom Management

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1. INTRODUCTION

Learning English in Indonesia, both at the primary and secondary education levels places more emphasis on aspects of language knowledge understanding discourse content and is also more oriented to the test results to be achieved (Saidah et al., 2021; Saraswati et al., 2020; Wahyudin et al., 2020). It is different from western countries that apply English as a second language, such as French, German, Italian. The English learning approach applied emphasizes critical thinking skills, practical language use, student-centered language learning also emphasizes the quality of the learning process (Chen et al., 2019; Macaro & Tian, 2015; Obidina et al., 2020; Zafar, 2016). Seeing the learning paradigm that harms students in learning English, an effort is needed to overcome it, including classroom management (Atai

& Fatahi-Majd, 2014; Gallagher, 2021; Şaraplı & Fowler, 2010). Classroom management is a conscious effort to regulate the learning process to run systematically (Aksoy, 2015; Rahimi & Asadollahia, 2012; Sadeghi & Richards, 2021). This conscious effort leads to the preparation of learning, the preparation of teaching aids and facilities, the arrangement of the study room, realizing the situation and conditions of the learning process, and timing so that the learning process goes well and the curriculum objectives can be achieved.

Antecedent strategy as a part of the evidence-based practice is obtained through the process of students interfering behaviour analysis. This part of evidence-based practice which also named as antecedent-based intervention has a purpose to help the teachers in managing student disruptive behavior as one of the biggest challenges in classroom management by making a significant change to the learning environment which trigger the problem behavior and expounding the behaviors that should be done by the students (Camisón & Villar-López, 2011; Kern & Clemens, 2007; Obergriesser & Stoeger, 2020). Through the employment of antecedent strategy, it will be easier for the teachers to generate the appropriate behaviour and decreasing the problem behaviour by identifying the cause of the disruptive behaviour and implementing several techniques of antecedent modifications in the classroom (Hassan et al., 2017; Xia et al., 2020; Zhou & Hiver, 2022). Since the employment of this antecedent strategy can identify what is causing the occurrence of the student disruptive behaviour, antecedent-based intervention is considered to be the earliest strategy that the teacher needs to implement in order to create a conditional classroom for the teaching and learning process (Banks, 2014; Graham, 2018; Muis et al., 2018). Therefore, the Antecedent strategy is recognized as one of the things that the teacher should understand in order to manage the students' disruptive behaviour as one of the biggest challenges in classroom management.

However, there are not many teachers who already have a great skill in managing students who have difficulties in a behavioral problem that can be caused by several problems such as hormonal change, family conflict, and self-internal problem which tends to make even a good student showing disruptive behaviour so they need more attention (Hasfira & Marelda, 2021; Triwardhani et al., 2020; Yestiani & Zahwa, 2020). Most of the teachers do not familiar with the concept of antecedent strategy which can help them to identify the reason behind that disruptive behaviour and giving the right action to prevent them (Graham, 2018; Rahardja et al., 2019). As a result of that problem, teachers cannot decide an effective strategy to manage the classroom which impacting the whole process of teaching and learning and worsening the relationship between teacher and student (Westling, 2010). Therefore, the purpose of this library research is describing the employment of antecedent strategy for managing behavioral challenges in EFL classroom management.

Classroom management is defined as one of the skill needed by the teachers to manage and organize all of the activity done by the students during the teaching and learning process including their behavior, movement, and interaction during a lesson to make sure that the teaching and learning process takes place most effectively (Elfeky et al., 2020; Mohd Zain et al., 2018; Sieberer-Nagler, 2015). Though mastering a great classroom management skill for teachers in general is already a tough accomplishment to achieve, those teachers who in charge of English language learning have more challenges to face in managing their classroom (Prasetya, 2021; Sari, 2016; Sieberer-Nagler, 2015). One of the major classroom management challenges that frequently faced by EFL teachers is behavioral challenges in which the students show disruptive behavior that affect the overall teaching and learning process (Alshenqeeti, 2018; Kamelia, 2019; Soleimani & Razmjoo, 2016). Classroom management is one of the most challenging but also very crucial issues for ELT teachers in which the target language is used both as the tool to deliver the material and the content itself (Caner & Tertemiz, 2015; Küçükoğlu, 2014; Raynesa, 2019). Most students usually have the idea that learning English is difficult because its rule is very different compared to their first

language which leads to some problem including disruptive behavior showed by students. This study aims to analyze the application of antecedent strategies to manage behavioral challenges in EFL classroom management.

2. METHODS

This study was conducted using library research as the method of the study. Library research is a methodology of research in which the researcher uses library sources such as books, articles, and journals as the primary resource in the process of collecting the data. In this study, the researcher found and collected the information related to the topic of the study through the process of reading several library sources. In the process of analyzing the data, the researcher integrated the obtained information with their idea to answer the purposes of the study in the finding section as well as drew the conclusion. In this study, the data collection was conducted by observing and analyzing several sources that related to the antecedent strategy especially for those who are employed in the EFL classroom for managing the students' disruptive behaviour. In fact, the antecedent strategy are mostly employed for the students who have special needs. However, in this case the employment of the antecedent strategy is not only focus on the students with special needs but instead students in general. That is why, the collected data is also focus on that aspect. After the data are being collected, the process of analysis was started as the author organize the data that can be a support to answer the research question of this study. By conducting this process, a conclusion can be drawn and it can be considered as the result of this study along with the suggestion for the further research related to this topic.

3. RESULTS AND DISCUSSION

Results

The first is Functional Behavioral Assessment or often called as FBA. Ideally, the employment of antecedent strategy in a classroom needs to be started by conducting Functional Behavioral Assessment (FBA) to identify factors that may be causing the behavior. For the special cases in which the target students are those who have serious problem in behavioral issue, FBA needs to be conducted in much more extended time and requires a wider range of people involved such as the teacher, parents, school adviser and professional (Banks, 2014). This assessment is aiming at identifying three indicators named as ABC in which can be used as the source of data to do the following steps. Those three major are antecedent (A), behavior (B), and consequence (C). The first variable, the antecedent (A) refers to the event that might cause disruptive behavior which occurs before the student disruptive behavior. The second indicator, behavior (B) defined as the disruptive behavior shown by target students that can be caused by the antecedent. The last variable is the consequence (C) which refers to anything that happens directly after the behavior occurs including the teacher's immediate response after witnessing the previous variable. The teacher who conducts this step needs to observe the second variable, behavior (B) first by identifying the problem behavior showed by the target students during the teaching and learning process. The type of question that might be helpful for the teacher in obtaining the data is *"What are the students' activity that disturbing the other individual?"*. After obtaining the behavior (B), the teacher needs to find out the antecedent (A) by analyzing what kind of act or environment which might be causing the behavior with the help of questions like *"What is happening before the students' disruptive behavior? What are the other students do during the occurrence of disruptive behaviour done by the target student? Where is the target student do disruptive behaviour? Who is the closest individual from the*

target student during the occurrence of disruptive behaviour?”. Then, the consequence (C) needs to be analyzed with the help of question like *“What is the things that occur right after the disruptive behavior?”* and make sure to include response both from the teacher and other individual after the occurrence of the behavior. After conducting enough observation, those three variables will provide clear patterns about how antecedent (A) can be changed to reduce problem behavior.

The second one is Expounding The Proper Behavior. After obtaining the source of data from the previous step, the teacher can start to define what kind of appropriate behavior that the target student needs to achieve. This process of defining expected behavior must be based on the result of the previous step by analyzing how the academic standard from the school system influencing that kind of disruptive behavior. This process can be done with the help of question like *“What should be done by the students instead of this kind of disruptive behavior?”* and make sure to identify the target students’ current ability to solve the academic problem with the help of question like *“What are the things that the target student can do when he/she is asked to do an academic activity?”*. Through that process, the teacher can clearly define the appropriate or expected behavior for the target student.

The last one is Defining Preventive Movement. After those two previous steps, the teacher can finally choose what kind of action will be taken to prevent the problem behavior showed by the target student during the teaching and learning process. This step needs a clear preventive movement also known as antecedent modifications to change the environment setting before the occurrence of the problem behavior. There are some simple antecedent modifications that the teacher can choose to make an effective change of the antecedent variable (Chung, 2017). Those antecedent modification which can be implemented in the classroom are (1) understanding the preference of learner which means that the teacher can modify the task and activity so it can help the students to improve their motivation in participating during the teaching and learning process, (2) notifying the classroom’s physical environment which means that the teacher can do some simple adjustment in the classroom setting such as changing the sitting arrangement, managing the level of disruptive noise, and controlling the lighting to create an effective classroom environment, (3) notifying the classroom’s construction which refers to how the teacher creating expectations and routines for the students’ activity in classroom, (4) employing visual prop as a support which means that the teacher creates the representation of settled routines and expectations in a form of visual prop, (5) and the last one is providing choices for students which refers to how the teacher offers choices to allow students to feel some sense of control.

Discussion

The antecedent strategy is an effective movement that focuses on the environmental setting change of the teaching and learning process which can help the teacher to manage the students’ who show disruptive behavior obtained a proper behavior (Aini et al., 2019; Shahzad et al., 2021). This antecedent-based intervention aims to decrease student disruptive behavior by making a significant change to the learning environment as the trigger of the problem behavior shown by the target student and choosing the proper behavior that should be done by the target student (Alleyne & Harris, 2017; Chung, 2017; Timmermans et al., 2019). Thus, it is very important for teachers especially those who in charge in the EFL classroom to fully understand the employment of antecedent strategies in case that some students show those challenging behavior mentioned before (Başöz & Çubukçu, 2014; Fitri & Putro, 2021; Tseng, 2014). The important aspects of the employment of antecedent strategy include the procedure of how it is implemented during the teaching and learning process, simple strategies that can be used as the antecedent modifications, and things that

make the expected behavior of the target student could not be achieved (Kern & Clemens, 2007).

The antecedent strategy is an inhibitory movement that teachers can take in managing behavioral challenges in the EFL classroom. It is very helpful for the teacher in managing students' disruptive behavior as one of the biggest challenges in EFL classroom management (Hassan et al., 2017; Xia et al., 2020). However, most of the teachers still cannot manage those behavioral challenges since they are not familiar with the idea of antecedent-based intervention (Banks, 2014; Graham, 2018). There is a procedure that the teacher needs to follow in employing the antecedent-based intervention for managing the students' disruptive behavior. That procedure contains three major steps which are conducting Functional Behavioral Assessment (FBA), clearly expounding the proper behavior, and effectively deciding preventive movement based on the result of the two steps before. Those three steps are very important to be conducted in order to achieve the goal of successfully managing the students' disruptive behaviour during the learning process (Graham, 2018; Rahardja et al., 2019). Therefore, it is important for teachers to learn and master those three steps (Akbari & Razavi, 2016; Raynesa, 2019; Santosa & Kurnadi, 2020). The meaning of mastering is that the teachers are able to come up with the strategies based on the situation and the students' behaviour. Furthermore, those three strategies have their own characteristics. That is why the teacher need to analyze the situation of the whole classroom as well as the students first before taking decision on which strategy that will be used in that situation (Lan & Lam, 2020; Meng & Wang, 2011; Pratiwi, 2019). It is very important because employing a wrong strategy in a wrong situation can cause even more damage to the students' disruptive behaviour. Moreover, in the following paragraph the detail explanation of those three steps is presented.

The employment of antecedent strategy in the EFL classroom will show an effective result if it is done in the right order and the teacher needs to make a good identification of those three variables. However, it could turn out that the disruptive behaviour of the target student is still happening. There are two reasons for this problem. The first one is the problem might come from the mistake of the teacher who makes a wrong identification of those three variables so, in the process of choosing the antecedent modification, the target student may get a wrong modification or environment change so the problem behaviour will be shown again. The other reason is that there is a possibility that the target student suffers difficulties in behaviour known as Autism Spectrum Disorder (ASD) which requires a longer time and more people involvement. This antecedent-based intervention is actually designed for managing ASD students with a serious behavioral problem. However, the result of related studies on the topic of issues in classroom management especially behavioral challenges which refers to students' disruptive behaviour suggest that this procedure of antecedent strategy could be effectively implemented in more naturalistic settings of general education classroom in which the target students do not have Autism Spectrum Disorder.

4. CONCLUSION

The antecedent strategy is an inhibitory movement that teachers can take in managing behavioral challenges in the EFL classroom. It is very helpful for the teacher in managing students' disruptive behavior as one of the biggest challenges in EFL classroom management. However, most of the teachers still cannot manage those behavioral challenges since they are not familiar with the idea of antecedent-based intervention. The employment of antecedent strategy can help the teacher to manage the disruptive behavior as one of the most important yet challenging issues in classroom management. There are three major steps that teachers need to follow in employing antecedent strategy namely conducting a Functional Behavioral

Assessment (FBA), clearly expounding the proper behavior, and effectively deciding preventive action.

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