

TEACHER'S COPING STYLE STRATEGY WITH MISBEHAVING STUDENTS

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Abstract

The study aimed at: a) finding out kinds of students' misbehavior and b) describing the English teachers' strategies in handling students' misbehavior. The participants of this research were four English teachers who taught in Grade 5 at DS, a bilingual school in Denpasar, in school year 2017/2018. This study was a descriptive qualitative study. There were three instruments used to collect the data namely observation sheet, interview guide and questionnaire. The data were analyzed by using interactive data analysis model including four steps namely data collection, data reduction, data display and drawing conclusion and verification. The findings revealed that: a) there were 10 different kinds of students misbehaviors at school namely inattention, needless talk, moving about the room, annoying others, disruption, lying, stealing, sexual harassment, aggression and fighting and also defiance of authority; b) The teachers used 6 different coping styles strategies in handling misbehaving students such as hinting, reward and recognition, punishment, aggression, social problem solving and relaxation. The results of this study were expected to be beneficial in giving additional knowledge for the English teachers of primary school in managing their classroom especially in a context of bilingual school system.

Keywords: misbehaviors, coping style strategies, bilingual school

INTRODUCTION

Classroom management is an important ability which is needed by a teacher in order to create a positive learning classroom. It deals with efforts to increase the provision of quality instruction and to decrease students' misbehavior and distraction from schoolwork (Kennedy, 1996). It cannot be avoided that in a classroom there will be students who have not learned or adopted behaviors that are inappropriate which is called misbehavior. This kind of behavior is referred to as any activities which are committed by the students which do not only cause distress for teachers, but also interrupt the learning process and lead teachers to make continual comments to the students (Sun & Shek, 2012).

Misbehaviors in the classroom ruin the class atmosphere, the teaching process and prevent both students and teachers from achieving their aims. Moreover, misbehaviors in the class threaten both teachers and students (Ozben, 2010).

According to Gordon (as cited in Brhane, 2016) there are thirteen types of misbehavior at school such as inattention, apathy, needless talk, annoying other, moving about the room, disruption, lying, stealing, cheating, sexual harassment, aggression and fighting, malicious mischief and defiance of authority.

Dealing with students' misbehavior in the classroom is a tough and unavoidable task for teachers. Misbehaving is seen as the results from a large range of causes such as from the environment around the students: the individual, classroom, school, community and

the whole society (Yuan & Che, 2012). Furthermore, individual's development stages have crucial roles which influence students' learning ability (Bastable & Dart, 2014).

One of the theories related to human developmental stages is called "Psychosocial" (Erikson, 1963). This theory proposes eight stages from infancy to adulthood in which in each stage a person experiences a psychosocial crisis which could have a positive or negative outcome for personality development. Different stages in psychosocial development stages show that each individual has their own characteristics in learning based on their age group.

There are no stereotypes for solving the problems, because children are different from each other, which makes the teachers give different responses to each child. The ways that the problems are coped with also varied. Coping refers to cognitive and affective teacher responses that arise in response to a stress associated with students' misbehavior (Lewis, Roache, & Romi, 2011). Coping responses comprise specific feelings, thoughts, and actions. These strategies are in turn grouped into *coping styles*, characterized by a number of conceptually and empirically related strategies.

According to Lewis et al., (2011) there are three kinds of coping styles. The first one is "passive avoidant coping", which attempts to ignore the issue and does not let others know about it. The second coping style encompasses 6 coping strategies and it is called "social problem solving" which includes solving the problem by working hard, seeking professional help and social support, joining with others to deal with the problem, and spending time with good friends. The third coping style, called "relaxation", comprises strategies involving doing something relaxing, doing sport, retaining a sense of humor, and accepting one's own best attempts to deal with the issue.

In addition, there are two types of strategies which can be used by the teachers in handling misbehaving students namely using non-verbal strategies and verbal strategies (Marciniak, 2015). Non verbal strategies are referred to as the use of body languages and non verbal signs in handling students'

misbehavior for example by standing next to the students. When nonverbal techniques are not effective and sufficient enough, the teachers should employ verbal methods. Verbal strategies deal with words and utterances in handling misbehaving problem for example by asking the students to repeat the sentences to get their attention back.

Based on our prior observation at DS in Denpasar, it was evident that some English teachers in Grade 5 found it problematic to deal with misbehaving students. Since DS is a bilingual school then in each class (range from Kindergarten to Grade 6) there are two teachers (one Indonesian teacher and one international teacher) who are in charge of teaching the class and are assigned as the classroom teachers. During the class they sometimes have different perceptions on how to deal with those students who behave inappropriately during school hours.

This study is mainly focused on the students and English teachers in Grade 5 since many misbehaviors were noted in this class. In school year 2017/2018 this class had become an issue in the entire school since many misbehaving students appeared here. Students' family background can be assumed to be the causes of this behavior, especially in Grade 5, some students are coming from mix married families. Therefore, they have dual citizenship. Few of them are coming from single parent families and there is one student who got adopted by expatriate family. The majority of the students are Indonesian students with different religions. Their variation of background influences the way they think, talk and behave.

Some related studies have been conducted in relation to coping style used by the teachers as their strategies to deal with misbehaving students. One of the latest studies was conducted by Pita & Fulgensia (2017) who did a research about the teacher's technique in handling students' misbehavior in SMPN 1 Sukasada, Buleleng Regency. The purposes of the study were to analyze the most frequent misbehavior conducted by the students of class VII G and VII H in SMPN 1 Sukasada, to analyze the way the teacher control

students' misbehavior in the classroom, and to analyze students' responses to the teacher's misbehaviors' controlling technique. The results of the study revealed that in SMPN 1 Sukasada, especially in class VII G and VII H, the researcher found eight types of misbehavior, they were: inattention, apathy, needless talk, moving about the room, annoying others, disruption, stealing, and aggression and fighting. The most frequent misbehavior conducted by the students in class VII G and VII H of SMP Negeri 1 Sukasada were disruption and needless talk. The teacher's techniques were using reprimands and pre-empting pupil misbehavior. The students' responses to the teacher's misbehavior controlling method were good enough.

This research is different from previous studies. The main difference is from the object of the study in which here it deals with bilingual students in a bilingual school system. Furthermore, the focus of this study is to describe coping style strategies used by the English teachers in dealing with misbehaviors happened in primary school (Grade 5) by considering theory of psychosocial development stages. Furthermore, in this study the researcher put more concern on analyzing the utterances (using verbal strategies) used by the English teachers during the English lessons. The use of this strategy by the English teachers is also contributed to the success of teaching and learning process during English lesson.

Based on the background of the study, the researchers are interested to conduct a research by investigating two research questions: a) What kinds of misbehaviors did the English teachers in Grade 5 face during their teaching experiences at DS? And b) What are the English teachers' strategies in handling students' misbehavior in Grade 5?

The objectives of this research are: a) to find out kinds of misbehaviors that the English teachers in Grade 5 faced during their teaching experiences at DS and b) to describe the English teachers' strategies in handling students' misbehavior in Grade 5.

METHODS

This study was designed as a descriptive qualitative research. This research is concerned with a certain variable, indication or specific phenomenon happened in a particular place. Some observations were carried out to find out specific phenomenon. The data obtained were analyzed descriptively whereas the researcher only illustrated, described and reported without testing any hypothesis. The researchers became the main instrument in which the data were gathered sequentially. The data were analyzed right after the data collection was completed. The presentation of this data was done descriptively as it involved a straight forward descriptive summary of the informational contents that were organized in logical sequence. The data were elaborated descriptively in the form of chart and table to help the readers understand the findings easily.

The subjects of this research were 4 English teachers who teach in Grade 5 at DS in school year 2017/2018. In this research the participants were mostly Indonesian teachers and only one teacher was an expatriate; she was coming from Canada and she had been teaching in different countries in Europe and Africa.

In collecting data, different methods including observation, interview, questionnaire and documentation were used. The data were collected during school year 2017/2018. As the researcher worked in the school, so the data were collected during the teaching and learning process within that school year.

Moreover, three instruments were used in this study to collect data namely: observation checklist, interview guide, and questionnaire. Digital devices like camera and recorder were also used to keep the sources of data collected which were analyzed descriptively in order to answer the research questions. Before the research instruments were used, the researcher asked for expert judgment from the supervisors to verify that the instruments were appropriate to be used.

Analysis of the data was started after transcribing data and finalizing notes. The collected data were identified and analyzed

descriptively. The Interactive Data Analysis Model which was developed by Miles & Huberman (1994) was used for analyzing data. There were four steps of activities namely data collection, data reduction, data display and drawing conclusion and verification.

FINDINGS AND DISCUSSIONS

The data were collected by using different instruments such as observation checklist, interview guide and questionnaire. Those data had been collected for about two months. Four English teachers who taught in Grade 5 at DStook a part as subjects of study in this research. Those four teachers are a team in English lesson for Grade 5. They helped the students together as a team to improve their

English competences. Data collection was presented in the form of tables, charts and pictures in order to answer the research questions.

Observation was done in order to find out kinds of misbehaviors which were done by the fifth grade students. Based on the observation which had been conducted in Grade 5, there were 21 examples of misbehaviors that the students commonly did during the lesson. The observations were done intensively for two months, however the researchers had observed what happened during the lesson throughout the school year 2017/2018. The kinds of misbehaviors that the students usually did could be seen in Table 1.

Table 1: Kinds of Misbehaviors from Observation Checklist in Grade 5

No	Kinds of Misbehaviors	Occurrence during English Lesson
1	Talking to friends	√
2	Talking without permission	√
3	Making noise (singing, shouting)	√
4	Complaining about friends to the teacher	√
5	Wandering aimlessly	√
6	Daydreaming, doing nothing	√
7	Eating in class (chewing gum)	X
8	Damaging school property	X
9	Teasing of other friends	√
10	Changing seats without permission	√
11	Getting away from the task	√
12	Talking about irrelevant issue	√
13	Not having homework done	X
14	Forgetting to bring supplies and books	√
15	Coming late to class	X
16	Showing tardiness	√
17	Disobeying the teacher	√
18	Swearing to friends	√
19	Hitting, kicking, or pushing friends	√
20	Doing passive participation	X
21	Doing irrelevant drawing	√
22	Laughing inappropriately	√
23	Taking things not belong to them	√
24	Uttering inappropriate languages	√
25	Talking back/arguing with the teachers	√
26	Copying other works	√

Kinds of misbehaviors which occurred frequently during the English lesson based on the observation were talking to friends, talking without permission, making noise (singing,

shouting), wandering aimlessly, teasing off other friends, talking about irrelevant issue, showing tardiness, disobeying the teacher, laughing inappropriately, complaining about

friends to the teacher, changing seat without permission, hitting, kicking and pushing their friends, uttering inappropriate languages, talking back/arguing with the teachers, swearing to their friends, doing irrelevant drawing, taking things not belong to them, daydreaming/doing nothing, getting away from task, forgetting to bring supplies and books and also copying other works.

In order to gather more data, the four English teachers were also interviewed to find out their opinion related to misbehaving students in their class as well as the strategies to deal with them. While doing the interview, the teachers were also agreed to be recorded for every answers from their interview. The results of the interview revealed that every English teacher had different perspectives toward kinds of misbehaviors occurred in their class. The typical misbehaviors happened in the classroom were the students were not concentrating, talking a lot, not listening to the teachers, disturbing their friends, drawing other things, taking something without asking, hurting others physically and moving around. Some teachers also stated that those

misbehaviors were really disturbing their teaching since they needed to spare their time to deal with those behaviors which sometimes also needed the help from principal or even psychologist.

Besides using observation checklist and interview, questionnaires were also used. All four English teachers agreed to fill the questionnaire as they signed the consent form before doing it. From the questionnaire, it was found out that the occurrence of misbehaviors in the classroom was often (50%). The data also showed that the students in Grade 5 did several types of misbehaviors in different level of occurrence (very often, often, sometimes, rarely and never). There were five most frequently observed misbehaviors namely talking to friends, talking without permission, making noise (singing, shouting), wandering aimlessly, and disobeying the teacher, as stated in Figure 1. Meanwhile, eating in class was never been done by the students. Furthermore all teachers agreed that daydreaming sometimes occurred during the lesson and changing seat without permission was rarely done by the fifth grade students.

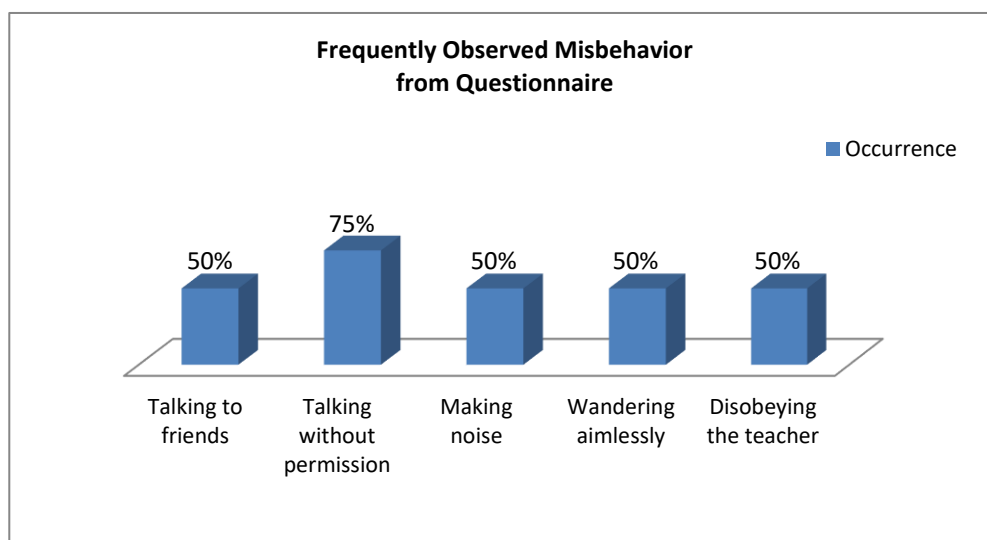


Figure 1: Frequently Observed Misbehavior from Questionnaire

The results obtained from three instruments namely observation checklist, interview and questionnaire varied. Among 26 misbehaviors stated in the instruments, there

were about 20 different misbehaviors of the students. Those were talking to friends, talking without permission, making noise (singing, shouting), complaining about friends to the

teacher, wandering aimlessly, daydreaming, teasing off other friends, changing seats without permission, getting away from task, talking about irrelevant issue, forgetting to bring supplies and books, showing tardiness, disobeying the teacher, swearing to friends, hitting/kicking/pushing friends, doing irrelevant drawing, laughing inappropriately, taking things not belong to them, uttering inappropriate languages and talking back/arguing with the teachers.

The findings corroborate the outcomes of a study from Altinel (2006). According to the results of her study, talking to friends, making noise, dealing with other things and talking without permission were recorded as mostly faced misbehaviors. Another misbehavior which was commonly occurred that was making noise (singing and shouting) was also consistent with the result of study conducted by Merç & Subaşı (2015) where among those misbehavior problems, the level of noise in the classroom was placed as the first (33 %).

The results of this study regarding kinds of misbehaviors happened at DS especially in Grade 5 had given an overview of many different actions done by the students throughout the school year 2017/2018. As mentioned in the findings, from three different research instruments there were some common misbehaviors which were occurred very often in Grade 5 namely talking to friends, talking without permission, making noise (singing, shouting), wandering aimlessly, teasing of other friends and disobeying the teachers. Those misbehaviors were tried to be connected to the theory of psychosocial proposed by Erikson (1963) which mainly explains about different levels of psychosocial development stages.

According to the psychosocial theory proposed by Erikson (1963) the fifth grade students who are in the age group of 10 – 11 years old belong to the fourth stage in psychosocial development called *Industry vs. Inferiority*. In this phase, children tend to show off their competences to get appreciation from their peer and society. They also began to develop a sense of pride in their accomplishments. If they were encouraged and

reinforced for their initiative, they began to feel industrious and feel confident in their ability to achieve goals. If this initiative was not encouraged, it will make the child began to feel inferior and doubting his own abilities. Therefore, they might not reach his or her potential. As a matter of fact, the fifth grade students liked to talk a lot, tease others, make noise, move around and sometimes disobey the teachers because they wanted to show off their ability to others and got more attention. Sometimes when the teachers were explaining, some students were talking with others and arguing in order to show off their competences. Some students who misbehaved in Grade 5 were actually those who were smart and have higher order thinking skill so no wonder if the teachers discussed a topic that they interested in or knew more about, they would talk enthusiastically with their friends next to them which disturbed the whole session and interrupted the teachers' explanation. In other words, the actions that they showed were actually representing their psychosocial development in how they behaving and interacting with others.

Through the observation, it was found that there were 12 strategies which were commonly used by all teachers or 100% of the occurrence namely doing eye contact, using verbal warning, shouting, being patient, standing by the students, asking them to stop, reminding the class rules, stopping the activity, calling names, changing the students' seat, praising well behaved students and discussing their wrong behavior. Other strategies which were 75% applied by the English teachers like being patient and talking individually after class. In addition, around 50% of them used putting the students in time out, contacting the parents and assigning a peer helper as their strategies. And about 25% of them used removing the students from class, sending to the principal office and consulting with school counselor.

The English teachers were also interviewed to figure out their perceptions toward the strategies that they used in dealing with students' misbehaviors in Grade 5. Based on the interview results, it could be

summarized that the English teachers used various strategies in handling the students who misbehaved during the lesson, those strategies were: (1) Giving clear expectation from the start; (2) Being consistent and firm; (3) Using loud voice; (4) Standing next to the students; (5) Using eye contact; (6) Using others as good examples; (7) Discussing their misbehaviors and informing the consequences; (8) Separating them so they can be more focus; (9) Talking to them to discuss their misbehaviors; (10) Asking them to stop; (11) Stopping the activity; (12)

Clapping hands; (13) Sending to playgroup or principal's office and (14) Giving time out.

The teachers also reminded the students about their class rules if they misbehaved by referring to their classroom belief. At the beginning of the school year, each class made their own classroom belief which included some expected behaviors that they needed to do for creating a great classroom environment. The classroom belief would be agreed by both the teachers and the students and then it would be put on the wall somewhere in their classroom as in Figure 2.



Figure 2: Classroom Belief in Grade 5

When the teachers faced some students misbehaved in their class about 25% of them felt that they were often stressed about it. Therefore they were very often (50%) found solutions to deal with that. They also very often (50%) discussed their problems with their colleagues to find solutions together and helped each other. When they had tried the strategies and those did not work well, they also often (50 %) tried to look for other strategies on the internet or books in order to deal with misbehaving students in their class.

Out of 26 kinds of strategies which were given in the questionnaire, there were 11 strategies used very often and often by the teachers in dealing with the misbehaving students. Those strategies were using eye contact, using verbal warning, changing the students' seat, talking individually after class, being patient, standing by the students,

praising well behaved students, asking them to stop, reminding class rules, discussing their wrong behavior and changing the activity. On the contrary, there were 4 strategies which had never been used by the English teachers such as giving detention, giving negative comments, lowering students' grade and trying to be funny.

After looking through the results of observation, questionnaire and interview, it could be concluded that the teachers used 20 different strategies in dealing with misbehaving students. Those strategies were doing eye contact, using verbal warning, changing the students' seat, shouting, talking individually after class, being patient, standing by the students, being silent, praising well behaved students, asking them to stop, reminding class rules, stopping the activity, discussing their wrong behavior, calling names, removing the

students from class, putting the student in time out, sending to the principal's office, contacting parents, consulting with school counselor and assigning peer helper. The strategies like ignoring, giving detention, giving negative comments, lowering students' grade, trying to be funny and changing the activity were rarely used by the English teachers in handling misbehaving students.

These results were in line with the study by (Tran, 2015) in which the teachers in that study most commonly allowed students to have input into expectations, recognized and rewarded appropriate behavior, used hinting to highlight that there was a problem with students' behavior, held discussion with students who misbehaved in a bid to allow them to see the effect their behavior had on others. All of these techniques were used, on average, between 'often' and 'very often'.

In relation to verbal and non verbal strategies of coping styles strategies used by the English teachers in this study, the data were tried to be interconnected between kinds of students' misbehaviors with the strategies which were commonly used by the teachers in handling each students' misbehavior. The coping styles strategies mentioned in this research were grouped into two groups; namely verbal strategies and non verbal strategies. In verbal strategies, the data were analyzed in terms of the teachers' utterances and expressions in handling misbehaving students. Meanwhile, in non verbal strategies the data were described in the form of teachers' actions in dealing with misbehavior problems.

Based on the observation which was conducted during the English lesson in terms of using verbal or non verbal strategies, it was found out that the English teachers mostly used verbal warning and discussing wrong behavior as their strategies in handling 10 kinds of misbehaviors which were happened in their class. Other strategies were used varied according to the misbehavior itself.

In order to create a classroom environment in which there were clear and consistent rules and expectations, a necessary first step was to have the rules for

the classroom posted and clearly visible for all students (Trussell, 2008). That strategy has been applied by the English teachers at DS related to the classroom belief which was made at the very beginning of the school year in each class.

The results of this study are in accordance with the previous study conducted by Pita & Fulgensia (2017). In this present study, it was found that there were 10 misbehaviors out of 13 kinds of misbehaviors at school. Meanwhile, in the previous study conducted by Pita & Fulgensia (2017) it was found there were eight (8) types of students' misbehaviors in VII Grade, especially in class VII G and VII H of SMP Negeri 1 Sukasada such as inattention, apathy, needless talk, moving about the room, annoying others, disruption, stealing, and aggression and fighting.

However, among those 8 misbehaviors, apathy was not found in this study. Apathy meant not actively participated during the lesson. Commonly in local school, the students were very shy to answer questions and passively participated during discussion, however in a bilingual school at DS, the students were really enthusiastic to participate in every discussion.

The strategies which had been used by the English teachers in this study were basically applied according to the seriousness of the actions. Furthermore, the most important thing is by building positive relationship with the students so the strategies could effectively change their misbehaviors into well behaviors.

CONCLUSION

Based on the results of the data analysis it can be concluded that the students in this study did 10 different kinds of misbehaviors categories at school such as: (a) *Inattention* (daydreaming, getting away from task, and doing irrelevant drawing); (b) *Needless talk* (talking to friends, talking without permission, and talking about irrelevant issue); (c) *Moving about the room* (wandering aimlessly, changing seats without permission); (d) *Annoying others* (teasing off other friends, swearing to friends); (e) *Disruption* (making noise, laughing inappropriately); (f) *Lying* (complaining about friends to the teacher); (g) *Stealing* (taking things not belong to them); (h) *Sexual*

harassment (uttering inappropriate languages); (i) *Aggression and fighting* (hitting, kicking, pushing friends); (j) *Defiance of authority* (Forgetting to bring supplies and books, showing tardiness, disobeying the teacher, talking back/arguing with the teachers). However, each of those misbehaviors had different intensity of occurring from very often to rarely.

The coping style strategies applied by the English teachers in Grade 5 at DS varied depended on the students' misbehaviors. Those strategies were: *Hinting* (doing eye contact, using verbal warning, standing by the student, asking them to stop, reminding the class rules, calling names), *Reward and Recognition* (praising well behaved students), *Discussion* (discussing their wrong behavior), *Punishment* (changing the students' seat, removing the student from class, putting the student in time-out), *Aggression* (shouting at them, stopping the activity), *Social Problem Solving* (talking individually after class, sending to the principal' office, contacting the parents, consulting with school counselor, assigning a peer helper) and *Relaxation* (being patient, being silent). From those strategies there were four strategies which were used more often such as hinting, rewards and recognition, discussion and social problem solving.

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