



# Teacher Perspective: Managing Students' Behavior Problem in Teaching English at Primary School

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## Abstract

This research is aimed to discover about students' behaviors problem that teacher faced in language classroom that may occur in language teaching and learning process at primary schools. The objectives of the research are to find out how to manage students' behaviors problem at primary schools, especially in EFL classroom. This research used a descriptive qualitative research design. This research took ten English teachers in primary school as the participants of the research which have been taken through purposive sampling. The data of this research was collected by interview and audio recorder. The research findings show seven category of managing students behavior problem applied by the teachers in the English classroom, they are: positive relationships are developed and maintained between teacher and students, seating arrangement, encourage active learning, encourage experience-based learning, applying ICT in learning, support and strategy, the last is giving punishment. The ability of teachers to organize and manage classroom behaviors of their students is critical to achieving the learning objectives. Although behavioral management does not guarantee effective teaching, it makes improvement possible.

**Keywords:** Behavior Problem in EFL Classroom; Managing Students' Behavior; primary school

## Introduction

The teaching and learning process is the core of the overall educational process with the teacher as the main role holder. Ability in the teaching profession can be limited as a rational ability to achieve the required goals in accordance with the expected conditions as for the teacher's context, this ability can be translated as a description of the qualitative nature of teacher behavior that looks very meaningful.

Also, Proper vocabulary or diction is concerned with choice of word used in conveying a thought, how forms groups of proper words or use the proper expressions and the proper style in each situation should be given by the teachers (Sardi, et al., 2017). The role of the teacher is the creation of a series of interrelated behaviors that are carried out in a particular situation and are related to the progress of behavioral change and the development of students who are the goal. Implementation of an effective role of the teacher will create a learning environment that is more convenient, interactive and active and effective. No matter how much experience teacher have in the classroom, there is always the possibility that an issue with a particular student, group of students, or the general classroom environment. A recent survey shows behavioral issues in schools are on the rise.

Numerous behavior problems from students are found and faced by the teacher in teaching-learning process. Students may be acting out of frustration, boredom, mental health issues, or a variety of other impulses, and their actions may reflect aspects of their personal lives as much as they do the classroom environment.. The high report of behavior problem come from primary school; the teacher find that pupils are lack of attention in English classroom. In elementary school classrooms in which several pupils are disruptive, such behavior becomes normative and leads to even higher levels of classroom behavior problems (Barth, et al.,2004).

When teaching young learners, teacher may often come across situations where the learner's behavior becomes a problem for the class. Perhaps the most difficult task for a teacher is assessing a student behavioral issue in order to diagnose an appropriate response. The teacher should have a best decision because they deal with variety of problem behavior among the students while maintaining authority in the classroom. As a professional, a teacher should be able to manage this problem behavior that is creating and maintaining an optimal learning condition to reach the goal of teaching. The learning environment should provide pleasant and supportive. It is stated that to make the learning activities can be effectively run, the teacher and the students should know how to behave, when and how to move about the room, where to sit, when they may or may not interrupt the teacher, and the amount of noise that is acceptable (Evertson and Emmer, 2009).

To make teaching and learning English more effectively, the managing of the students is very important. Teacher has to choose wisely the most effective strategy to make the class runs effectively (Ermawati, et al., 2021). Teacher as a person who works teaching, guiding, directing, training, assessing, and evaluating the students, has important role in this issue. Thus, the researcher chooses to gain perspective of the teacher deeply about how to manage and solve this problem behavior issue as main topic in this research. The current study aims to explore the ways to manage students' problem behaviors at primary school. This research reports the description of way to manage based on teachers' perspective.

Problem behavioral involve a pattern of disruptive behaviors in children and cause problems in school. *Students with problem behavior* in the classroom pose *challenges* for teachers. There are many different types of behavioral

challenges that can arise in the classroom. These are the list of common *Behavior Problems faced by teacher* in the Classroom (Naomi,2020):

1. Sensory Processing Disorder ;
2. Aggressive Students ;
3. Inappropriate Language ;
4. Inattentive Students

*In addition*, the various *behaviour problems* in the classroom can be enlisted as follows- bullying, fighting, teasing, stealing, truancy, disobedience and insubordination, lying, cheating, lateness, rudeness, destructiveness, drug or alcohol addiction, etc (Luljeta, 2021).

Various of problem behavior students act in classroom. Behavior problems at school interfere with lessons and disturb other students. Classroom behavior problems affect the teaching learning process as it influences teacher's ability and competence in handling the classroom environment. In classroom activity, teachers not only find misbehavior but there is also productive behavior as a "protective factors" that can reduce the risk of anti-social and disruptive behavior (Howard, 2013).

Teachers can start from individual domain of students, how the way of teacher in supporting and caring to students who have disruptive behavior individually. There is also family domain, school domain and peer domain which are also can be strategy to beginning how manage the disruptive behavior in classroom. Those domains of productive behavior can be used as one of the effective way to arrange and construct investigation to teachers as an appropriate ways to manage disruptive behavior.

### **Method**

Dealing with the proposed research questions, the researcher used a descriptive qualitative method to collect and describe the data. Qualitative research means the process of exploring and understanding the meaning of individual and group behavior, describing social problems or human problems. Qualitative research methods are research based on the philosophy of post positivism, used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and The results of qualitative research emphasize more on meaning than generalization (Sugiyono, 2018) .

Research in this case related to the research location will conduct research at primary school. The source of the data is information obtained by researchers directly from the research location by direct interviews with informants, namely the English subject teacher at primary school. This research used purposive technique sampling in taking the participant. Purposive technique sampling is one of the techniques that was used to determine the participants by using some considerations The participants were taken based on their readiness.

The data collection technique followed some step, they were field notes,

interviews and documentation by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into patterns, choosing which ones are important and what will be studied. and make conclusions so that they are easily understood by themselves or others.

## Results

The ability of teachers to organize and manage problem behavior of their students is critical to achieving the learning objectives. To minimize problem behavior in the classroom, teachers need to create an appropriate learning environment and a more positive classroom climate. The data of the research showed there are seven ways in managing problem behavior.

The first is positive relationships are developed and maintained between teacher and students. Tteacher achieve all this within a classroom by establishing an atmosphere of kindness and order, and above all where dignity and mutual respect prevail not only between students but also in the teacher-student relationships. As one teacher said :

*“ Giving an individual guiding to that student is one of the way, I also give the student some verbal approach, such as talk to him what is the problem so I as a teacher can motivate them in learning process. It can build positive realtionship between us”*

Positive relationships are developed and maintained is mentioned in teacher Support Network and Family Lives Behavior survey (2010) as a way to manage a problem behaviour of pupils in learning process. As the educational structure has not changed since, teachers still remain as a vital part of the entire system. Thus, build the the relation with students plays a vital role to manage problem behaviour of student. Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the students. The student will talk openly to the teacher if teacher also appropriate the comfort relation between them. There will be a trust from the student to listen their student.

The second ways is seating arrangement, student seating is one of the easiest, most effective classroom management tactics available to teachers. Seating arrangements may help to minimize or eliminate problem behavior. Past research, though limited, has demonstrated that row and column seating arrangements are associated with lower disruptions during independent work activities compared to group seating arrangements. As teacher mentioned below:

*“ Sometimes I arrange the seat , the high initial student sit next to the low one. Sometimes also, by grouping, I choose them based on the evaluating them during the learning process. The diligent student sit with the lazy on. I hope it can motivate that student”.*

Based on teacher experience, they said that students with problem behavior have low attention to the material. It makes them become lazy to study and also in finishing the task that is given in the classroom. So, it is a good idea to arrange the student seat. The classroom seating arrangement has the potential to affect the level of classroom management and the rate of disruptive classroom behavior (Wannarka & Ruhl, 2008). This is an important consideration because by choosing seating

arrangement in the classroom, the teacher can create the positive environment to reach teaching-learning process successfully.

The third ways are encouraging active learning. Active learning is any approach to instruction in which all students are asked to engage in the learning process. Active learning engages students to be more involved with the learning process, making learning more effective than passive learning. This engagement can increase attention, sharpens focus, motivates students to expand their thinking, and promotes meaningful learning. *Encouraging active learning* helps students to achieve higher attention, so it can be decreasing the problem behavior in the classroom. The teacher should notice and monitor on student focus during the learning process. Applying a more active part in leaning stages in one of the way that teacher offer. As teacher described below:

*“in my opinion give them practicing dialog, game, and sing a song in order to the students will more active and involve to learning stage. I think this way always be an effective way to manage the student”.*

Teachers try to fully practice strategy, method and technique in learning process, so that the students do not get bored that might be give them opportunity to do things out of learning stage such as act problem behavior in the classroom. It is expressed that in classes that use active learning effectively, students will feel more responsible for coming to class, and coming prepared, perceive they pay more attention in class, and feel more responsible for their own learning (Sorcinelli, 1991). Other expert have even argued that teachers commonly implement active-learning strategies differently than intended, making decisions to omit parts that are crucial to student learning ( Dancy,et al, 2016). Active learning can encourage students to think more deeply about course materials in a setting where they can easily question or communicate their level of comprehension A class with successful active learning activities provide an opportunity for all students in a class to think and engage with course material and practice skills for learning. Thus, according to the teacher this strategy can decrease the problem behaviour act by students in the learning process.

The fourth way to manage problem behavior based on teacher perception is encourage experience-based learning. For a learner to have a sense of purpose, they need to be guided through a journey, using place as the starting point, towards lifelong learning. *A key element of experience-based learning is that students analyses their experience by reflecting, evaluating, and reconstructing the material in order to draw meaning from it in the light of prior experience. As teacher expressed below :*

*“to face this problem behavior, I try to interest their attention by giving them the material that relate to their experience in daily life. For example, I said when you go to the mall, KFC you can read there are many English vocabulary such as in toilet. So before you come in to toilet you can differentiate where the male or the female toilet. I see they can understand easily by this way and this way also make them learning with fun and happy”.*

Teacher promote *experience-based learning* in order to guide the learner on a meaningful journey in the learning process. The student can easily to understand about the material if the teacher can give the example relate to their experience in daily life. Experience-based learning is one of innovative teaching method in which has various models in order to get student deeper understanding in learning (Andressen, et al., 2000). The student gives positive response to this learning strategy, they are focused in listening material and active in giving feedback to the learning material. When the student focuses in every learning stage, they participate in asking or responding to the questions. Thus, it is believed as an effective technique to minimize problem behavior,

The fifth way is applying ICT in learning, the use of technology in learning is done to improve the students' learning interest. With technology or ICT, the learning process becomes more effective and efficient, and can improve the overall quality of learning. The use of technology in learning designed according to student learning needs can lead to positive attitudes of students towards the teaching and learning process. Teacher usually promote the ICT as media in learning process, as mentioned by the teacher below:

*"in my point of view, the effective way to manage problem behavior is by trying to take more attention from the student. One of the way is by using technology in learning process. Sometimes I give them a picture from internet that I show via LCD. The response is very positive, the student give feedback actively then they are more motivated to learn because the student learn with fun"*.

There are couples of classifications of ICT use, namely: first, ICT as an educational medium (tool) that only serves to clarify the explanation presented (Abdulhak & Sanjaya, 2005). Second, ICT as a source, that is, as a source for information and information finding. And third, ICT as a learning system. in EFL classroom, teacher apply ICT as a information finding and a learning system. As mentioned by the teacher above, she try to finding a material via internet. There are many modifying material teacher find in internet easily , which is more fun to show to the student so it can make students interest and fun to the material from the teacher.

*The sixth are support and strategy.* Giving support to the student who had misbehaviour become one of the way to manage them. Finding out the problem by talking to the students is one of the strategy to know how the way the teacher can support them in learning process. As expressed by the teacher below:

*"I manage the student with problem behavior by talking to them to know whats the problem , and giving advice to their problem. I also do not forget to remind the student that they should focuss on their study"*

Giving support and strategy is mentioned as one of the tips to mänge problem behavior of the student (Unlu, 2017). Both support and strategy are necessary for the student. Teacher can ask the student to share information about their interest, in order to teacher decide the appropriate support and strategy for the misbehavior student. Making sure students have the supports they need in their learning to help

guide them towards their future success in the classroom. Strategy is decided based on the need of the student. Teachers are expected to know everything why students act problem behavior in class so that teacher and *students* can *support* each other's in teaching- *learning* as well. Supports and strategy play an important role. It helps teacher remove barriers and creates opportunities to achieve the goals of the material.

The last is, giving punishment; punishment can help the student to lean morals. What they can do and don't in the classroom. The students realized the bad things done, so that they know how to behave during the learning process. Positive punishment become an alternative punishment that can choose by the teacher such as educated punishment. These types of punishment make *students problem behavior* take their studies seriously and also helps keep the *students* under control. For example, the teacher give an educated punishment related to the material as mentioned by the teacher in interview section below :

*"sometimes I give them punishment. I give more task to the students who act misbehavior while I am teaching. I ask the student to memorizing vocab relate to the theme of the meeting, for example when the theme about "things in the classroom" so he has to memorize vocabulary much than the other students. No cruel punishment today"*

When selecting negative impact of student's misbehavior, the teacher should carefully consider to choose punishment. Positive punishment avoids behavioral trigger that lead to problems. Teacher sometimes find punishment to be effective as a classroom behavior management tool, especially in the short term. Because punishment tends to rapidly stop problem behaviors, the teacher in turn is positively reinforced for using it (Martens & Meller, 1990). Teachers can dish out punishments for students who misbehave, but teachers need to understand why we punish students, how to effectively punish students, and the right ways to go about it.

## **Conclusion**

Based on the explanation above, in the EFL classroom the teacher's roles are very important. The implementing of effective teacher's role will able to create an effective English learning. The result of the study showed that there are seven categories in managing problem behavior. They are: positive relationships are developed and maintained between teacher and students, seating arrangement, encourage active learning, encourage experience-based learning, applying ICT in learning, support and strategy, the last is giving punishment. The teacher has to make a wise choice as the most effective instructional strategy in managing the student's problem behavior in learning English. The ability of teachers to organize and manage classroom behaviors of their students is critical to achieving the learning objectives. Although behavioral management does not guarantee effective teaching, it makes improvisation possible. Teachers can achieve all this within a classroom by establishing an atmosphere of kindness.

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