IN SEARCH OF APPROPRIATE CLASSROOM MANAGEMENT STRATEGY IN MISBEHAVIORS: VIEWS OF EFL TEACHERS AND STUDENTS

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In Search of Appropriate Classroom Management Strategy in Misbehavior:

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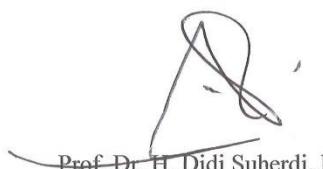NIP: 196211011987121001
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ABSTRACT

The persistent occurrence of learners' classroom misbehaviors raises teachers' complaints, demanding the teachers to use appropriate classroom management strategies. However, some strategies may be considered inappropriate in the eyes of the learners. This qualitative study investigates the learners' views on the EFL teachers' appropriate classroom management strategies in dealing with classroom misbehaviors. It seeks to discover the EFL teachers' responses on the learners' views on the teachers' classroom management strategies. Data were collected from classroom observations, questionnaires, and interviews, involving two EFL teachers of Senior High School and Vocational High School in Madura, East Java. The data were analyzed by using Creswell's (2012) qualitative framework analysis. By adopting the classroom management framework of Wolfgang (2004), three approaches were investigated; non-interventionist strategy, interactionist strategy, and interventionist strategy. The findings indicated that discipline rapport as the non-interventionist strategy was considered proper to diminish the learners' classroom misbehaviors. Meanwhile, the teachers' interactionist strategies worked effectively through the implementation of the rules. In regard to the interventionist strategy, frequent rewards and proper punishment minimized the learners' unintended behaviors. This study suggests that the EFL teachers establish a teacher-student relationship or rapport since the first meeting, confer frequent praises, and apply proper punishment. Those suggestions are aimed at earning the students' respect and sympathy, so the unintended behaviors can be minimized.

Keywords: Classroom management, misbehaviors, appropriate strategy

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