

EXAMINING THE CORRECTION STRATEGIES EMPLOYED BY NOVICE ELT TEACHERS TO HANDLE STUDENTS' MISBEHAVIORS IN EFL CONTEXT

Edwina Gondowijoyo, Lanny Hidayat
Atma Jaya Catholic University of Indonesia
winaargh2013@gmail.com; lanny.hidayat@atmajaya.ac.id

ABSTRACT

This research was intended to examine how novice ELT teachers handled students' misbehaviors in their classrooms. Misbehaviors can be defined as inappropriate behavior, disruptive behavior, discipline problems, and maladaptive behavior (Charles, 2008). Teachers must correct misbehaviors because these actions can interrupt and hamper students' learning process in the classroom (Unal & Unal, 2012). Sun & Shek (2011) categorized misbehaviors into 17 categories, including talking out of turn, walking out of seat, and laughing excessively. In addition, in their observations of English classrooms, Cabaroglu & Altinel (2010) found 22 types of misbehaviors. To correct students' misbehaviors, teachers use various strategies. Yilmaz (2004) distinguished the correction strategies into two types: verbal and non-verbal interventions. The verbal ones are suitable for misbehaviors which disrupt the teaching and learning process; while, the non-verbal ones, such as establishing eye contact, can be used for the less serious problems. According to Cabaroglu & Altinel (2010), there are ten correction strategies, which are: ignoring, verbal warning, shouting, reminding the rules, making explanations, calling name, eye-contact, scolding, and threatening.

The present study describes the kinds and frequencies of students' misbehaviors that novice ELT teachers faced in their EFL classrooms and the correction strategies they used to deal with the situations. The novice teachers were four students of English Language Education program of a private university in South Jakarta who were taking a teaching practicum course. To gather the data, the researchers conducted a classroom observation in the classes in which the student teachers did their teaching practicum. Each student teacher was recorded for around 90 minutes. Afterward, the researchers focused on the 40-60 minutes in which students' misbehaviors frequently occurred. To analyze the data, the researchers first identified the students' misbehaviors and correction strategies. After that, the researchers employed an observation scheme based on Cabaroglu & Altinel (2010) and Sun & Shek (2011) to categorize students' misbehaviors. The researchers also used the categories in Cabaroglu & Altinel's (2010) study and Yilmaz's (2004) study to categorize the correction strategies.

Keywords: *misbehaviors, correction strategies, EFL context, novice teacher*

INTRODUCTION

One of the challenges that teachers have to deal with in any classroom is handling learners' misbehaviors. Misbehaviors in the classroom can be defined as actions that interrupt the learning process (Deitz & Hummel, 1978; Unal & Unal, 2012). Sun & Shek (2012) assume misbehaviors as disruptive and improper acts which can affect the order, teaching, and learning in the classroom. Learners' misbehaviors need to be dealt with seriously because they hinder the teaching and learning process. Frequent occurrences of misbehaviors cause teachers to lose their concentration during the lesson. They will spend more time on giving rules and punishments instead of explaining the lesson and facilitating the learners in doing their tasks.

To have a better understanding of learners' misbehaviors, Sun and Shek (2012) categorize misbehaviors into 17 categories. As presented in Table 1 (presented on the next page), some of these categories have several subcategories. In addition, Cabaroglu & Altinel (2010) listed 22 types of misbehaviors based on their observations in English classrooms, which are the followings: talking to friends, making noises, dealing with other things, talking without permission, wandering aimlessly, complaining about friends to the teacher, day dreaming (doing nothing), defying teacher continually, playing truant from school, hitting, kicking or pushing friends, defacing school property, changing seats without permission, teasing of other friends, forgetting to bring supplies and books, eating in class (chewing gum), murmuring at the desk, talking about irrelevant issues, coming late to class, getting away from the task, not having homework done, tardiness, and swearing to friends.

Table 1. Categories and subcategories of misbehaviors (Sun & Shek, 2012)

No	Category	Subcategory
1	Doing something in private	Dealing with personal stuff
		Doing homework
		Using electronic device (for texting, playing games, surfing webpage, listening to music)
		Irrelevant reading
		Irrelevant drawing
2	Talking out of turn	Calling out
		Making remarks
		Having disruptive conversation
3	Verbal aggression	Teasing classmates
		Attacking classmates
		Quarrelling with classmates
		Speaking foul language
4	Disrespecting teachers	Disobedience/Refusing to carry out instructions
		Rudeness/Talking back arguing with teacher
5	Non-attentiveness/Daydreaming/Idleness	
6	Sleeping	
7	Out of seat	Changing seats
		Wandering around the classroom
		Catching
		Running away from the classroom
8	Habitual failure in submitting assignments	
9	Physical aggression	Striking classmates
		Pushing classmates
		Destroying things
10	Copying homework	
11	Non-verbal communication	Via body language, facial expressions, paper
12	Clowning	
13	Playing	
14	Lateness to class	
15	Eating/drinking	
16	Have not prepared textbook well	
17	Passive engagement in the class	

According to Yilmaz (2004, drawing on Burden, 1995; Cohen, Manion & Morrison, 1996; Levin & Nolan, 2000), there are two ways to handle learners' misbehaviors, which are using verbal and non-verbal intervention. The non-verbal interventions, which include the following techniques: establishing eye contact, touching and making gestures, moving close to the student, and asking questions, are suitable for dealing with less serious problems, such as lack of attention or participation. For more serious problems, in which the student's actions disrupt the class, teachers can practice the verbal intervention, such as telling the student to stop the particular behavior. In another study, Cabaroglu and Altinel (2010) found that teachers under their observation performed the following 10 correction strategies to correct learners' misbehaviors: ignoring, verbal warning, shouting, reminding the rules, making explanations, hurting with words, calling name, eye-contact, scolding, and threatening.

NOVICE TEACHER'S CORRECTIVE STRATEGIES

Results of research on classroom management have shown that novice teachers managed classrooms differently from experienced teachers. This is possibly due to their lack of experience in handling students in large classroom. Sammaknejad & Marzban (2016) found that novice teachers are eager to have students believe and accept them. In addition, according to Yilmaz (2004), the self-efficacy levels of the novice teachers were lower than those of the experienced teachers.

One of the important skills of classroom management is the ability to establish classroom discipline. Hence, it is important for novice teachers to be able to employ correction strategies as soon as possible. The present study is conducted to describe the kinds of learners' misbehaviors which occur in the novice ELT teachers' classrooms and the correction strategies used by the novice ELT teachers to deal with the situation. In this study, the researchers used classroom observation in order to find out the types and frequencies of learners' misbehaviors and the types of corrective strategies employed by the novice teachers.

METHODOLOGY

The main participants of these studies were four student teachers of English Language Education department of a private university who were taking the Teaching Practicum subject. As the requirement to pass the subject, each student teacher had to teach English in real a classroom in eight meetings. In addition to the student teachers as the novice teachers, the participants of this study also included the senior high school students in the classrooms in which the student teachers did their teaching practicum.

To obtain the data, each novice teacher was video-recorded approximately for 90-minutes per meeting. The researchers then focused on the 40-60 minutes of the recording in which the learner's misbehaviors frequently occurred.

To analyze the data, the researchers prepared two observation schemes. The first scheme, based on the types and categories of misbehaviors from Cabaroglu & Altinel's (2010) and Sun & Shek's (2012) study, was used to find out the categories of the students' misbehaviors and the frequency of each categories. According to the scheme, there were 19 categories of misbehaviors, which were: chatting in general, making remarks on students or on teacher, sleeping, ridiculing friends (booing), singing, joking around (joking with friend without chatting such as clowning), making noises (such as whistling, making funny voices, making noises by tapping pen, etc.), calling out/yelling, out of seat (changing seats or wandering around the classroom), foul language, inappropriate/unnecessary physical contact (poking, grabbing, hugging), laughing excessively, risky physical tease (pushing, pulling, hitting, slapping, and shaking friend's body), dealing with personal stuff which is irrelevant with the lesson, impoliteness (stepping on one's chair, sitting on the desk, etc.), lack of participation (not answering teacher's question during Q&A), being late to the class, being disrespectful toward teacher (answering serious question in joking manner, disobedience, teasing teacher), peeking at friend's answer or discussing answer with friends without teacher's permission, and daydreaming/inattentiveness.

The second scheme, which was intended to find out the correction strategies employed by the novice teachers, was adapted from the types of correction strategies in Cabaroglu & Altinel's (2010) and Yilmaz's (2004) study. The scheme contained 12 correction strategies, which were: verbal signal, asking question, command, making sound, walking toward the student, gesturing, scolding, threatening, calling out student's name, physical contact, and making others' notice the student who misbehave.

FINDINGS

The researchers first present the results of the analyses of the first observation scheme, which is to find out the categories of student's misbehaviors and their frequencies in the novice teachers' classrooms. The results are summarized in Table 2.

Table 2. The misbehaviors occurred in novice teachers' classrooms

No.	Misbehavior	Frequency				Total	%
		1	2	3	4		
1	Chatting	33	27	21	22	103	42.4%
2	Remarks on other students & teacher	2	5	7	14	28	11.5%
3	Sleeping	1	1	0	1	3	1.2%

4	Ridiculing friends (booing)	0	1	0	0	1	0.4%
5	Singing	0	0	2	1	3	1.2%
6	Joking around	0	4	1	0	5	2%
7	Making noises	0	0	0	2	2	0.8%
8	Calling out	0	1	2	11	14	5.8%
9	Out of seat (changing seats/ wandering around)	19	0	2	12	33	13.6%
10	Foul language	0	0	1	1	2	0.8%
11	Inappropriate physical contact poking/grabbing/hugging/ rubbing hair	0	2	1	0	3	1.2%
12	Laughing excessively	4	6	5	10	25	10.3%
13	Risky physical tease: pushing/pulling/hitting/slap- ping/shaking friend's body	3	2	1	1	7	2.9%
14	Dealing with personal stuff	0	4	1	0	5	2%
15	Impoliteness	0	0	0	1	1	0.4%
16	Lack of participation (not answering teacher's question)	0	0	0	0	0	0
17	Being late to the class	0	0	0	2	2	0.8%
18	Being disrespectful toward teacher	0	0	0	6	6	2.5%
19	Daydreaming	0	0	0	0	0	0
	Total	62	53	44	84	243	100%

As shown on the above table, the most frequent misbehaviors in the novice teachers' classrooms was chatting. The second and third most frequent misbehaviors were out of seat and laughing excessively.

The results of the analysis of the second observation scheme, which was to find out the correction strategies employed by the novice teachers, were summarized in Table 3.

Table 3. The correction strategies employed by the novice teachers

No.	Corrections	Frequency				Total	%
		1	2	3	4		
1	Verbal signal	0	7	7	5	19	29.7%
2	Asking question	1	0	3	2	6	9.4%
No.	Corrections	Frequency				Total	%
		1	2	3	4		
3	Command	2	5	3	6	16	25%
4	Making sound	0	0	3	0	3	4.7%
5	Walking toward the student	1	0	0	1	2	3.1%
6	Gesturing	3	11	2	0	16	25%
7	Scolding	0	0	0	0	0	0
8	Threatening	0	0	0	0	0	0
9	Calling out student's name	0	0	0	1	1	1.6%
10	Physical contact (poking)	1	0	0	0	1	1.6%
11	Making others' notice the student who misbehave	0	0	0	0	0	0
12	Chatting personally	0	0	0	0	0	0
	TOTAL	8	23	18	15	64	100%

As shown in table 3, the most frequent correction strategies employed by the novice teachers' was *verbal* signal. Verbal signals refer to short verbal cues uttered by teachers in order to grab students' attention, such as "class", "everybody", "hello", "hey hey", and etc. The second most frequent strategies was *giving command* and *gesturing*, in particular, making gesture using hands.

The researchers also counted the percentages of the correction strategies made by the novice teachers to the three most frequent students' misbehaviors.. The result of this analysis is summarized in table 4.

Table 4. The correction strategies employed by the novice teachers

No	Misbehavior	1		2		3		4	
		F	Correct (%)	F	Correct (%)	F	Correct (%)	F	Correct (%)
1	Chatting	33	6 (18.2%)	27	24 (88.9%)	21	11 (52.4%)	22	9 (40.9%)
2	Out of seat	19	0	0	0	2	0	12	0
3	Laughing excessively	4	0	6	0	5	3 (60%)	10	1 (10%)

As shown in Table 4, novice teachers in general paid attention more to chatting. It was the most frequently corrected misbehavior. They rarely corrected out of seat and laughing excessively although these two types of misbehaviors also occurred quite frequently.

CONCLUSION

The results of the present study show that the types of students' misbehaviors that often occurred in the novice teachers' classroom were chatting, out of seat, and laughing excessively. Interestingly, the novice teachers were generally more concerned with chatting than the other two types of misbehaviors. Chatting is probably the most intolerable misbehavior because other students will have a hard time to understand teacher's explanation if some students are chatting (Yilmaz, 2004). The present study also shows that novice teachers often used verbal signal, command, and gesturing as a way to correct student's misbehaviors.

Note

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