

# PROCEEDINGS

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THAILAND



**20-21**  
**May 2016**  
Bandar Lampung  
University, Indonesia



# 4<sup>th</sup> ICEL 2016

## THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



# PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**4<sup>th</sup> ICEL 2016**

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20 -21 MAY 2016



Organized by:  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4<sup>th</sup> ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

**Drs. Harpain, M.A.T., M.M**

*4<sup>th</sup> ICEL 2016 Chairman*

## **PROCEEDINGS**

The Fourth International Conference on  
Education and Language (4<sup>th</sup> ICEL 2016)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21 2016

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# EFL TEACHERS' BELIEF ON CLASSROOM MANAGEMENT AND BEHAVIOR AS THE KEY SUCCESS OF ENGLISH LANGUAGE TEACHING

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## Abstract

The failure of teaching and learning process is as the result of the failure of managing the class and this becomes the crucial issue as the teachers still ignore to organize or create conducive atmosphere as well through the factors and process of what goes inside of the class. This study is aimed at finding out the teachers' belief classroom management as the key success of English language teaching. This study employed as a qualitative study which used two data collection techniques; teacher survey and open-ended questionnaire with twelve English teachers in Lampung. After the data being analyzed, the finding revealed that the teachers' belief of classroom management is as very important aspect of teaching and the process that teachers should deal with in the classroom with their students. The essential belief is that how teachers keep balance among the method and the management itself and the students' needs can be taken as consideration for taking the strategies. The teachers' beliefs are changed since they are pre-service teachers because their life experience, teaching experience, reading and professional development, changes in belief and strategies, and necessity to change. The most common annoying student infractions for English teachers have to deal are disturbing other, lazy students in the class, making noisy, bullying, forgetting the lesson, dependent students during the test, asking without raising hand and inappropriate words. The discipline procedures and strategies implemented by English teachers are verbal or non-verbal cues and warnings, establishing class routines, changing teachers' attitude to routines, punitive behavior management, and conference with students, behavior plan and positively reinforced behavior management strategies and administrative intervention. The further study can be conducted by looking at another aspect in large scope of research and comparing between teachers with their different culture and educational background.

*Keywords:* teachers' belief, classroom management, students' behaviors

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## 1. INTRODUCTION

The area of classroom management is one of the fundamental aspects in English language teaching and learning. Teachers should understand on how important classroom management is in their teaching process. The failure of teaching and learning process is as the result of the failure of managing the class. In addition, the teachers basically hold an important part or role in the education, especially on English language teaching and learning. This becomes the crucial issue if the teachers still ignore to organize and create conducive atmosphere as well through the factors and process of what goes inside of the class.

The teachers who teach English in EFL context also have the responsibility on this matter. They need to consider that classroom management, which is dependent upon the English language teaching regarding the students learn English in the second language environment. It is because the way teachers think and understand are significant aspects of teachers' practice<sup>1</sup>. Moreover, the issue of classroom management takes more portions on teachers' attention. It is proved by Canadian researchers that teachers in the classroom spend less time on teaching rather than managing behavior and social problems<sup>2</sup>.

A survey previously conducted by the National Center for Education Statistics (NCES) reported that 71% of teachers surveyed indicated that teachers were well prepared to handle classroom discipline problems, while only 21% of the teachers reported being well prepared to address the needs of culturally diverse students<sup>3</sup>. Another survey was found that only 45% of teachers, they surveyed felt well prepared with classroom management strategies<sup>4</sup>, but a survey in 1999 conducted by the NCES revealed that 71% of surveyed teachers felt well prepared with classroom management strategies. There is a reduction in teacher efficacy which means that teachers need professional development in classroom management to decrease the students' disruption and misbehavior and to cope the problem of discipline and support students' progress. From these cases, it is obviously significant to ensure whether teachers still have attention on their practice of managing the classroom or not which actually comes from what teachers' belief, understanding or premises deriving of teachers' action.

Beliefs are as “psychologically held understandings, premises, or propositions about the world that are felt to be true”<sup>5</sup>. In the education world, teachers’ beliefs will certainly give influence on what and how teachers teach.

Moreover, it is a possibility that the classroom management practice is as the effect of how teachers’ beliefs to the significant key success of English language teaching. As the data from previous surveys studies above which teachers showed their reduction on preparation to handle classroom discipline problem. The worse condition can be seen in a second language environment (L2). In Indonesia, for example, the students learn English as a foreign language. When they finish the class they go back to their real environment like no English using in communication. The students get difficulties to practice what they have learned from the school especially from the class. As the result, teachers should really hold the biggest key to success and maximize the classroom process for students’ better progress and academic achievement. Therefore, this issue brings us to the major topic about EFL teachers’ belief in classroom management as the key success of English language teaching in Indonesia context.

This study is purposed on finding out teachers’ belief about classroom management, teachers’ development of their belief, the influence of their belief to their choices of management strategies, their belief changes, the difference in beliefs of teachers by years of teaching in term of instructional management strategy and students’ management strategy, students’ problem behavior and discipline procedure and strategies implemented by teachers.

### **Research Question**

1. What are teachers’ beliefs about classroom management?
2. How did they develop their beliefs about classroom management?
3. How do their beliefs influence their choice of management strategies?
4. How have their beliefs changed since they were pre-service teachers?
5. What student problem behaviors observed by teachers?
6. What discipline procedures and strategies implemented by classroom teachers?

### **Scope of the study**

The study is limited to find out EFL teachers’ belief on classroom management in Lampung, Indonesia that are 12 English teachers who teach English in Lampung.

### **Significant of study**

It is expected that this study will contribute to the theory development in classroom management, particularly in teachers’ beliefs and classroom behavior management in English language teaching in EFL context. Furthermore, it is also expected to practically give contribution to the teacher who became the sample of this study.

## **2. REVIEW OF LITERATURE**

Classroom management refers to the way teachers organize what occurs in the classroom. It has the purpose to create conducive atmosphere of a classroom in order students can make progress in learning English<sup>6</sup>. Classroom management is a challenge which teachers regularly confront. It refers to the way teachers organize the class, considering the power and the authority of teachers to influence during the classroom interaction<sup>7</sup>. The purpose is to make the atmosphere of classroom conducive for the meaningful English interaction to make students’ progress<sup>8</sup>. It is also about embracing a profusion of factors ranging from how teachers arrange the classroom, to classroom energy and teaching style<sup>9</sup>. Classroom management also refers to “the action teachers take to create an environment that is respectful, caring, orderly and productive”. It also supports and facilitates both academic and social-emotional learning. Therefore, the teachers who are effective classroom managers should create a good classroom environment for students’ academic progress and enrich students’ social skill and self-regulation<sup>10</sup>.

### *Function classroom management*

The function of classroom managements is to embrace more than holding students’ behavior. In addition, it is also included on how to manage the environment of the classroom and its instruction, the matter what should be taught and the way should be taught<sup>11</sup>. The skills of teachers and the functions are actually needed for good managed classroom. Moreover, teachers who are as rigorous classroom managers should lay the practice on their comprehending of the latest research and theory in classroom management and students’ need in learning<sup>12</sup>.

Furthermore, regarding to classroom management function, good management should be followed by the innovation of good teacher-students relationship. To the teachers, they have to be able to use a set of counseling and behavioral methods to assist students with terrible problems or case. Therefore, teachers with their responsibility should be careful and sensitive toward the variety of methods of instruction that lead to many different outcomes with different style of learning. The instructional method should provide maximum learning by answering students’ academic need personally and group of classroom<sup>12</sup>.

*Theory of classroom management*

The three mains of classroom management are students-directed, collaborative and teacher-directed. The student-directed theory means that students have the primary responsibility to control their behavior. Different with students-directed theory, collaborative management refers to the belief that the control of student behavior is the joint responsibility between teachers and students. In the teacher-directed method, the responsibility to manage the student behavior is in teachers' hand while the students are as decision-makers on what rules and guideline for their behavior<sup>2</sup>.

Table 1. Theories of classroom management<sup>13</sup>

Question	Student-Directed	Collaborative	Teacher-Directed
primary responsibility for management	Student	Joint	Teacher
goal of management	caring community focus and self-direction	respectful relationship, academic focus	well-organized, efficient, academic focus
time spend on management	valuable ad productive	valuable for individual but nor for group	wasted time
relationship within management system	caring, Personal relationship	respect for each other	non-interference with each others' right
provision of students choice	wide latitude and freedom	choices within teacher-defined options	very limited
primary goal in handling misbehavior	unmet need to be explored	minimize in group; pursue individually	minimize disruption; redirect
intervention used	individual conferences, group problem solving, restitution, natural consequences	coping skill, natural and logical consequences , anecdotal record keeping	clear communication, reward and punishment, behavior contracting
individual differences	extremely important	somewhat important	minor important
teacher power bases	referent, expert	expert, legitimate	reward/coercive
theories	Charney, Faber and Mazzlish, Gordon, Kohn, Straachota, Putnam and Burke	Curwin and Mendler, Dreikurs, Glasser	Axelrod, Cangelosi, Canter and Canter, Valentine

That table above provides important information on theories that teachers believe in. By evaluating teachers' strategies in managing the class, the theories above indicate teachers' location of their theories choices between management techniques and teachers' specific belief.

*Principle for effective classroom management*

Beliefs are as "psychologically held understandings, premises, or propositions about the world that are felt to be true" . Beliefs and attitudes are a part of a group o f constructs that label, determine, and explain the structure and content that drive someone's actions. In the education world, teachers' beliefs will certainly give influence on what and how teachers teach<sup>14</sup>.

Teachers' beliefs are possibly from various sources. There are three categories of experience influence the development of beliefs about teaching. They are personal experience, experience with schooling and instruction, and experience with formal knowledge<sup>5</sup>.

Beliefs in teaching are useful in task definition in the cognitive area because it is to frame or define the teaching duty. Moreover, facilitating memory processing by aiding recall and the constructive and reconstructive processes is a part supported by beliefs. In addition, he concludes the uses of beliefs are for the affective and emotional components of beliefs that can influence the ways events and components in memory are arranged and obtained and how they are rearranged during recall. The ways teachers learn and use what they learn is the important implication from emotion and affect<sup>15</sup>.

Attitudes and beliefs are significant ideas in understanding teachers' thought processes, classroom practices, change, and learning to teach<sup>16</sup>. The attention to the beliefs of teachers and teacher candidates can inform educational practice in ways that prevailing research agendas have not and cannot<sup>17</sup>. Therefore, beliefs become the significant concept in the educational realm because the beliefs of teachers affect to what teachers are going to do in their practice and teaching experience.

Several studies about the teacher's beliefs to classroom management and demonstrate ways that affect each other in teachers' teaching. Those studies investigated differences in classroom management perceptions and beliefs in terms of teachers' demographics such as age, experiences, personality, gender and domicile. The practical classroom experiences result a different perceptions and beliefs of teachers. They, as researchers, believed that experienced teachers are more interventionist as they accept external pressure from school factor, parent, and other rather than novice teachers<sup>18</sup>. Beginning teachers "appeared to be patient, share responsibility, and interact with students compared to more experienced teachers "tended to react in a manner that, including behaviors, insisting on appropriate behavior, using time-out procedures, and punishing students<sup>19</sup>.

Another research finding was found that hypothesized that age account for distinction in beliefs dealing with classroom management style. They found that certified teachers and additional certification program participants scored more interventionist than student teachers on both subscales used. This study found also that as teachers' age, their beliefs and attitudes toward classroom management become more controlling and practical classroom experiences make a distinction in the perceptions and beliefs of teachers<sup>18</sup>.

### *Theories and Models of Classroom Management*

Behaviorism offers the theoretical framework for theories of behavior management. In addition, the theory of behaviorism discipline gives crucial contribution for classroom behavior management. To be specific, it gives big effect for management strategy of students behavior in practical way of classroom discipline<sup>20</sup>. Furthermore, the demands of external controls on the behaviors of students required by behaviorism in reality rather than internal motivations<sup>21 22</sup>.

The main function of behavior analysis (behavior modification) is described in the same essential way as behaviorism theory such an observation of students' desired behaviors done by teachers, appropriate reinforcement to the students provided by teachers, and the desirable behaviors is exhibited by reinforced students<sup>20</sup>. The behavior modification systems are divided into five different categories such as the *catch them being good* approach like making positive statements to students, *the rules-ignore-praise* approach like providing room rules and giving praising, *the rules-reward-punishment* approach like providing classroom rules and rewarding appropriate behavior while giving punishment for misbehaviors, *token economies* refers to elaborating behavior modification systems where accumulating tokens for trading to another reward or activities and *behavior contracts* often like agreement<sup>23</sup>.

In term of behavior management approaches, this covers some discipline in various approaches. They are discipline through the analysis of student behavior, discipline through grouping, discipline through communication, discipline through democratic classrooms, discipline through body language, discipline through developing self-control and discipline through meeting students' needs without coercion<sup>20</sup>.

Firstly, the analysis of student behavior of discipline refers to the relationships between teachers' behaviors and students' behaviors in the classroom, which determine how teachers responded to student misbehaviors<sup>24</sup>.

Next, the group settings for discipline refer to the focus on the characteristics of students' behavior in groups and the individual behavior within groups seen and controlled by teachers<sup>23</sup>. It also talks on the developing students' self-discipline and group expectations impact on individual behaviors and vice versa.

Besides that, the congruent communication for discipline is as the central part of the teachers' behavior management instrument for students. In addition, the way teachers communicate to students gives a big effect to students' behavior and that's how important the interpersonal communication between teachers and students. Therefore, the teachers need to consider the students' situation rather than their characteristics and personality<sup>25</sup>.

Another one is the democratic classroom discipline that shows us a major need of a belonging sense feeling confident in having a precious place in the group. The misbehavior students are as the result of the mistaken belief of recognition to the teachers and their friends. Therefore, a teacher should be better to create democratic discipline model and style of teaching to allow students having sense of belonging.

The fifth is the body language for discipline. It is about the importance of nonverbal communication like teachers' body languages, facial expressions, gestures, eye contact and physical proximity of teachers and students. Therefore, teachers do not need to use verbal communication to emphasize students' misbehavior because the teacher can use eye contact for certain appropriate behavior, for instance<sup>26</sup>.

Then, developing self-control for discipline refers to building individual discipline of students' character such as self-responsibility, self-control and self-discipline within the purpose to develop students' sense of control along with teachers' roles as assistant of students taking their own responsibility for their actions or behaviors<sup>27</sup>.

The last, discipline through meeting students' needs without the strictness is on how important a discussion between teachers and students to talk about punitive disciplinary techniques rather than via lotion of rules followed by its consequences<sup>28</sup>.

In sum, there are many things that can increase or decrease teachers' motivation in teaching as teaching job is a job with many challenges to face. There are numbers of related research of classroom management, but seems fewer on EFL teachers, especially on belief and classroom behavior management. Thus, the current study aims to find out EFL teacher's belief, the development, changes and influences toward the students' behavior and classroom management strategies.

### **3. METHOD**

Dealing with the purposes of this study, this study was descriptive qualitative study, which used open- and close-ended questionnaire and interview were as the instruments to collect the data. Besides that, the descriptive qualitative design chosen regarding the using of teacher's account as the data in the real-world context and the focus of data reports.

The participants were 12 English teachers who have finished their bachelor degree in English education and actively engaged in teaching English to Indonesian student in different school. Fifty (6 people) percent of the respondents were female and fifty percent (6 people) were male.

The study was undertaken at Lampung, Indonesia. Lampung is one of provinces in Indonesia. The capital city is Bandar Lampung and it has 13 regencies. Most of the school in Lampung has already used and put English as the school subject in each school. People's understanding about English as International language has been grown from seeing many English courses and international class in some schools in the capital city. Unfortunately, in general not all English teachers are on good comprehending of classroom management in their school considering the access and facilities resulting different human resource and educational output. In addition, this study focuses on English teachers in Lampung in certain district such as in Bandar Lampung, Metro, Pringsewu and central Lampung. The sample is the English teachers as the representative (random sampling) of the area to get in part in this study about classroom management beliefs. There are twelve English teachers who live in Lampung and teach the schools there.

The research was taken place in two days on December 25<sup>th</sup> and 26<sup>th</sup> 2015. When teachers collect the data, actually the writer needed time and support from the respondent because at that time she didn't get the data directly. The writer should wait till the respondents sent back to her email as a sign that questionnaire were done as well by the participants.

The data were collected through questionnaires and interview. There are two types of questionnaire; students' behavior questionnaire and open-ended questionnaire. The first questionnaire is open-ended questionnaire asking about teachers' belief on classroom management consisting of 4 items and asking the reason. The second type is students' behavior questionnaire adapted from Sunwoo Shin (2006) with 11 items about most cases for teachers. Then, informal interview is conducted to support the data and gain more information.

The collecting data for this study was done on two days (25<sup>th</sup> and 26<sup>th</sup> December 2015) in Lampung. On Friday, the writer administered the close and open-ended questionnaire via email to the English teachers in Lampung toward their beliefs on classroom management. The next day, the writer got the returned questionnaire from respondent and conducted the semi-formal interview. This way was done due to the distance and time constraint.

After all the data were collected, the result of close-ended questionnaire was analyzed by using percentage to find out which aspect of the items resulted the most and the less one to answer research question number 5. Then the result of the open-ended questionnaire was analyzed by using descriptive qualitative to answer the research question number 1,2,3 and 4 meanwhile the data analysis for looking at the percentage in close-ended questionnaire was to answer research question number 5. The result of interview was to answer the last research question and to gain more information.

In interpreting the data, the qualitative researchers do "giving them meaning, translating them, or making them understandable"<sup>29</sup>. Interpretation of data refers to the development of ideas about research findings and relating them to the theories. Therefore, the result of the open-ended questionnaire was going to interpret based on categories and themes.

#### 4. FINDING AND DISCUSSION

From the data analysis, the research findings are displayed as following based on the research questions stated before in the beginning.

To answer research question 1 until 4, the major theme and categories below emerged from the result of analysis of teachers' responses to the open-ended questionnaire. The Categories consist of: (1) defining classroom management, (2) essential beliefs and strategies for classroom management, (3) the development of classroom management beliefs, and (4) changes in beliefs and strategies. The outlines categories and related themes:

Categories	Themes
Defining classroom management	a). an important aspect of teaching b). a process
Essential beliefs	a). balance b). students come first
essential strategies for classroom management	a). being firm and fair b). preparedness c). flexibility d). enjoyment of teaching
The development of classroom management beliefs,	a). life experience b). professional reading development c). teaching experiences
Changes in beliefs and strategies.	a). change is necessary for growth b). change in style happens c). willingness to change to be effective

##### Research Question 1 What is teachers' beliefs about classroom management?

The data form open-ended questionnaire of teachers' belief on classroom management in item number one "What does classroom management mean to you? How do you define it? Why?" was to answer the research question 1 which is about the teachers' beliefs on classroom management.

##### Defining classroom management

In term of defining classroom management, the themes of the importance of teaching and the process emerged from the result of teachers' responses in the open-ended questionnaire.

##### a). The important aspect of teaching

The participants described classroom management is as an issue of that influence to their teaching in a fundamental level such as many aspect of teaching in daily basis. T2 described the importance of classroom management as following:

"It is very important in order to make classroom in good condition. It is also to control students and teacher to run teaching and learning process as well"(T2)

T2 wrote of how classroom management can control her students. Moreover, she said that her teaching and students' learning is dependent upon classroom management. T7 also described that classroom management is important. She wrote that it makes the learning run well regardless the students' misbehavior"

"Classroom management is important to make the learning process runs well regardless students' misbehavior" (T7)

For T12, classroom management helped him as his way to plan, conduct and review his some actions for the classroom condition.

"It means quite a lot. I'd rather define it as the way a teacher plan, conduct, and review some actions based on the real condition of a classroom for the sake of betterment rather than setting a set of ideal based on teacher's own interest in the beginning of a class"

Based on his statement, he also agreed that is part of fundamental aspect in his teaching. Therefore, both T2 and T7 and other participants believe that this is important aspect in teaching and learning and to control or make their teaching and learning done well.

**b). The process**

The English teachers described classroom management is as part of the process. While each participant gave different responses to her or his definition of classroom management, thus issue of classroom management being a process or system was a key theme. The theme refers to how teachers develop a system that works within their classroom management strategies. For example, T1 told that it is part of way which manage and control during the classroom process

“Classroom management is the way teacher manage and control students’ attitude or behavior and their perception during teaching learning process. It can help the teacher to find out the characteristics of their students. Thus, teacher will be easily in providing material based on what students need”. (T1)

Besides that, she described classroom management on how it helps teachers to find her students’ need especially for providing the appropriate teaching material. T5 mentioned that is part of skill in the learning process

“Classroom management is the skill of teacher to manage the students’ seat or control the students to make the teaching learning process running smoothly”(T5)

Therefore, both T5 and T1 and other respondent believe that their process in teaching in the class is part of classroom management which is actually crucial.

**Research Question 2 How did they develop their beliefs about classroom management?**

The data form open-ended questionnaire of teachers’ belief on classroom management in item number two “*What are your beliefs about classroom management? How do they affect your classroom method strategies and why?*

*How do they affect your students?*” was to answer the research question 2 which is about essential belief on classroom management.

**a). balance**

The participants described the essential belief of classroom management is kind of balance. The balance means on how aspects support each other resulting good learning teaching process and objective achieved well. The point is all things work well in the class. T8 stated in her response that both teacher and students works and affect each other.

“Classroom management makes both students and teacher work side by side to reach the goal of teaching-learning process. They affect my classroom appropriately because the classroom management provides the things that help my strategies in teaching students”.(T8)

T12 described also essential belief of classroom management is part of a balance like what he stated as following

“It helps both teacher and student. It is an essential part of a classroom that sometimes determines the learning output. Some methods would be very much helped and improved, but some others might not. I think it is all about what lies behind the method and the classroom management, if both share the same principle then they might work well together” (T12)

He believes that essential part is on maintaining classroom and its management for the good output through method, students and teacher’s belief on it. Therefore, both T8 and T12 and other participants believe that the balance is as essential belief in classroom management.

**b) students come first**

The participants also described the essential belief of classroom management is about students’ come first. In addition, it is to fulfill students’ need first or what they need through teachers’ belief on classroom management. T9 described that she as teacher must have this kind of belief for the sake of her students in learning and achieving progress.

“ A teacher must have many strategies of classroom management because if they didn’t have it, learning teaching process will not happen well and effectively. I managed and organized my classroom was fun and enjoyable. I am as a teacher want to being friend for the students and being disciplinarian. Why? In my belief, I want my students can show their ability up to act and speak in the class, although not all of time. The students can learn and feel free to express themselves.” (T9)

T3 stated in his responses the essential belief on this is

“An element, one of those is to educate, apart from study. It is like an understanding I and my students agreed as how the hirarchy will run in the class. Hope it will shape their self-awareness” (T3)

He put his hope on his students to get students’ awareness in learning through what he and his students agree to run the class. Therefore, dealing with this, the English teachers believe in making balance and in ensuring that the needs of their students come first. These beliefs are priorities for them and they reflect this in their classroom management strategies.

**Research Question 3 How do their beliefs influence their choice of management strategies?**

The data form open-ended questionnaire of teachers’ belief on classroom management in item number three “*How would you describe your classroom management style? Why? How would an observer describe your classroom management style? Why?*” was to answer the research question 3 which is about essential strategies of classroom management.

**a). preparedness**

The participants in this study showed that preparation was an important strategy in classroom management. it can be seen through T6 and T1 in their statement. T6 described that he looked at the things for the class both for evaluation and finding the best alternatives.

“I will always evaluate my management style. If it doesn't work well, then i will try to look for another alternativeone. Not yet. That management style can make the students know well not only one or two students but all the students in that classroom” (T6)

Meanwhile T1 also stated about her strategies

“I will manage and control the students by observing their attitude or behavior and perception in classroom. By doing so, I can understand what they want in studying English, what are their difficulties during learning process, how to make them success in achieving their target language” (T1)

Therefore, both T1 and T6 and others use strategy by preparing, analyzing, evaluating and finding the best to be implemented in the class.

#### **b). being firm and fair**

In this term, T5 showed his way to manage the class by being firm and fair. His consideration on using this way is because he wants his all students having the same skill and capability

“I control who the naughty students in best way to make the class skill become same in the skill or knowledge. Because all of students have same rights” (T5)

#### **c). flexibility**

T9 described her strategy in managing the classroom through flexibility. She showed that she want her class free and innovative for the fun because she believe that as the teacher she has to facilitate her students as well

“My classroom management style is free and innovative. Why? I always make the students mixed up with the other. The teacher must facilitate students. Create he atmosphere was fun and enjoyment with give a ‘punch’. It is like learning in outdoor and indoor”. (T9)

T8 also stated in her statement about her style. She is kind of a teacher like T9 that uses flexibility in managing class.

“It's free with condition. Students are needed to be used about life concept, it is free but there is always condition on it. It would be unorganized. Because it seems unorganized but actually that is the organized one by providing the conditions that need to be taken” (T8)

#### **d). enjoyment of teaching**

The participants showed another way of management strategies that they have according to their beliefs. For example T12, he uses the strategy of enjoyment of teaching.

“It is less rigid, but not too versatile either. Everyone in the classroom may act silly for certain purpose once in a while, but not all day long. In short, everything has got its pleasant time” (T12)

T2 also described her strategy in managing class dealing with her beliefs. She uses strategy for the enjoyment of teaching

“I sometimes become as friend, teacher or even a cool-blood killer. Students will feel more comfortable with friendly teacher and feel motivated if teachers do so in fun way. Despite of those enjoyable things, they also will respect teacher because there is strict rule in the classroom. It is fun and interesting because we make it so” (T2)

### **Research Question 4 How have their beliefs changed since they were pre-service teachers?**

To answer research question number 7, The English teachers were asked about the development of classroom management beliefs. These following themes emerged from their responses: life experiences, professional reading and development, teaching experience, changes in beliefs and strategies, and the necessity for change.

#### **a). life experiences**

The teachers mentioned how particular experiences helped them to develop their beliefs in classroom management. For instance, T3 described how his life experiences changes his belief

“I learn it by observing my teachers and thought a best and worst situation or kind of students I will have. Then decide how will I act by selecting which acts that I learnt first-handed which suited me and the situation. Yes, “My students will not act just by myself alone... I need a whip, a right whip” sounds scary but the “whip” I write here is about “to change me and them”; I need to change me and also them” (T3)

He stated that he learned from his teacher and then he tried to reflect to his teaching as well.

#### **b). Reading and professional development**

Another teachers change their belief through reading related literature. T2 described how her different process of changes with others

“I do some observation toward another teacher to develop my knowledge in managing classroom. such as reading some literature related. My academic-teacher ,when I taught in elementary school, my relative teacher and my other literature related to my concern. the more I spend time in teaching , the more I will spend my time to read and improve my skill” (T2)

Besides reading, she also believe that learning from her teachers, her teaching experience in internship, academic teaching and so on in term of professional development help her to change belief better since she was pre-service teacher.

#### **c). changes in belief and strategies**

According to participants, what other makes their changes in belief is the changes itself. In this case, T12, for example, described how his beliefs and strategies are as the result of his decision to change

“I keep thinking about ‘what if...’ and positioning myself as a student when planning the lesson and evaluating my everyday teaching. It changed once or twice, but not more than that and not totally. Again I have to say that evaluation and thinking about what students need and like are always the factors I use for reshaping myself into a better me as a person or a better teacher for my students. I do not see the reason why not. The assumption is simple,



when the earth stands still, it will automatically put an end to itself at the same time, and so does a teacher I think” (T12)

He believes that it started from his reflection toward his daily teaching. He has some consideration such as students’ need and his role as a better teacher for his students. Moreover, he stated that he try to develop himself on this matter.

**d). necessity for changes**

Based on the teachers’ statement, some of them described how their belief changes since pre-service teacher. In this term it is a kind of necessity for changes. T9 stated that her beliefs changes because of the necessity of changes

“I try to implement it with my students. Since I as a teacher always want to give the best for our students and of course we need changing” (T9)

T7 also described herself in this term. She stated how the belief changes naturally based on the condition naturally

“I am not really sure about this. I think it came out just naturally? No

Well...there is a possibility for it to happen. If I find beliefs which are more rational and logical than mine now, then why not?” (T7)

**e). teaching experiences**

According to the result of teachers’ statement, some of them described themselves on how their teaching experiences changes their beliefs. T6 described himself on this term

“I will always evaluate my management style. If it doesn’t work well, then i will try to look for another alternativeone.That management style can make the students know well not only one or two students but all the students in that classroom. i think so because the students enjoy the classroom management style applied by me as the teacher” (T6)

T1 stated hat she develop her belief based on her teaching experience. She could do observation toward her students and make decision to help her students learning English

“I believe students have their own abilities although they have different behavior. By observing them, I can develop classroom management based on their characteristics in order to make teaching learning process runs well and they can achieve the learning goal”(T1)

The same point as T1, T11 also described herself on change her belief through her teaching experiences.

“My classroom management always changes from the beginning I teach till now. It will always develop since I will get more different experience and students” (T11)

Therefore, both T6 and T1 and T11 and others believe how the changes of their belief on classroom management are impacted by their teaching experiences.

**Research Question 5 what student problem behaviors observed by teachers?**

To answer research question number 5, the students’ behavior questionnaire delivered to English teachers. All participants put the certain number of the case on each of categories’ based on their observation on their students’ inappropriate behavior. The result of the questionnaire shows us that some problem of students’ behavior which are in the list still happen and in the significant number of behavior problem. The problems can be seen as following in this table

Problem Behavior of Students	Total score of cases (%)
1 Mainstreamed students (Students with Disabilities)	18 (37.5%)
2 Academically difficult-to-teach students in class	23 (47.9%)
3 Behaviorally difficult-to-teach students in class	19 (39.6%)
4 Students do not have respect for themselves	15 (31.3%)
5 Students have difficulty working in groups	20 (41.7%)
6 students are verbally abusive to others	21 (43.8%)
7 students are physically aggressive toward others	17 (35.4%)
8 students show little or no respect for other students	19 (39.6%)
9 students show little or no respect for adults	18 (37.5%)
10 students show little or no respect for property of others	16 (33.3%)
11 students do not think before they act	20 (41.7%)

According to the data above, the item which has bigger number than others meaning that it is the common problem. On the contrary, the item which has less number than other item meaning that it is less number of case happened in the class. By looking at the table, the most common problem behaviors reported by English teachers in Lampung were the students that academically difficult-to-teach students in class which dominate definitely among total common cases 47.9%. It is followed by the next item about students’ verbally abusing to other students which is 43,8%, students’ difficulties in working in group 41.7%, students that don’t think before acting 41.7%, behaviorally difficult-to-teach students in class 39.6%, students show no respect to other students 39.6%, mainstreamed students 37.5%, students show no respect to adult 37.5%, students’ physically are aggressive to other 35.4%, students show no respect for properties of others 33.3% and lastly students don’t have respect for themselves 31.3%. Based on the finding, the least common problem of students’ behavior is that on the respect of students to themselves. Some common problem of students’ behaviors is such as academically difficulties, verbal abusing, and difficulties in group working.

Another data from interview to English teachers, the result of what kind of students problem behavior teacher have to deal with in the class was analyzed by the content analysis. This content analysis is used to identify specific theme or messages from content to focus on the incident of theme for making inferences by analyzing and sorting the themes systematically. The most common annoying student infractions for English teachers had to deal with from most frequent to least frequent based on the teachers’ cases were disturbing other, lazy students in the class, making noisy, bullying, forgetting the lesson,

dependent students during the test, asking without raising hand, inappropriate words, disrespecting, chatters, using L1, unmotivated, talking behind the teachers, rebellion act, screaming out, aggressive with friends, gadget addicted, passive, not focus, uncontrollable behavior and not think before they act.

The main themes and the frequency of responses on student problem behaviors

Problem of behavior	n	Problem of behavior	n
disturbing other	2	unmotivated	2
lazy students in the class	3	talking behind the teachers	1
making noisy	5	rebellion act	1
bullying	1	screaming out	1
forgetting the lesson	1	aggressive with friends	2
Using L1	1	gadget addicted	1
dependent students during the test	1	passive	1
asking without raising hand	1	not focus	1
inappropriate words	1	uncontrollable behavior	2
disrespecting	3	not thinking before they act	1
chatters	2		

### Research Question 6 What discipline procedures and strategies implemented by classroom teachers?

To answer research question number 6, open-ended questionnaire of teacher survey number 3 and 4 delivered to English teachers. All English teachers put the certain number of the discipline procedure and strategies they implemented. The result of the questionnaire shows us some discipline procedure and strategies implemented. The items can be seen as following in this table

Discipline Procedure and Strategy	n	%
Administrative interventions	1	8%
Punitive behavior management	5	42%
Verbal or non-verbal cues and warnings	12	100%
Informal conferences with students	3	25%
Behavior plan and positively reinforced behavior management strategies	2	17%
Seating arrangements (proximity to teacher)	6	50%
Clearly established class routines	7	58%
Changing teacher's attitudes to routines better understand students' behavior	5	52%

According to the data from the table above, the most popular discipline procedures and strategies implemented by English teachers from the most to the least were primarily verbal or non-verbal cues and warnings (100%), establishing class routines (58%), changing teachers' attitude to routines (52%), punitive behavior management (42%), conference with students (25%), behavior plan and positively reinforced behavior management strategies (17%) and administrative intervention (8%). Based on the finding, the English teachers mostly used verbal or non-verbal cues and warning. They implemented this kind of discipline procedure and strategies by stating clearly about what they do in the class with its consequences that they will get. The teachers described that when they find some inappropriate behaviors in the classroom, they warn their students to stop doing the misbehaviors. For instance, the teachers make their voice louder to warn the students to be quite and focus to the lesson and take directly the phones when students play it during the lesson. Some others conduct the teaching learning process systematically starting from greeting, leading praying before and after the class and then teaching with full of spirit as they believe by conducting it as the strategy to build the discipline in the classroom.

### Discussion of finding

The findings above reveal some important factors. The teachers affirmed classroom management as an important aspect of teaching and an ongoing process. The teachers also identified the balance and the idea that students' needs must come first as beliefs regarding classroom management. In term of management style, they recognized managing their classrooms in preparedness, firm and fair manner, a flexibility, and enjoyment of teaching as essential strategies. Their beliefs about classroom management developed through life experiences, professional reading and academic development, and most significantly, teaching experience. The teachers described the change as necessary to becoming effective classroom managers.

The teachers affirmed their beliefs about classroom management with various responses that emphasize their dedication to effective teaching. They described that classroom management is an important aspect of their teaching. This is in line with literature that beliefs and attitudes are a subset of a group of constructs that name, define, and describe the structure and content that drives a person's actions<sup>14</sup>. The teachers' beliefs about the importance of classroom management affect their teaching throughout the entire school year, thus driving their actions in the classroom. The study shows that teachers who approach classroom management as a process of establishing and maintaining effective learning environments will be more successful than teachers who emphasize their roles as authority figures<sup>30</sup>. Through interviews and open-ended questionnaire, the teachers demonstrated that establish a positive learning environment was an important aspect of classroom management; according to the study, the teachers' approaches to classroom management are assumed that are more successful than those who do not pay attention on learning environments.

The teachers confirmed the literature about experience is being a major contributor to the development of classroom management beliefs. They told about how their life experiences have influenced how they look at and carry out classroom management. Experience with formal knowledge is represented by understandings that have been agreed upon within scholars as being valuable and well founded<sup>14</sup>. Examples of formal knowledge that influence beliefs include the form and

structure of subject matter in school subjects and pedagogical knowledge. Consistent with the literature, the teachers mentioned several times that professional reading development s were actions they have taken to advance their knowledge in the classroom management area as well as influencing their belief systems.

The common problem behaviors reported by the teachers were the typical student misbehaviors such as, making noisy, disturbing each others, disrespecting, unmotivated and lazy students, bullying, forgetting the lesson, inappropriate words, chatters, gadget addicted during the lesson, uncontrollable behavior and so on. Interruptive behaviors (mostly making noisy such as talking during lessons), lack of self-motivation of students and disrespecting were the top problem behaviors for the teachers. However, the teachers showed more concern about the lack of self-motivation for students' learning as long-term life goals as well as the lack of respectfulness to teachers and peers as it impact on the noisy they made.

The popular discipline procedures and strategies implemented by the teachers were primarily verbal or non-verbal cues and warnings, class routines, seating arrangements, punitive behavior management, informal conferences with students, behavior plan and positively reinforced behavior management strategies and administrative intervention. The teachers frequently implemented the type of discipline, demonstrating body language. Verbal and nonverbal warnings were usually utilized with the student's name calling and reminding classroom and school rules. Also, verbal or non-verbal warnings included verbal reprimands and admonitions, verbal corrections, eye contact and eye or verbal cues, and warnings by written letters<sup>12</sup>. The findings of this study support Ginott's study. The teachers also implemented teacher-student informal conferences as their behavior management strategy because the teachers reported that they tried to better understand the student's situation rather than placing blame for the student's misbehavior. the teacher's way of communicating with students has a great impact on the student's behavior<sup>25</sup>.

## 5. CONCLUSION AND RECOMMENDATION

After this study conducted, it can be concluded that the teachers' belief of classroom management is as very important aspect of teaching and the process that teachers should deal with in the classroom with their students. The essential belief of this issues that how teachers keep balance among the method and the management itself and the students' needs can be taken as consideration for taking the strategies such as being firm, preparedness, flexibility and enjoyment of teaching. Teachers' beliefs are changed since they are pre-service teachers because their life experience, teaching experience, reading and professional development, changes in belief and strategies, and necessity to change. The most common annoying student infractions for English teachers have to deal are disturbing other, lazy students in the class, making noisy, bullying, forgetting the lesson, dependent students during the test, asking without raising hand and inappropriate words. The discipline procedures and strategies implemented by English teachers are verbal or non-verbal cues and warnings, establishing class routines, changing teachers' attitude to routines, punitive behavior management, and conference with students, behavior plan and positively reinforced behavior management strategies and administrative intervention. Many weaknesses and limitation in this the study require better further research. The future researcher can conduct the better research by looking at another aspect in large scope of research and comparing between teachers with their different culture and educational background.

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**APPENDIX**

**Student Behavior Questionnaire**

Please check the number that is closest to your case.

**4** (76-100%)                      **3** (51-75%)                      **2** (25 -5 0%)                      **1** (< 25%)

	Item	number for your case
1	Percentage of mainstreamed students (Students with Disabilities)	
2	Percentage of academically difficult-to-teach students in class	
3	Percentage of behaviorally difficult-to-teach students in class	
4	Percentage of students do not have respect for themselves	
5	Percentage of students have difficulty working in groups	
6	Percentage of students are verbally abusive to others	
7	Percentage of students are physically aggressive toward others	
8	Percentage of students show little or no respect for other students	
9	Percentage of students show little or no respect for adults	
10	Percentage of students show little or no respect for property of others	
11	Percentage of students do not think before they act	

**Question list for teachers**

1. What students problem behaviors you have to deal with most
2. What discipline procedures implemented in your classroom
3. What behavior management strategies you have adopted from most to least implemented
4. If you have classroom rules, please explain.. .If no rules, state why you don't have them.
5. Please explain any additional comments you have as related to classroom management (for example, what made your job easiest or hardest)

**Teachers' Beliefs about Classroom Management**

1. What does classroom management mean to you? How do you define it? Why?
2. What are your beliefs about classroom management?
3. How do they affect your classroom method strategies and why?  
How do they affect your students?
4. How would you describe your classroom management style? Why?  
How would an observer describe your classroom management style? Why?
5. Explain how you developed your belief system about classroom management.  
Have your beliefs about classroom management changed since you were a beginning teacher? If so, what has affected or influenced your beliefs?  
Do you think they will continue to change the more you teach? Why or why not?



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