

## **Chapter Four**

### **Findings and Discussion**

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see the teachers' strategies to enforce students' discipline in the classroom. There are two findings found in this research. Those findings are English teachers' strategies to enforce students' discipline in the classroom and the challenges of implementing each strategy faced by English teachers in the classroom. The discussion of the findings and theories of expert will be presented in the paragraphs below.

#### **English Teachers' Strategies to Enforce Students' Discipline in the Classroom**

English teachers in this research believed that the strategies to enforce students' discipline in the classroom were important because without any strategies, they could not handle and manage their students in the classroom effectively. Each English teacher strategy to enforce students' discipline in the classroom is presented in the following paragraphs.

**Finding 1: Making learning contract.** The rules of learning contract came as the first finding in this research. The learning contract was made by the teachers dealing with the students in the classroom. Making learning contract consisted of some rules from the teachers to the students, and the students could get the punishment if the students did not obey the rules from their teachers. This finding was revealed by Nadira as the second participant. She said "The strategy that I use to enforce students' discipline is to make learning contract, and in the learning contract,

there are several rules when students do not do homework and make noise in the classroom (P2.1)”. This finding was in line with Newbould (2018) who stated that creating rules of classroom learning contract is a strategy used by the teachers to handle the students’ misbehavior in the classroom. Therefore, with this strategy, the students’ discipline could be maintained in the classroom.

**Finding 2: Warning.** The second finding revealed that there were two participants who stated that warning was one of the strategies used to enforce the students’ discipline in the classroom. Warning was one of the strategies used by the teachers to change the students’ behavior from bad attitude to the good attitude. Besides, the teacher gave a warning to the students if they made the mistakes in the classroom. The finding was revealed by Kayla as the first participant. She said “Sometimes, when the teacher explains the material in the classroom, there are some students who do not pay attention, talk with their friends, and are disrespectful, so I give a warning to them, so that they do not repeat again and show good behavior” (P1.2). Meanwhile, Nadira also stated “Sometimes, there are some students who are noisy, talk too much, and walk in the classroom. I give a warning to them if the students do not stop their misbehavior, so I will ask them to leave the classroom” (P2.4). This finding was in line with Habibi, Mukminin, Najwan, Haswindy, and Marzulina (2018) who argued that to handle the students’ misbehavior, the teacher can use a warning verbally first and use eye contact, and give advice before the teacher applies the punishment to the students in the classroom.

**Finding 3: Punishment.** The third finding revealed that there were two participants who stated that punishment was one of the strategies used to enforce

students' discipline in the classroom. There are some kinds of punishment used by English teachers in the classroom such as taking garbage, memorizing vocabulary, moving the students' seats position, and nullifying the attendance. For more detailed information, each punishment is explained in the following paragraphs briefly.

***Taking garbage.*** Taking garbage was one of the examples from punishment strategy used by the teacher to enforce the students' discipline. One of the participants, Kayla stated "Sometimes I give a punishment to the students who are late to come to the class by asking them to take garbage around the school, so that the students do not repeat their behavior again" (P1.1).

***Memorizing vocabulary.*** In memorizing vocabulary punishment, the students memorized the English vocabulary which they had to learn in the classroom. Besides, the teacher asked the students to memorize the English vocabulary if they made a mistake in the classroom. Regarding the statement mentioned, it was one of the examples towards the punishment strategy from the teacher to their students, so that the students become disciplined in the classroom. Kayla also mentioned "Sometimes I give a punishment to the students who do not do the assignments in the classroom such as memorizing vocabulary in English" (P1.5).

***Moving students' seat position.*** In this part, the teacher asked the students to move to other seats if they made a noise or disturbed the seatmate. Moving the students' seat position was one of examples from punishment strategy used by the teacher in the classroom. Kayla mentioned "Besides, the way to enforce students' discipline is to change the seat position of students in the classroom, and usually I give punishment by changing their seating position in order not to disturb other

friends who study”. Based on the statement mentioned, it showed that the punishment was used by the teachers to enforce the students’ discipline in the classroom. The finding was in line with Syafei and Irawati (2016) who stated that the punishment is a consequence from the teacher to the students’ misbehavior, and it they can be used as moving students’ seat position, taking garbage, and memorizing vocabulary. They also added that the students do not make any mistakes again in teaching learning process in the classroom. In regards to the statement mentioned, the punishment can also make the students discipline to reduce their negative behavior and motivate the students to learn in the classroom better (Syafei and Irawati 2016).

*Nullifying the attendance.* Another finding which the teacher mentioned related to the strategies to enforce students’ discipline was nullifying the students’ attendance. In nullifying the attendance, the teacher did not count the students’ attendance in their own attendance list if the students did not do the homework or assignment. In this finding, Nadira mentioned “If the students do not follow the rules in the learning contract, they will be punished. The rule for not doing the homework or assignment is based on my own policy. The attendance in the class is not counted in my own attendance list”. (P2.3). Related to the statement mentioned, to nullify the attendance is one of strategies to handle the attitude of the students in the classroom. This finding was in line with Sahin, Arseven, and Kılıç (2016) who argued that the students who have poor attitudes in the classroom can be considered absent from the list in the classroom. Besides, the teacher can have their policy own to nullify the students in the classroom.

**Finding 4: Personal approach.** In the personal approach, the teacher gave solution and could also approach to the students if there was a student who had a problem in the learning process. Personal approach came as the fourth finding in the strategy to enforce the students' discipline. Kayla said "Sometimes, the students do not want to do the task in the classroom, and then, I approach and ask to the students why you do not do it" (P1.3). Nadira also said "Then, besides my strategy, when teaching students in the classroom, maybe the learning contract cannot always be effective. Well ... when there is something happened, we cannot handle with the teaching contract, so it can be done using a personal approach" (P2.2). Nadira Added "when I teach students in the classroom, there is a student who is rude, and I apply the strategy through a personal approach by talking to the student in the consultation room" (P2.2).

Regarding the statement mentioned above, personal approach was used as one of the strategies to make the students having a good attitude and respected their teacher. This finding was supported by Hambacher (2017) who stated that teachers can use personal approach to the student in teaching. For example, the teacher can give the understanding to the student about caring to others and respecting their teacher. Therefore, it could make the student have a good attitude in the classroom.

**Finding 5: Communication.** In making a communication, the teacher talked with their students about anything or made a humor, so that the students became comfortable in their activity in the classroom. Communication rose as the fifth finding of this research. The participants used communication as the strategy to

handle and manage the students' misbehavior in the classroom. This strategy could also enforce the students' discipline in the classroom, and they became discipline. Being asked what strategy used, Kayla answered "...communication, for example we invite to talk casually and make a humor to the students, but it should not overdo, so the students feel more relaxed in learning in class. In this way, they will be easy to set up. Hence, having communication with students must be done frequently because the students really need to be invited into a small communication" (P1.4).

Based on the statement mentioned, it showed that communication was also used by the teacher to invite the students to talk in the classroom. Besides, it was done humorously. This finding was in line with Zhao (2018) who mentioned that communication is the process of the communication between teacher and students to tell their feeling, ideas, or the information, and the teacher can use humor as the verbal immediacy. Verbal immediacy refers to communicate to the students using humor and calling the students by name (Zhao 2018). Therefore, to enforce students' discipline, involving students to communicate can be applied in the classroom.

**Finding 6: Student-directed.** Student-directed strategy came as the sixth finding in this research. In the student-directed, the discipline strategy was to guide the students' misbehavior and educate the students' misbehavior in the classroom. In this finding, Kayla mentioned "As another strategy, the teacher must educate and guide the behavior of undisciplined students to be more disciplined" (P1.6). This finding was in line with Cheah and Kannan (2016) who argued that the student-directed strategy is the strategy used by the teachers to educate and guide the

students' misbehavior in the classroom. Furthermore, the teaching and learning process became more effective.

### **The Challenges in Implementing Each Strategy Faced by English Teachers in the Classroom**

The teachers had some problems in implementing each strategy to enforce students' discipline in the classroom. Besides, they had the different problems based on their experiences in teaching. In this part, the researcher found six problems based on the participants' perception regarding the challenges in implementing each strategy faced by English teachers in the classroom. The perceived problems included the students' different characters, voice control, unwillingness, difficulties, consistency in implementing rules, and ways to approach to students' misbehavior. Therefore, each finding is explained in the following paragraphs.

**Finding 1: Students' different characters.** The students' different characters became the challenges faced by the teachers when they applied the punishment strategy for the students in the classroom. Owing to the fact, the character of each student was not same. Besides, for the students who had different characters, those students had good and bad attitude. Kayla said "For the challenge in punishment strategy, the students have different characters because each student has different nature and behavior". (P1.8). Then, Nadira as the second participant mentioned "Students are in the period of change, and they are still in junior high school and have different character of each other" (P2.6). This finding was supported by Hakim (2019) who argued that one of the causes towards the students' misbehavior is the

students' different characters, and it becomes the challenge faced by the teachers when the teachers give a punishment for their students in the classroom.

**Finding 2: Students' unwillingness.** Students' unwillingness came as the challenge faced by the teachers in implementing punishment strategy in the classroom. As the students' unwillingness, they did not do what their teacher told them to do. Kayla mentioned "Regarding the challenge in implementing the punishment strategy, the students do not want to take out the garbage around the school because it is dirty" (P1.9). This finding was in line with Husna (2019) who argued that one of the challenges in implementing discipline strategy is the students' unwillingness to do the task based on the teachers' instruction. Kayla also stated "The next punishment strategy is memorizing vocabulary; and for the challenge, the students do not like English lessons, so they get the difficulty to understand them and do not want to memorize as well. There are some students who like English and some who do not like it because it is difficult" (P1.13). This finding was related to Husna (2019) who mentioned that the students' unwillingness in English has become one of the problems especially in handling the students towards the teaching-learning process. As the reason, some students are not interested in English and feel the difficulty to speak English.

**Finding 3: Students' louder voice.** The students' louder voice rose as the challenge faced by teachers in implementing the strategy to enforce students' discipline especially in communication strategy. When the teacher taught the students, their voice was louder than teacher. That way, it could be difficult to explain about the material and handle the students in the classroom. Kayla mentioned "The



challenge in implementing a communication strategy is due to the students' louder voice than the teacher, so the teacher must try to control the students in the class. Thus, they do not make any noise, and the teacher's voice must be louder than the students" (P1.12). In addition, Nadira said "Besides, my first problem to enforce the students' discipline especially in communication strategy comes from the students' louder voice than my voice" (P2.9). This finding was supported by Rantala, Hakala, Holmqvist, and Sala (2015) who argued that one of the problems faced by teacher is the difficulty to control the students' voice caused by the people's activity. Besides, the people's activity means the students' activity caused by the noise in the classroom (Rantala et.al 2015). Regarding the statement mentioned, when the students' voice was louder, it led the teachers to have certain challenge in order to have a communication towards enforcing the discipline for the students.

**Finding 4: Students' embarrassment.** The students' embarrassment grew as the challenge faced by the teachers in implementing personal approach strategy in the classroom. The researcher found out that there were some students who faced the difficulty to speak with their teacher. Owing to the fact, they felt embarrassed when the teacher approached the students to invite them to speak up. Kayla mentioned "The challenge in the approach strategy to students was the students' unwillingness to be open with the teacher because they feel embarrassed when the teacher aske them. Hence, it becomes rather difficult to approach them, so it needs slow step to get in touch with them" (P1.11). Nadira said "Then, as the personal approach strategy, my challenge sometimes happens when the students are approached and they are constantly asked. Also, the students do not want to talk because they feel

embarrassed. The challenge of students is difficult to approach.” (P2.7). This finding was in line with Nabila, Usman, and Heriansyah (2017) who stated that the problems in interaction to the students faced by the teachers are the difficulty to approach the students, and the students feel embarrassed to talk to their teacher in classroom activity.

**Finding 5: Many absences.** Many absences rose as the challenge faced by teachers in implementing the punishment strategy especially in nullifying the attendance to the students in the classroom. Regarding the statement mentioned, most of the students did not do their homework, so the teacher does nullifying to students’ attendance list. Nadira mentioned “Then, the next strategy is punishment strategy especially in nullifying the students’ attendance and as the challenge, many students do not do the homework. Finally, I almost nullify the students’ attendance in all classes.” (P2.9). This finding was in line with Sahin et.al (2016) who mentioned that nullifying the students’ attendance had the weakness. For instance, when some of the students do not do their homework, they can get null on students’ attendance from their teacher. Therefore, many students are absent (Sahin et.al, 2016).

**Finding 6: Repetition of the mistakes.** Doing the mistake repetition came as the challenge faced by the teachers in implementing the strategy to enforce students’ discipline especially in warning strategy. Based on the repetition of the mistakes, the students still repeated their mistake again even though their teacher had warned them in the classroom repeatedly. Kayla argued “Then, from the challenge of implementing a warning strategy, the students still repeat the mistakes even though they have been warned by the teacher” (P1.10). This finding was in line with Habibi et.al (2018) who

asserted that one of the challenges faced by teacher in implementing warning strategy is the students' repetition to do the mistakes in the classroom activity.

**Finding 7: Consistency in Implementing Rules.** Consistency in implementing rules rose as the challenge faced by teachers in implementing the strategy to enforce the students' discipline especially in strategy to follow the rules in learning contract. The teacher got the difficulty to be consistent in implementing the rules for the students, so the challenge faced by teacher was consistency in implementing rules in learning contract. Nadira stated "For the challenge for strategy to follow the rules in learning contract... When I implement the rules, it must really be consistent because if it is not consistent, the students consider that the rules which have been made are not valuable" (P2.12). From the statement mentioned, the challenge faced by the teacher to enforce the students' discipline was the consistency in implementing rules in the classroom. Regarding the finding mentioned, it was supported by Irby (2015) who stated that the teacher should be consistent in practicing in order to develop the students' discipline and consistency in implementing the rules of classroom activity especially in discipline.