

English Teachers' Strategies in Enforcing Students' Discipline in the Classroom

A Skripsi

Submitted to the Faculty of Language Education

In Partial Fulfillment of the Requirements

For the Degree

Sarjanan Pendidikan



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Abstract

The private Islamic junior high school in Yogyakarta have a problem especially in students' discipline in the classroom. The teacher should have appropriate strategies to enforce students' discipline in the classroom. This study aimed to investigate English teachers' strategies to enforce students' discipline in the classroom and the challenges faced by teachers in implementing each strategy. This study was conducted in one of private Islamic junior high school in Yogyakarta. This study used qualitative approach that selected two English teachers as the participants. The participants were chosen using purposive sampling technique. In addition, individual interview as the data collection method was used by the researcher to find out teachers' strategies to enforce students' discipline in the classroom and challenges faced by teachers in implementing each strategy. Regarding the result of this study, the teachers used several strategies to handle students' discipline in the classroom, such as making a learning contract, giving warning, giving punishment, having personal approach, having communication, and student-directed. Moreover, there are also several challenges in implementing each strategy to students' misbehavior in the classroom. They are students' character differences, students' unwillingness, students' louder voice, students' embarrassment, many absences, mistake's repetition, and consistency in implementing rules. It is therefore, recommended to the teachers should have appropriate

strategies and rules to enforce students' discipline in the classroom. It is also recommended to the students to obey the rules in the teaching and learning process.

Keywords: Students' discipline, strategies, challenges

1. Introduction

Teachers' strategy is one of the most important things in the teaching and learning process, because the strategy determines the success of the learning process in the classroom. According to Kamboj and Singh (2015) effective teaching strategies that are used by teachers require flexibility, energy and commitment. The strategy means the way that is used by teachers to determine the goals to be achieved in the teaching and learning process. Not all strategies that are used by teachers are appropriate for students because every student has different character. Teachers may do observation before going to teach the students in the classroom. It means teachers will know the condition and situation in the classroom, students' behavior, and students' need in the classroom. Therefore, teachers can determine what strategy is appropriate to apply for students in the classroom. Teachers can do the approach to students, through listening to their voice and understand the students' perspective. The teachers also can tell the students about the impact of their misbehavior to the others, and the teachers can hold discussion to students about the problem of behavior then looking for a solution to it (Lewis, 2001). Teachers' strategies also can make teaching easier to the students, because without any strategies it will be difficult to handle the students in classroom. Beside the lesson plan and learning material that must be prepared, the most important thing to be prepared is the teachers' strategies in handling the students' behavior to make the teaching and learning process effectively and conducive.

One of the problem in school is students' behavior or usually called students' discipline. According to Rahimi and Karkami (2015), "The word 'discipline' comes

from the word ‘discipulus’ in Latin which means teaching and learning” (p.59). Further they stated that almost all parts of the world have problems about student behavior and this can be annoying for other students. Strategies are needed to manage the classroom through adopting appropriate discipline strategies.

Discipline is the most important thing especially in the teaching and learning process (Agonoy, Ramos, MAEd, 2019). As discipline is important thing in the teaching and learning process, teachers should instill discipline to students so that the teaching learning process become more effective in classroom. According to Agonoy et.al (2019) discipline is the way to handle the students’ misbehavior through act the following of the rule, discipline also help the students to learn about morality, and help to develop good character for the students. Applying the discipline to students needs appropriate strategies, because not all students like the rules. Sadik (2017) argued that the problems of discipline refer to how to solve the problem and what the teachers should do to overcome it. The teachers can tell the students that the effects of their misbehavior can affect others. Sadik (2017) found “the teachers’ instructing and management behavior is related to the quality of education” (p.31-32).

The students’ discipline at school becomes a common problem in education field. Based on the researcher’s experience in doing an internship program at one of private Islamic junior high school in Yogyakarta, there are several problems especially in students’ undisciplined in the classroom. For the example the problem is most of the students did not pay attention when the teacher explains the material. Some students are listening but some are doing the other business. There are some students who are

disciplined and some are not. The other common problem is the students did not come into the classroom on time, and the students did not turn in the homework.

The strategies used by the teacher are interesting to be studied especially to enforce students' discipline in the classroom and also the teacher in this school have different strategies from other teacher to enforce students' discipline in the classroom. Therefore, the researcher was interested in conducting a research about the teachers' strategies to enforce students' discipline in teaching English at one of private Islamic junior high school.

2. Literature Review

2.1 Teaching Strategies

Teaching strategies are the way or strategy used by teachers to handle their students and manage the classroom. They are the ways used by teachers to handle and manage the behavior their students in the classroom or as interaction between teacher and students in communication. However, teachers should be establishing interaction or communication with their students when he/she teaches in the classroom. Yadav (2017), argued that teaching can be described through the behaviors of the teachers and students. According to Yadav (2017), "Teaching strategies are mainly production strategies but communication strategies are social strategies that are used to establish interaction" (p.15). Yadav (2017) stated that strategies can be defined as procedure used by teachers to reach the goals in the learning process. Thus, teaching strategies refer to the technique or actions used by teachers so that language teaching become more successful and enjoyable (Yadav, 2017). Further, Yadav mentioned that teaching strategy is a method or plan chosen

by teachers to solve the problem and to reach the goal so that their classroom become successful teaching. According to Kamboj and Singh (2015), “Teaching cannot be successful without knowledge of learning styles and a commitment to matching them with teaching styles and strategies” (p.290).

2.2 Strategies in the classroom control

2.2.1 Self-directed

Self-directed strategy is the strategy used by teachers to educate, improve, and avert from disciplining unethically or ineffectively students’ behavior in the classroom (Cheah & Kannan, 2016). The purposes of self-directed strategy are to improve private strength, for the example skills of the teachers, leadership styles, and solve the problem. It can also to avoid punishing students excessively, and to improve the weakness of the teacher through self-reflection.

2.2.2 Student-directed

Student-directed strategy is the strategy used by teachers to educate and guide the students’ misbehavior in the classroom. Furthermore, the teaching and learning process become more effective (Cheah & Kannan, 2016).

The purposes of student-directed are to change the students’ misbehavior towards a good behavior, the teacher can also change students’ misbehavior by guiding their students, and to prevent bad behavior from happening of students in the future.

2.2.3 Organizational-directed

“Organizational-directed strategies consist of tactics to comply with school management orders, Standard Operating Procedures (SOPs) and teachers’ code of ethics” (p. 118). The purposes of organization-directed is to manage regarding the

problems of discipline based on Standard Operating Procedures (Cheah & Kannan, 2016).

2.2.4 Situation-directed.

“Situation-directed strategies are tactics used to control, reduce or eliminate discipline situations from escalation and re-occurrence” (p. 118). The purposes of situation-directed is to manage or control the situation so it does not get worse (Cheah & Kannan, 2016).

2.2.5 Reward

Reward is the strategy that is used by the teacher so that students are interested and comfortable in the learning process. It can be used to motivate the students in the classroom to learning better. There are some points of reward which can be used by the teacher in the classroom, namely non – verbal reward, compliment or positive feedback, and point or sticker (Syafei & Irawati, 2016).

2.2.6 Punishment

Punishment is a consequence from the teacher to the students’ misbehavior. Punishment is used as a consequence so that the students do not make mistakes again in teaching learning process in the classroom. It can also make the students disciplined, to reduce their negative behavior, and to motivate the students to learning better in the classroom. The teacher should apply punishment to students carefully and should be fair. There are some examples of punishment which can be used by teacher in the classroom, namely, warning, memorizing vocabulary, decreasing students’ point, taking garbage, and moving students seat position (Syafei & Irawati, 2016).

2.3 Definition of classroom management

According to Dogan and Bayraktar (2017), “Classroom management is the management of the place, students, and sources” (p.30). Thus, Dogan and Bayraktar (2017) argued that classroom management can be defined as preparing an appropriate learning environment, making, using the facilities, place, rules, and learning process. In addition, Classroom management can be defined as the use of the moral and material efficiently and effectively in the classroom appropriate with the goals in that organization (Dogan & Bayraktar, 2017).

2.4 Discipline

Discipline is the most important things in the teaching learning process at the classroom. According to Dogan and Bayraktar (2017), “Discipline is a very important element for students to achieve the required academic success” (p.31). Mensah (2009) stated that discipline is a process to develop the character of learners through training program. It is related with the behavior of students in the classroom. Ugurlu, Beycioglu, Kondakci, Sincar, Yildirim, Ozerf, and Oncela (as cited in Evertson and Emmer, 1982) argued that changing the behavior of the individual from the bad to perform the desired behavior. According to Khan, Naz, Iqbal, Ali, and Khan (as cited in Jackson Public Schools, 2013), discipline is not punishment but changing of the students’ misbehavior becomes good behavior. Khan et.al (2013) also mentioned that discipline is the key to manage or handle the students in the classroom and the teacher not only teach to their students but also should handle the students’ misbehavior and make learning environment become more effective. Ugurlu, Beycioglu, Kondakci, Sincar, Yildirim, Ozerf, and Oncela

(2015) stated that “One of the roles of teachers in classroom is to ensure classroom discipline” (p.121). In addition, discipline is willingness and capability to respect competency and observe conventional or established laws from the society or other organization (Mensah, 2009). Furthermore, he explained that “Discipline here means learning and the learner is called disciple” (p.1). In addition, the aim of discipline is to make a safe and comfortable learning environment in the classroom (Mensah, 2009).

2.5 The Problems or challenges faced by teachers

Challenge is the biggest problem faced by teacher specially to manage their classroom (Yadav, 2017). According to Tarman (2016), one of the most difficult problem in school are classroom management and lack of discipline. Thus, Sieberer-Nagler (2016) stated that the difficult aspect in the classroom management is to manage the students’ behavior. According to Cushman, Edwards, and Eisenman (2015), the difficult problem faced by teacher in the classroom is to manage the classroom effectively or lack of focus on classroom management. In addition, Khan et.al (2013) stated that there are several problems of students in the classroom such as the students do not do their homework, talk too much in the class, walk around in the class, leave the class without permission to the teacher, and fight with other friends in the classroom.

3. Methodology

This research used qualitative research design. According to Creswell (2012), qualitative research is collecting the data based on small individual words in order to get the information from the participants. In addition, qualitative research is

exploring and developing the problem in detail based on the phenomenon (Creswell, 2012). The purposes of this research are to investigate the strategies that are used by teachers to enforce students' discipline and the challenges in applying the strategies. This means, the participants explained about their experience when they teach. Furthermore, the researcher wanted to explore the phenomenon about the challenges from the strategies that are used by teacher to enforce students' discipline in teaching English in detail. Therefore, the researcher chose to use qualitative research design because qualitative research is the way to gather the data based on participants' view in depth. This research applied qualitative descriptive research design. According to Lambert (2012), qualitative descriptive is a comprehensive summary of the phenomenon, and an experience of individuals or groups of individuals. In addition, this approach is used about events, who are involved, what is involved, and where do things take place (Lambert, 2012). Thus, the researcher used qualitative descriptive as a research design. Qualitative descriptive is appropriate for this research because the researcher wants to know the strategies used by each participant to enforce students' discipline in teaching English as one participant has different views from the others.

3.1 Place and Participants

The research was conducted at one of the private Islamic junior high school in Yogyakarta. The school was chosen because there is a phenomenon in which the students is very difficult to be disciplined. It happens when the researchers' experience in the internship program at this school. During the internship program there, the researcher observed that most of the students have less discipline in the

classroom. They did not focus when the teacher was explaining about the material, so the researcher wanted to know the strategies used by teacher to enforce students' discipline especially in teaching English in the classroom. The reason of the researcher to conduct this research there is because the researcher has an experience in the internship program in this school. The data were collected in one of the private Islamic junior high school in Yogyakarta. The data were conducted in academic year 2018/2019 in semester two. The researcher collected the data around one month and the interview was done around one week. The researcher collected the data around one week. The data analysis was finished around two weeks. Finally, the researcher finish for collecting and analyzing the data around one month.

3.2 Research Participants

The researcher presented about the target of participants, number of participants, specific criteria or characteristic from the participants, and the reasons for selecting the participants. The researcher explains in the paragraph below.

The participants of this research were two English teachers at one of private Islamic junior high schools in Yogyakarta. There are some criteria or characteristics for the participants. Firstly, the participants are English teacher at one of junior high school in Yogyakarta, because this research focus on English class not the other subject classes. The other reason of the researcher to choose the English teachers was because this research focused on the strategies that are used by the English teachers to enforce students' discipline as well as the challenges in applying the strategies. Secondly, the participants should have teaching experience especially in teaching English at least one year, because the researcher wanted to know the strategies that

are used by experienced teacher to enforce students' discipline in the classroom in detail. The sampling technique used in this research is convenience sampling.

According to Cohen, Manion, and Morrison (2011), the convenience sampling is sampling technique that are used by researcher to get the participants easily accessible and comfortable to the researcher.

3.3 Data Collection Method

The researcher used interview as a method in order to get the information from the participants. The interview is a flexible tool for qualitative research.

According to Cohen et.al (2011), the interview is a flexible tool for data collection method used by researchers and also use non-verbal, verbal, heard and spoken as communication method in interview session. They also mention that the interview not only answer the question but can complex and deep issues. The researcher used interview guideline as the instrument of the research. The second is about type of interview that were used by researcher. In this research, the researcher used open-ended question as data gathering method. According to Kerlinger (as cited in Cohen, Manion, and Morrison, 2011), the open-ended question is the subject of question that determined by the nature of the issues which will be investigated. The open-ended questions are flexible to use in this data collection instrument. Furthermore, the participants can answer the questions freely and clearly.

The third is about question format. In this research, the researcher used indirect format as a question format. The question was not too specific and the participants can explain more detailed. According to Tuckman (as cited in Cohen, Manion, and Morrison, 2011), by making the purpose of question less clear, the indirect question

format likely to produce frank and open responses from the participants. The fourth is about response mode. The researcher used unstructured response as a response mode. In this response, the participants can provide their answer as long as they want. The interviewer can ask questions to the participants in-depth to gain the data. The interviewer also can make clarification if there is any misunderstanding from the participants' answers. The interviewer also used indirect question formats to anticipate leading when the interview took place.

3.4 Data Collection Procedure

In this part, the researcher presents about the procedure to gather the data from the participants. Firstly, the researcher made an interview guideline before doing the interview, after that the researcher selected the participants for the interview. Secondly, the researcher made an appointment and asked permission to the participants for the interview schedule. The researcher also contacted the participants through social media WhatsApp to the interview. The next step is the interview was conducted at one of private Islamic junior high school in Yogyakarta. The interviewer was set the time convenient to the participant. The next step, the interviewer prepared the interview with the participants. The interviewer explained clearly about this study before doing the interview, so that the participants are comfortable. The interviewer introduced herself first, told why the interviewer chose the participants, then told to the participants the purposes of this interview, and how much time would be spent during the interview process.

The interview used *Bahasa Indonesia*, because it is mother tongue of the participants and the researcher. Furthermore, the participants could answer the

question easily and freely. The researcher used smartphone to record during the interview session to get the data from the participants. In the end of interview, the interviewer checked the participants' answer by repeating the participants' main answers to ensure there was no understanding. Finally, the researcher was thanked to the participants for taking the time to interview.

3.5 Data Analysis

There are several steps that must be completed by the researcher in analyzing the data. According to Saldana (2016), the process of coding consists of transcribing the original response (verbatim), labeling, standardizing the sentences, probing as a member checking, collecting the same standardized sentences, and deciding categorization. The steps were explaining more in the paragraph below.

The first step is transcribing the original response (verbatim). The researcher transcribed from the audio to the text of each participant. The transcript of the participants should be same to the record of interview. The researcher also used pseudonym or unreal name of each participant to keep their identity. The researcher wrote every word that the participants says. Secondly, after the data were changed from the audio to the text, the researcher gave the label to some sentences that answer the research questions. The labels included numbers, words, or symbols. Thirdly, the researcher created standardized sentences. It means, the researcher should paraphrase the sentences so that the researcher gets more clear meaning from the participants' responses. Fourthly, the researcher did probing as a member checking to know the validity of the data. Therefore, the researcher asked again to the participants to clarify if there is misunderstanding about the data. Then, the

researcher categorized findings and discussed them in the last chapter.

3.6 Trustworthiness

According to Connelly (as cited by Pilot and Beck, 2014) trustworthiness refers to the validity level of the data, and method used by researcher to ensure quality of the research. Furthermore, there are four criteria that should be considered by researcher especially in qualitative so that the research can be trusted, namely credibility, transferability, dependability, and confirmability (Shenton, 2004). Thus, the four criteria of trustworthiness will be explained in the paragraph below.

Credibility is one of the most important criteria in establishing of trustworthiness and to ensure or measure that the qualitative research was in the truth findings of research. Credibility connected with question of the researcher to ensure that the research was true and accurate. In this research, the qualitative researcher use member checking to present the research's findings are credible.

Transferability is how the qualitative researcher presents that the research's findings and can also use to other contexts. The other context means similar situations, similar populations, and similar phenomena. Thus, in this study the researcher used thick description to presents that the research's findings can use to the other contexts. Confirmability is the objectivity in the research's findings. It means that the research's findings based on the participant's responds not personal motivation of the researcher.

Finally, dependability is to measure that the research could be repeated by other researchers and the findings is consistent. It means, if the other researchers want to duplicate or replicate your research, they should have the similar findings to

your research and also has detailed information regarding to your research.

Based on the explanation above which is about the criteria of trustworthiness, the researcher only focus on credibility to confirm the data. The researcher used member checking. The researcher did member checking with participants by meeting with participants and clarifying that their answers are true and real. The researcher showed the transcript to the participants. The member checking aimed to make clear the answer of the participants in interview section is right. Therefore, the researcher used member checking as a credibility to ensure the trustworthiness of this research. In the first interview the participant one just mention a little bit discipline strategy but, after the researcher did member checking to the participant one then she adds the other discipline strategy. The participant two there is no data changes.

4. Findings and Discussion

This researcher elaborates some findings based on data collection from two participants by conducting interview. The focus of this study is investigating about 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 were mentioned and discussed in the paragraph below.

4.1 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 is important because without any strategies the teachers cannot handle and manage their students in the classroom effectively.

4.2 Making Learning Contract

Following the rules in learning contract becomes the first finding in this research. The learning contract was made by the teacher with deal the students in the classroom. Making learning contract consist of some rules from the teacher to the students and the students will get the punishment if the students do not obey the rules from their teacher. This finding was revealed by Nadira as the second participant. She told "The strategy that I use to enforce students' discipline is to make learning contract, then in the learning contract there are several rules for example 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 a rules of classroom learning contract is a strategy that are used by the teachers to handle the students' misbehavior in the classroom. Therefore, with this strategy the students' discipline can be maintained in the classroom.

4.3 Warning

The second finding revealed that there are two participants who stated that warning was one of the strategies used to enforce students' discipline in the classroom. Warning is one of the strategy used by the teachers to change students' behavior from bad attitude to the good attitude. The teacher gives a warning to the students if they make 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 students so that they do not repeat again and show good behavior” (P1.2). Meanwhile, Nadira also stated that “Sometimes there are the 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 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, using eye contact, giving advice, before the teacher apply the punishment to the students in the classroom.

4.4 Punishment

The third finding revealed that there are 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.

4.4.1 Taking Garbage

Taking garbage is one of the example from punishment strategy used by teacher to enforcing students’ discipline. Kayla, one of the participants, stated “Sometimes I give a punishment to the students who are late to come to the class, for the example by asking them to take garbage around the school so that the students do not repeat their behavior again” (P1.1).

4.4.2 Memorizing Vocabulary

Memorizing vocabulary means the students memorize the English vocabulary that they have learn in the classroom. The teacher asks the students to memorize the English vocabulary if the students make a mistakes in the classroom. It is one of the example from 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, for the example memorizing vocabulary in English” (P1.5).

4.4.3 Moving Students’ Seat Position

It means the teacher asks to the students move to the other seat if the students make noise or disturb with seatmate. Moving students’ seat position is one of example from punishment strategy used by teacher in the classroom. Kayla also mentioned that “Besides, the way to enforce students’ discipline is to change the seat position of students in the classroom, usually I give punishment by changing their seating position in order not to disturb other friends who study”.

The statement above showed that punishment was used by the teachers to enforce students’ discipline in the classroom. The finding above was in line with Syafei and Irawati (2016) who mentioned that punishment is a consequence from the teacher to the students’ misbehavior then the punishment can use moving students’ seat position, taking garbage, and memorizing vocabulary so that the students do not make mistakes again in

teaching learning process in the classroom. It is can also make the students discipline, to reduce their negative behavior, and to motivate the students to learning better in the classroom (Syafei and Irawati 2016).

4.4.4 Nullify the Attendance

Another finding that the teacher mentioned related to the strategies to enforce students' discipline is to nullify the students' attendance. Nullify the attendance means the teacher is not counted the students' attendance in their own attendance list if the students did not 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 rules 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 above, 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. It means the teacher can have their policy own to nullify the students in the classroom.

4.5 Personal Approach

Personal approach means the teacher gives solution and can also approach to the student if there is student that has a problem in the learning process. Personal

approach becomes the fourth finding in the strategy to enforce students' discipline. Kayla mentioned that "Sometimes the students do not want to do the task in the classroom then I approached and asked to the students why you did not do it" (P1.3). Nadira also said that "Then, besides my strategy when teaching students in the classroom, maybe the learning contract cannot always be effective. Well ... when there is something we cannot handle with the teaching contract, 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 then I apply the strategy through a personal approach by talking to student in the consultation room" (P2.2). Related to the statement above, personal approach is used as one of the strategies to make the students have a good attitude, and respect their teacher. This finding was in line with Hambacher (2017) who stated teachers can use personal approach to the student in teaching, for the example, the teacher can give the understanding to the student about caring the others, and respecting their teacher. It can make the student have a good attitude in the classroom.

4.6 Communication

Communication means the teacher talk with their students about anything or make a humor so that the students become comfortable in their activity in the classroom. Communication becomes 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 can also enforce students' discipline in the classroom and the students become discipline. Being asked what

strategy used, Kayla answered "...communication, for example we invite to talk casually and make a humor to the students but don't overdo it, so students feel more relaxed in learning in class. In this way they will be easy to set up. Communication with students must be done frequently, because the students really need to be invited for communication" (P1.4). The statement above shows that communication was also used by the teacher to invite the students to talk in the classroom. It was done humorously. This finding was in line with Zhao (2018) who mentioned that communication is the process communicating 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 apply in the classroom.

4.7 Student-directed

Student-directed strategy becomes the sixth finding in this research. Student-directed means the discipline strategy to guide students' misbehavior and also to educate the students' misbehavior in the classroom. In this finding, Kayla mentioned that "Another strategy is that 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 explained student-directed strategy is the strategy used by teachers to educate and guide the students' misbehavior in the classroom. Furthermore, the teaching and learning process become more effective.

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

The teachers have some problems in implementing each strategy to enforce students' discipline in the classroom. The teachers have different problems based on their experiences. 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 problem consists of students' character differences, voice control, students' unwillingness, students' difficulties, consistency in implementing rules, and ways to approach to students' misbehavior. The findings will be presented in the paragraph below.

4.9 Students' character differences

Students' character differences become the challenges faced by teacher when the teacher apply the punishment strategy for the students in the classroom, because the character of each student is not same. Students' character differences mean the students have different character, for the example there are students who have good attitude, and also bad attitude. Kayla mentioned "The challenge in punishment strategy is that the students have different character, because each student has different nature and behavior". (P1.8). Then, Nadira as the second participant mentioned that "Students are in the period of change, the students are still in junior high school and they have different character of each other" (P2.6). This finding was in line with Hakim (2019) who argued that one of the cause of students' misbehavior is students' character differences and it becomes the

challenge faced by teacher when the teachers give a punishment for their students in the classroom.

4.10 Students' Unwillingness

Students' unwillingness becomes the challenge faced by teachers in implementing punishment strategy in the classroom. Students' unwillingness means the students do not do what their teacher tells them to do. Kayla mentioned that "The challenge in implementing the punishment strategy is that 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 do not want to do as instructed by their teacher. Kayla also argued that "The next punishment strategy is memorizing vocabulary; the challenge is students do not like English language lessons, so students are difficult and do not want to memorize. There are students who like English and some who do not like it, because it's difficult" (P1.13). This finding was in line with Husna (2019) who mentioned that students' unwillingness in English has become one of the problem in handle to students in teaching learning process because some students is not interested in English and difficult to speak English.

4.11 Students' Louder Voice

The students louder voice becomes the challenge faced by teachers in implementing the strategy to enforce students' discipline especially in communication strategy. When the teacher teaches to the students, their voice was louder than teacher so it can be difficult to explain about the material and handle the

students in the classroom. Kayla mentioned that “The challenge in implementing a communication strategy is that the voice of students is louder than the voice of the teacher, so the teacher must try to control the students in the class so they do not make noise and the teacher's voice must be louder than the students” (P1.12). In addition, Nadira mentioned that “Besides that, my first problem to enforce students’ discipline especially in communication strategy is that students’ voice are louder than my voice” (P2.9). This finding was in line with Rantala, Hakala, Holmqvist, and Sala (2015) who argued that one of the problems faced by teacher is difficult to control their voice because it is caused by human activity. Human activity means student activity that causes noise in the classroom (Rantala et.al 2015). This means when students’ voice is louder than the voice, it gives certain challenge for the teachers to communicate in enforcing the discipline.

4.12 Students’ Embarrassment

Students’ embarrassment becomes the challenge faced by teachers in implementing personal approach strategy in the classroom. The researcher finds out that there are some students difficult to speak with their teacher, because they are embarrassed when the teacher approaches the students to invite them to speak up. Kayla mention that “The challenge in the approach strategy to students is that students do not want to be open with the teacher because they are embarrassed when the teacher asked them, it becomes rather difficult and to approach it must be slow” (P1.11). Nadira mention that “Then the personal approach strategy, my challenge is that sometimes when the students are approached and they are constantly asked, the

students do not want to talk because they are 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 difficult to approaching the students and the students are embarrassed to talk to their teacher.

4.13 Many Absences

Many absences become the challenge faced by teachers in implementing the punishment strategy especially in nullify attendance to the students in the classroom. many absences mean most of the students who do not do their homework so the teacher do nullify students’ attendance in own list. Nadira mentioned that “Then the next strategy is punishment strategy especially in nullifying students’ attendance, the challenge is too many students who do not do homework, finally almost all classes that I nullify students’ attendance.” (P2.9). This finding was in line with Sahin et.al (2016) who mentioned that nullify the students’ attendance has the weakness, for the example; when some of the students do not do their homework, they will get null on students’ attendance from their teacher. It means many of the students are absent (Sahin et.al, 2016).

4.14 Mistake’s Repetition

Mistake’s repetition becomes the challenge faced by teachers in implementing the strategy to enforce students’ discipline especially in warning strategy. Mistake’s repetition means the students still repeating again their mistake even though their teacher has warned to them in the classroom. Kayla argued that

“Then the second is the challenge of implementing a warning strategy, students are still repeating even though they have been warned by the teacher” (P1.10). This finding was in line with Habibi et.al (2018) who argued that one of the challenges faced by teacher in implementing warning strategy is the students repeat again their mistake in the classroom.

4.15 Consistency in Implementing Rules

Consistency in implementing rules was become the challenge faced by teachers in implementing the strategy to enforce students’ discipline especially in strategy to follow the rules in learning contract. The teacher was difficult to consistent in implementing the rules for the students, so the challenge faced by teacher is consistency in implementing rules in learning contract. Nadira mention that “The challenge for strategy to follow the rules in learning contract... When I implement the rules, it really must be consistent, because if it is not consistent, students consider the rules that have been made are not valued” (P2.12). Connected to the statement, the challenges faced by teacher to enforce students discipline is consistency in implementing rules in the classroom. This finding in line with Irby (2015) who stated that the teacher should be consistent in practice to develop students’ discipline and consistency in implementing of rules especially in discipline.

4. Conclusion

The aim of this study is to find out the strategies that are used by teachers to enforce students’ discipline and investigate the challenges of implementing each

strategy faced by English teachers in the classroom. In this research also provided some theories from the expert related in English teachers' strategies to enforce students' discipline in the classroom. This research was used qualitative research as a research design. This research was conducted in one of private islamic junior high school in Yogyakarta. The data were conducted in academic year 2018/2019 in semester two. The participants of this research were two English teachers in one of private islamic junior high school in Yogyakarta. The researcher was used interview as data collection method and the interview guideline as the instrument of this research. The interview was used *Bahasa Indonesia*. The researcher was analyzing the data based on two participants. The process of coding consists of transcribing the original response (verbatim), labeling, standardizing the sentences, probing as a member checking, collecting the same standardized sentences, and deciding categorization.

Based on the result of this research, it can be concluded that the teachers in one of private Islamic junior high school in Yogyakarta applied the strategy to follow the rules in learning contract as one of the strategies that used to enforce students' discipline in the classroom. The teachers also applied the other strategies such as punishment, warning, personal approach, communication, and student-directed as the strategies to enforce students' discipline in the classroom. In addition, the challenges of implementing each strategy becomes a problem faced by teachers in the classroom. There are several challenges that are faced by the teachers in implementing each strategy to enforce students' discipline in the classroom. The challenges of each strategy included students' character differences, students'

unwillingness, students louder voice, students' embarrassment, many absences,
mistake's repetition, and consistency in implementing rules.

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