

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

In this chapter, the researcher explicates several theories through reviewing some literatures related to this study. This theoretical construct deals with six main areas; Teachers' Self-Efficacy, Classroom Management, Teachers' Self-Efficacy in Classroom Behavior Management, Beginning Teachers, Adult Learners, and Intensive English Program (IEP) UIN Sunan Ampel Surabaya.

1. Teachers' Self-Efficacy

a. General Self-Efficacy

Understanding the teachers' self-efficacy requires the readers to understand the self-efficacy in general. Self-efficacy comes from the concept of recognizing self as a distinct human or called self-concept.¹ Self-concept is a self-perception about one's conscious existence as a physical, social, and spiritual being. This following figure draws the some topics under the self-concept (self-esteem, self-self-efficacy, self-monitoring, and organizational identification).²

¹ Robert Kreitner - Angelo Kinicki. *Organizational Behavior: Seventh Edition*. (McGraw-Hill:New York, 2007), 142

² Robert Kreitner - Angelo Kinicki. *Organizational Behavior*....., 141

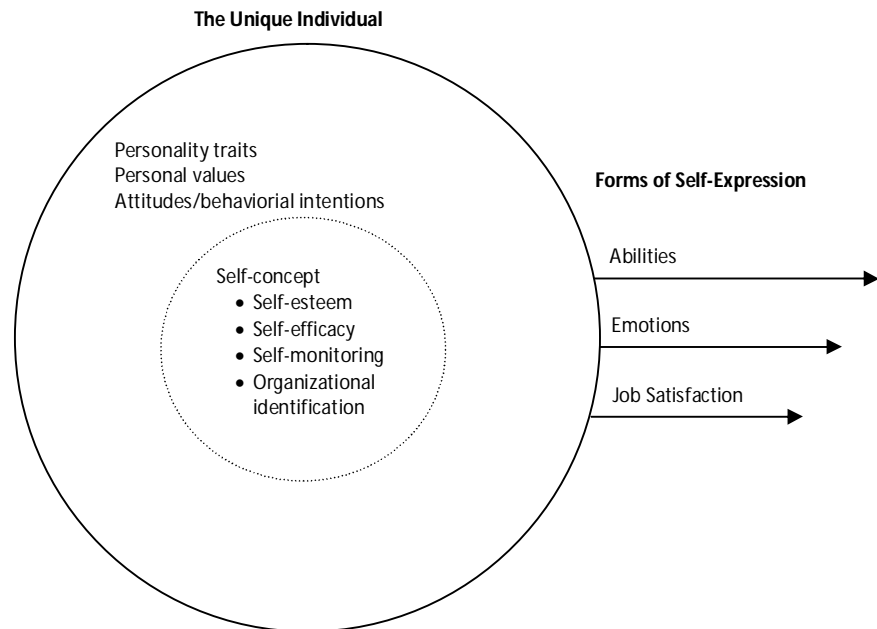


Figure 2.1 Self-Concept³

The early framework of self-efficacy concept came from the Stanford professor Albert Bandura. Bandura defines that self-efficacy is a people's belief about their capabilities in organizing and executing the required action course to attain the goal.⁴ While Kreitner and Kinicki define self-efficacy as someone's belief about their ability to accomplish a certain task successfully.⁵ Myers states that self-efficacy is about competence and effectiveness of a person on a task.⁶ Self-Efficacy defined by Woolfolk is beliefs of personal

³ Robert Kreitner - Angelo Kinicki. *Organizational Behavior: Seventh Edition*. (McGraw-Hill: New York, 2007), 142

⁴ Albert Bandura. "Self-Efficacy: Toward a Unifying Theory of Behavioral Change". *Psychological Review* 1977, Vol.84, No. 2, 191-215

⁵ Robert Kreitner - Angelo Kinicki. *Organizational Behavior: ...*, 144

⁶ David G Myers. *Social Psychology: Ninth Edition*. (McGraw-Hill: New York, 2008), 55

competence in a particular task.⁷ Elliot, Kratochwill, Littlefield Cook, and Travers give the definition of self-efficacy as one's beliefs in their abilities to exert for accomplishing task or one's feelings of their competency.⁸ However, the researcher builds the theoretical framework about self-efficacy based on the Bandura's theory which states that self-efficacy is a person's belief on how competent he or she accomplishes a given task successfully. Self-efficacy beliefs influence the people's behavior, exactly behavioral change.⁹ Self-efficacy beliefs control the people's feeling, thinking, self-motivating, and behaving.¹⁰ People who have high self-efficacy are more confident in managing behavior.¹¹ Indeed, someone who has strong self-efficacy will be more persistent and confident to do something.

The high and low self-efficacy of people can be assessed by how the teachers act out. Kreitner states that level of self-efficacy beliefs are influenced by four sources and can be seen from the behavioral pattern that identify the success or failure of person.¹² It means observing self-efficacy can be done using behavioral pattern of daily teachers' act. It is drawn in this

⁷ Anita E Woolfolk. *Educational Psychology: Sixth Edition*. (A Simon & Schuster Company: Needham Heights, 1995), 351

⁸ Elliott, et al. *Educational Psychology: Third Edition*. (McGraw-Hill: United States of America, 2000), 352

⁹ Robin K Henson. "Teacher Self-Efficacy: Substantive Implications and Measurement Dilemmas." *Teacher Efficacy Research*. 2001, 3

¹⁰ Albert Bandura. "Self-Efficacy". In V.S. Ramachandran (Ed.), *Encyclopedia of human behavior*. 1994, Vol. 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998), 2

¹¹ Albert Bandura. "Self-Efficacy: Toward a Unifying Theory of Behavioral Change". *Psychological Review* 1977, Vol.84, No. 2, 191-215

¹² Robert Kreitner - Angelo Kinicki. *Organizational Behavior: Seventh Edition*. (McGraw-Hill: New York, 2007), 146

following model of self-efficacy stated by Kreitner which adapt from discussion among Bandura and R. Wood in their articles.¹³

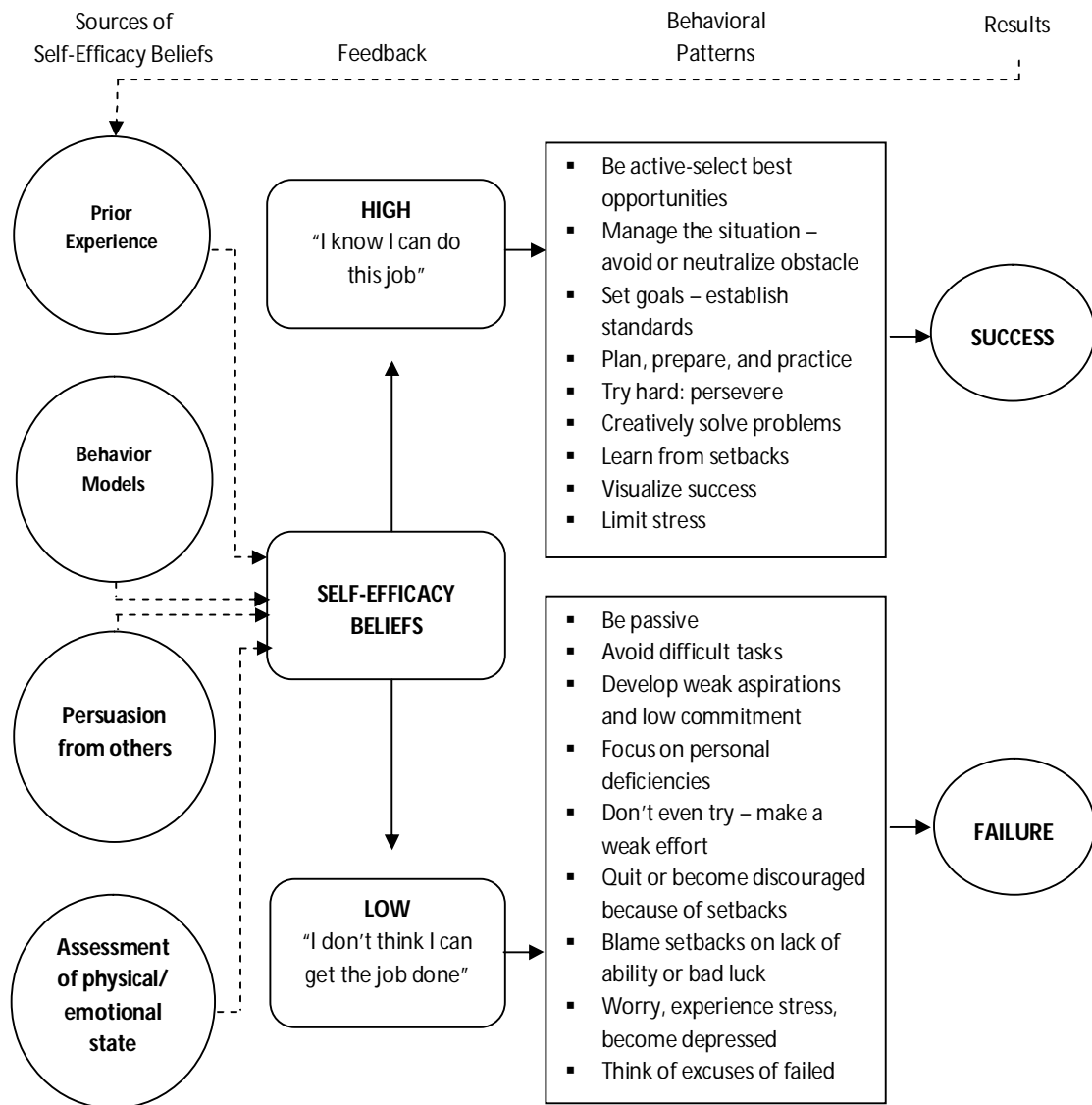


Figure 2.2 A Model of Self-Efficacy Beliefs Paving Success or Failure¹⁴

¹³ Robert Kreitner - Angelo Kinicki. *Organizational Behavior: Seventh Edition*. (McGraw-Hill:New York, 2007), 141

It shows the behavior differences between person who has high self-efficacy and low self-efficacy. People who have high self-efficacy, they can convince themselves that they can accomplish the given task. They will approve it by their behaviors, which are always active, being able to manage the difficult situation, have goal setting, are well-prepared, persevere, creative in solving problem, being able to reflect on setbacks, have success mind-setting, and limit stress. Those behavioral patterns of high self-efficacy will automatically bring the people to attain their success.

While people who has low self-efficacy, they will set their mind that they cannot do the given job. They tend to be passive, avoid any difficult jobs, have low commitment, never change what they think as their deficiencies, being reluctant to try hard, become discouraged because of their failure experiences, think that their setbacks is caused by their low competence and such bad luck, being easy to stress, make excuses of their failure. It shows that they cannot reach their success if they have behavioral patterns that tend to the low self-efficacy. However, both of high and low self-efficacy are influenced by the source of self-efficacy that can be stated as the factors that influence

¹⁴ Robert Kreitner - Angelo Kinicki. *Organizational Behavior: Seventh Edition*. (McGraw-Hill:New York, 2007), 146

how people convince themselves that they are competent. Bandura states those four main sources as follows¹⁵:

1) Mastery Experiences

People with successful experience in mastering task or work can build the great confidence in their own ability. Failure experience makes people's confidence weak. Vast mastery experience may facilitate the people to overcome obstacle as a source improvement of self-efficacy.

2) Vicarious Experiences

Doing observation through social models can strengthen the self-beliefs of efficacy. Self-efficacy can be created and improved well by doing observation and adapting other people's attitude to be compared with them.

3) Social Persuasion

Social persuasion is verbal persuasion stated by other people to support individuals that they are able to master given activities. It automatically drives in perceived self-efficacy as it leads people to try harder for goal achievement with their own capability beliefs.

4) Somatic and Emotional States

Emotional reactions influence for both boosting the self-efficacy and even undermining it. People who interpret activities by stress and tensions

¹⁵ Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior*. 1994, Vol. 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998), 2

as the bad mood conditions will diminish the self-efficacy. While positive moods interpreted to the given activities enhance the self-efficacy perceives. Psychological indicators also play important role in perceiving self-efficacy, importantly in health function.

In social realities, people are required to have an optimistic sense of personal efficacy because life is strewn with difficulties, impediments, adversities, setbacks, frustrations, and inequities.¹⁶ Indeed, people should exceed their sense of efficacy to pursuit obstacles and sustain the perseverant efforts to succeed. Moreover, being optimist in self-efficacy gives benefits to the people. They can solve the problems they face and improve their lives through unified efforts. Furthermore, self-efficacy influence what should they act, how much effort they put into it, their failure experience in achieving goal, and their success chance.

b. Teachers' Self-Efficacy

In education realm, teachers' self-efficacy is defined by Tschannen and Hoy as teachers' beliefs in their own ability in organizing and executing the difficult and unmotivated students in learning for attaining the student engagement.¹⁷ In social cognitive theory's point of view, teachers' self-efficacy can be stated as teachers' beliefs in their own ability to manage the

¹⁶ Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior*. 1994, Vol. 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed,], *Encyclopedia of mental health*. San Diego: Academic Press, 1998), 2

¹⁷ Robin K Henson. "Teacher Self-Efficacy: Substantive Implications and Measurement Dilemmas". *Teacher Efficacy Research*. 2001, 4

activities in learning as required for educational goal achievement.¹⁸ Bandura stated that teacher efficacy is teachers' beliefs in their own capability in managing course to accomplish successful teaching task.¹⁹ Woolfolk defines teachers' self-efficacy as teaching efficacy that describes about teachers' belief on their capability in handling difficult students and lead them learn.²⁰ However, reflecting on the Bandura's theory, the researcher gives the understanding of self-efficacy as the teachers' beliefs of their ability in teaching even to the most difficult students. Self-efficacy is considered as the significant predictor of effective teaching practice.²¹ Ultimately, self-efficacy of teachers influences noticeably in educational realm.

In this study, self-efficacy of teachers is specifically seen in how their beliefs on their own competence to manage classroom misbehaviors. Teachers with high self-efficacy can put and maintain some efforts to cope the classroom problems.²² While teachers with low self-efficacy become easily giving up on students.²³ Teachers who are strong in self-efficacy perception are confident in managing classroom.²⁴ In essence, teachers with high self-

¹⁸Einar M Skaalvik - Sidsel Skaalvik. "Teacher Self-Efficacy and Teacher Bormout: A study on relations". 2009, 1059

¹⁹Gorsev Incecey - YesimKesli Dollar. "Classroom Management, self-efficacy and readiness of Turkish pre-service English teachers". 2012, 190

²⁰ Anita E Woolfolk. *Educational Psychology: Sixth Edition*. (A Simon & Schuster Company: Needham Heights, 1995), 353

²¹ Abdullah M Abu-Tineh. et al. "Teacher Self-Efficacy and Classroom management Styles in Jordanian Schools". *Management in Education*. 2011, Vol. 25 No.4, 176

²² H. Ozder. "Self-efficacy Beliefs of Teachers and Their Performance in the Classroom". 2011, 1

²³ Gage - Berliner. *Educational Psychology: Sixth Edition*. (Houghton Mifflin Company: Boston, 1998), 351

²⁴ Abdullah M Abu-Tineh. et al. *Teacher Self-Efficacy and Classroom*, 176

efficacy have strong belief that they are competent and persistent to teach and manage classroom effectively. However, the high and low teachers' self-efficacy is influenced by some factors.

1) Factors Influencing Teachers' Self-Efficacy

As Bandura stated, self-efficacy is commonly influenced by four sources of mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional arousal.²⁵ While Tian in her research findings stated there are four sources that influence the self-efficacy of teachers which accordance to many theories, such as the social cognitive of Bandura. Those four factors are teachers' successful experience in improving students, teachers' self-development and the career ladder, a supportive network in school, and teachers' influence on school leadership affairs.²⁶ Another hand, four factors impacting on teachers' self-efficacy researched by Anderson, et.al in Esterly are student factors, teacher factors, school factors, and home and community factors.²⁷ Student factors include the personality, motivation, ability, and background of students that influence how teachers convince themselves about their competence teaching the varied students. Teacher factors are about how the teachers

²⁵ Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior*. 1994, Vol. 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998), 2

²⁶ Meng Tian. Master's Thesis. "*Distributed Leadership and Teachers' Self-Efficacy: The Case Studies of Three Chinese School in Shanghai*". (University of Jyväskylä, 2011), 32

²⁷ Elizabeth J Esterly. Doctoral Dissertation. "*A Multi Method Exploration of the Mathematic Teaching Efficacy and Epistemological Beliefs of Elementary Pre-Service and Novice Teachers*". (Ohio State University, 2003), 52

build rapport with students and how their personalities are. The third is school factors which consist of leadership support, quality of staff, interruptions, availability of supplies, number of students in classroom, and uncontrollable policies. The last is home and community factors which included the parental support, home environment, and general attitude in society toward learning.

Furthermore, as stated by Giallo and Rebecca in their research findings, the factors that greatly contribute the teachers' self-efficacy in managing classroom misbehaviors are preparedness and classroom experience.²⁸ Housego in Giallo states that preparation is significant in developing confidence of one's ability in coping behavior. Teachers who have well preparation automatically have the greater perceived self-efficacy. Then, teachers who have more experience with students' behavior problems will be more confident about their management abilities. However, the researcher focuses on the main sources of self-efficacy stated by Bandura and two factors stated by Giallo and Little as the main factors influencing teachers' self-efficacy. They are mastery experience which is called classroom experience, vicarious experience, verbal persuasion, physiological and emotional arousal, and teachers' preparedness.

²⁸ Rebecca Giallo - Emma Little. "Classroom Behavior Problems: The Relationship between Preparedness, Classroom Experience, and Self-Efficacy in Graduate and Student Teachers" Vol.3. 2003, 29-32

The first factor influencing teachers' self-efficacy in managing classroom behavior problems is mastery experience that people with successful experience in mastering task or work can build the great confidence in their own ability.²⁹ Giallo and Little defines it as classroom experience where the teachers who have the vast experience in managing students with behavior problems tend to have the higher self-efficacy in managing classroom misbehaviors.

The second is vicarious experience that leads the teachers to observe other teacher strategies in managing behavior problems. Bandura states that self-efficacy can be created and improved well by doing observation and adapting other people's attitude in particular works.³⁰ It shows that teachers who often watch, listen, or share with other teachers and adapt other teachers' strategies in managing classroom misbehaviors successfully will develop their beliefs of self-efficacy in handling classroom behavior problems.

The third source of teachers' self-efficacy in classroom behavior management is social or verbal persuasion. As Bandura stated, verbal persuasion from other automatically leads people to try harder for goal

²⁹ Albert Bandura. "Self-Efficacy ".In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior*. 1994, Vol. 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998), 2

³⁰ Albert Bandura. *Self-Efficacy*....., 2

achievement with their own capability beliefs.³¹ Teachers' self-efficacy is influenced by feedback and support they get in managing classroom well.

The fourth is Physiological and Emotional Arousal. In Bandura theory, physiological indicator which relates to the healthy condition of people and emotional reaction plays important role for boosting the self-efficacy and even undermining it.³² Teachers' self-efficacy is also influenced by the healthy and mood conditions when managing classroom behavior problems.

The last dynamic of self-efficacy factor is teachers' preparedness. Based on Giallo and Little research, preparedness of teachers significantly predicts the teachers' level of self-efficacy in classroom behavior management.³³ Thus, teachers who prepare the classroom well will have the great self-efficacy in managing classroom. The preparations are included material, activities plan, aids supply, etc.

2. Classroom Management

Classroom management is simplified as executing teaching tasks i.e. providing structure in the classrooms, classroom teaching, managing student

³¹ Albert Bandura. "Self-Efficacy". In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior*. 1994, Vol. 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998), 2

³² Albert Bandura. *Self-Efficacy*....., 2

³³ Rebecca Giallo - Emma Little. "Classroom Behavior Problems: The Relationship between Preparedness, Classroom Experience, and Self-Efficacy in Graduate and Student Teachers" Vol.3. 2003, 29

learning and establishing classroom discipline.³⁴ Classroom management becomes a significant problem faced by teachers over years³⁵. It is also shown as the most important things to do in effective teaching.³⁶ It is caused by the critical necessary of teachers' ability in executing the student behavior and classroom problems strategically.³⁷ Classroom management is a core of high quality of education.³⁸ Thus, it needs to maintain effective classroom management that teachers are required to be able in organizing the classroom and managing behavior problems created by students to attain the educational outcome positively.³⁹ It means that classroom management is an ability of teachers to organize the classroom for attaining learning goal.

Effective classroom management is considered through four aspects: management in the classroom; mediation with individuals; modification of behavior; and monitoring school discipline.⁴⁰ By conducting effective management, teachers can achieve the ultimate goal of classroom

³⁴ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 42

³⁵ Stephanie Diamond Hicks. Doctoral Dissertation: "*Self-Efficacy and Classroom Management: A Correlation Study Regarding the Factors That Influence Classroom Management*". (Liberty University, 2012), 30

³⁶ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning...*, 41

³⁷ Gordon Lyons. et.al. *Classroom Management: Third Edition*. (Cengage Learning Australia Pty Limited, 2011), 3

³⁸ Stephanie Diamond Hicks. Doctoral Dissertation: "*Self-Efficacy and Classroom*", 47

³⁹ Regina M Oliver - Daniel J Reschy. "Effective Classroom Management: Teacher Preparation and Professional Development". *National Comprehensive Center for Teacher Quality: Washington DC* 2001, 1

⁴⁰ Colin J Smith - Robert Laslet. *Effective Classroom Management. Second Edition*. (Taylor and Francis e-Library, 2002)

management that is to facilitate the learning and engage the students.⁴¹ To orchestrate the effective teaching, teachers should understand the three key areas and their functions for addressing an integrated management. Those three key areas are drawn in “Three-in-one concept of classroom management for teacher effective practice” as this following figure.

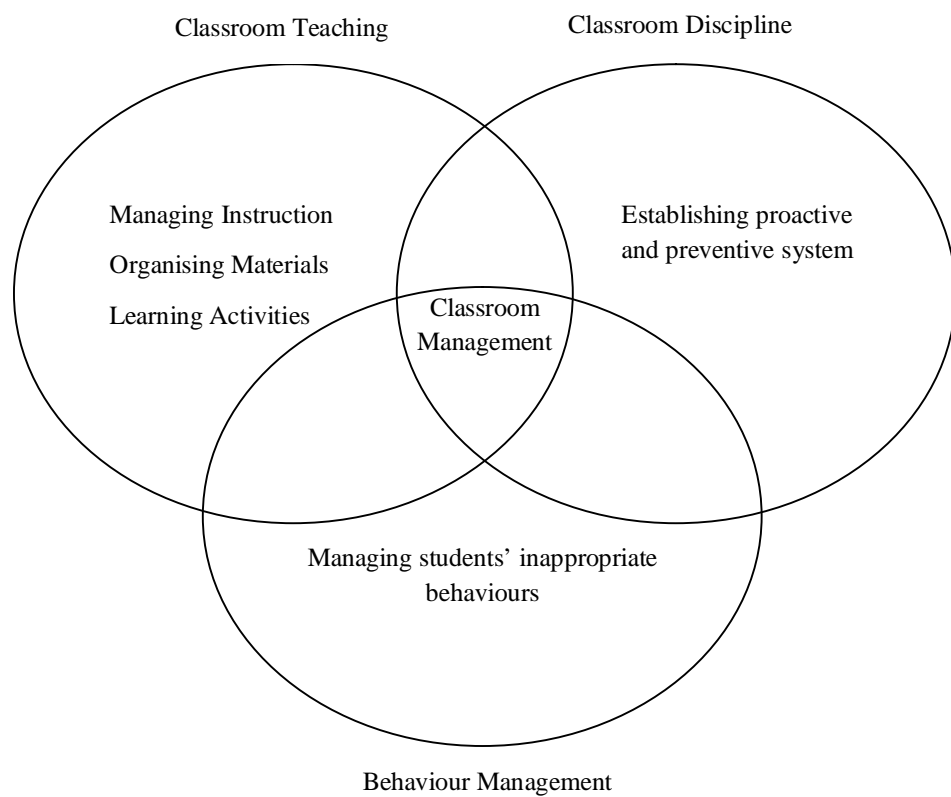


Figure 2.3 Three-in-one concept of classroom management for teacher effective practice⁴²

⁴¹ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 44

⁴² Quek Choon Lang - Angela F.L Wong. *Engaging Beginning...*, 45

As seen in figure 2.3, the three-in-one concept of classroom management consists of classroom teaching, classroom discipline, and behavior management. Classroom teaching includes how the teachers prepare the lesson plan, what approaches are applied by the teachers whether teacher-centered and/or student-centered, and how the teachers develop the classroom climate. The second key area is classroom discipline, teachers should establish the class cooperation and class communication, teach the appropriate behavior, and propose the strategies to prevent and execute inappropriate behavior. Dealing with inappropriate behavior occurred in the classroom, teachers need a behavior management. Teachers should be able to design the strategies done with the students in reacting misbehavior for short and long-term method and facilitate the students to succeed the appropriate behavior by reflecting on students' needs.

Furthermore, to create an effective classroom management, teachers are required to develop and shape the skills of producing orderly learning environment. The skills of managing classroom may be influenced by some factors, such as teachers' education program and certification method.⁴³ In this study, the researcher focuses on behavior management which concern on managing classroom behavior problems.

⁴³Stephanie Diamond Hicks. Doctoral Dissertation: "*Self-Efficacy and Classroom Management: A Correlation Study Regarding the Factors That Influence Classroom Management*". (Liberty University, 2012), 41-46

a. Managing Classroom Behavior Problems

1) Classroom Behavior Problems

Classroom behavior problems is defined as inappropriate behavior exhibited in the classroom.⁴⁴ It means that negative behaviors of students in classroom are called as classroom behavior problems. Many reports come from teachers about their classroom management encounters stated that they often face students' disruption, defiance, inattention, indifferent attitude, cheating, truancy and aggression.⁴⁵ It is called misbehavior that annoying disturbance is created by students which may threat the classroom effectiveness.⁴⁶ Misbehaviors often exhibited in classroom are playing with a stationary, tapping, whistling, tittle-tattling, etc.

Scrivener categorizes the levels of behavior into three levels: poor behavior, unacceptable behavior, and serious offence.⁴⁷ Poor behaviors are students' misbehaviors listed as coming late to lessons, using mobile phone or music player in class unless permitted, leaving rubbish or litter in class, repeatedly using your first language when asked to use English, continuing to be noisy or disruptive when asked not to, and deliberately behaving in a way intended to distract or annoy other students.

⁴⁴ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 46

⁴⁵ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning*, 47

⁴⁶ Carol Bradford Cummings. *Winning Strategies for Classroom Management*. (ASCD: Alexandria, 2000), 115

⁴⁷ Jim Scrivener. *Classroom Management Technique*. (Cambridge: Cambridge University Press, 2012), 242-243

Unacceptable behavior stated by Scrivener are formed as missing lesson, behaving rudely to the teacher, cheating in test, being rough with others (e.g. shoving or pushing them), arguing, swearing, shouting, and behaving rudely to other students. The serious offence category includes causing hurt to others (e.g. hitting them or throwing things at them), violence, bullying, harassment or threatening behavior, assault, theft, vandalizing or writing graffiti, missing school without permission, illegal or banned activities (e.g. smoking, possessing drugs, weapons or alcohol), and making racist, sexist, homophobic or other discriminatory comments.

Whereas, Lang identified the forms of student misbehavior become seven categories types. The categories 1 – 3 will be common type of student misbehavior. The serious classroom misbehavior types are classified in categories 4 -6. Category 7 shows the serious disciplinary problems.⁴⁸ Those seven categorizes of classroom misbehaviors are disruption, inattention, indifferent attitude, defiance, aggression, truancy, and cheating. However, this study focuses on seven categorizes of misbehaviors stated by Lang because Lang identify the misbehaviors specifically by knowing the type and the level of behaviors while Scrivener only categorizes the behaviors based on the level without specifying the

⁴⁸ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 47

type of each behaviors. The behaviors of each type by Lang are mentioned as follows:

a) Category 1: Disruption

Disruption in classroom means as students' behavior that breaks the teacher's instructor in conducting classroom activities or other students' attention in learning.⁴⁹ It is also defined as behavior which show the students' reluctance to follow the teachers or other students in classroom activities.⁵⁰ It means that disruption is defined as students behavior which do not follow the teachers' instruction or interfere the teachers then make classroom activities broken.

In Pakistan, most of secondary school teachers state that disruptive behavior of students become big problems in creating effective teaching.⁵¹ Moreover, based on recent research, there were some teachers leave their teaching profession in their first five years because of disruptive behavior in classroom.⁵² In short, disruptive behavior becomes one of the most serious problems that affect to the

⁴⁹ Tallahassee Community College. *Guidelines for dealing with Disruptive Behavior in the Classroom.*, 3

⁵⁰ Safdar Rehman Ghazi. et.al. "Types and Causes of Students' Disruptive Behavior in Classroom at Secondary Level in Khyber Pakhtunkhwa, Pakistan". *American Journal of Educational Research*. 2013, Vol. 1, No. 9, 350

⁵¹ Safdar Rehman Ghazi. et.al. "*Types and Causes of Students' Disruptive.....*"350

⁵² Ingrid Gunderson. "Disruptive and Defiant Student Behaviors: Coaching Teacher Interventions with Vulnerable Students". (<http://edt2.educ.msu.edu/DWong/Archive-ProsemRDP/CEP900F00-RIP/Gunderson-TeacherEfficacy.htm>) accessed on June 18th, 2014

effectiveness of teaching learning process. The types of disruption category are mentioned as follows⁵³:

- (1) Talking
- (2) Shouting
- (3) Interrupting the teacher/class

b) Category 2: Inattention

Lee Isabelle states that there are 8 different types of inattentive behavior. They are playing with objects, looking around the room, comical movements, communicating with others, doodling, interacting with each other, making distracting noises, and staring into space.⁵⁴ However, accordance to Lang, the researcher determines the types of inattention category as follows:

- (1) Using Mobile Phone
- (2) Sleeping
- (3) Doing things unrelated to lessons

c) Category 3: Indifferent attitude

This category of classroom behavior problems means as behavior of students who do not care of anything happening in classroom , so the students behave differently from common students that are interested in

⁵³ Quek Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 47

⁵⁴ Isabelle Lee. "The Relationship Between Inattentive Behaviors of Children and the Amount of Time Spent in School". (IB Psychology HL Y1 (1B), 2009), 5

classroom activities. Indifferent attitude can be differently specified as below:⁵⁵

- (1) No textbooks, workbooks
- (2) Assignment not done/incomplete homework
- (3) Sloppy/improper attire
- (4) Improper manner of sitting or lining up

d) Category 4: Defiance

When the students refuse to obey the instruction from the teacher or defy the classroom activities or rules is called as defiance category of classroom misbehavior problems. Wolfgang and Glickman mentions the list of behavior of defiant or verbally aggressive students, such as jokes and laughs when asked to be serious, yells out with inappropriate comments during class instruction, etc.⁵⁶ However, accordance to Lang, the types of defiance category are:

- (1) Disobedient
- (2) Disrespectful

⁵⁵ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 47

⁵⁶ Defiance and Verbal Aggression: Preventing and Dealing with Challenging Behavior. U.S. Department of Education. (<http://www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/defiance.pdf>) accessed on June 18th, 2014

e) Category 5: Aggression

This behavior is from loss of self-control which can depreciate, hurt, or destroy others.⁵⁷ Aggression means as one of misbehavior of students which sometime threatening or making harmful to the teacher, other students or school environment. In theory, aggression can be form of⁵⁸:

- (1) Quarrelling
- (2) Arguing

f) Category 6: Truancy

This behavior of missing classroom is habitually occurred among adult learners which is considered as negative behavior of adults.⁵⁹ It shows that truancy is one of habitual behavior of adult learner in form of missing the lesson. Lang states that the types of truancy are:

- (1) Late coming
- (2) Disappearing from class

Students who often being truant have consequencey that it will reduce their academic achievement because they onle have limited

⁵⁷ T.J Zirpoli. "Aggressive Behavior". (<http://www.education.com/reference/article/aggressive-behavior/>) accessed on June 18th, 2014

⁵⁸ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 48

⁵⁹ Myriam L Baker. et.al. "Truancy Reduction: Keeping Students in School". (U.S. Department of Justice, 2001)

opportunity to join the meeting for learning material.⁶⁰ As stated by Baker, this behavior problems of truancy cannot be ignored by the teacher because it is an early warning for future more serious behavior problems.⁶¹ In short, this category of classroom misbehaviors is a bad behavior of students that takes high attention either from the teachers or principles.

g) Category 7: Cheating

Cheating becomes common problem in academic problems which was advanced by some ways to cheat.⁶² It was matched with the statement of Pincus and Smekhlín in Batool research that one of forms of cheating is copying other student's paper or stealing another student's answer.⁶³ Cheating is habitually done the students with some techniques in either test or examinations as Lang categorize it in this following types of cheating:

- (1) Tests
- (2) Examinations

⁶⁰ Gay Eastman. et al "Finding Effective Solution to Truancy". *What Works, Wisconsin-Research to Practice Series*. 2007, Vol 5, 2

⁶¹ Myriam L Baker. et.al. *Truancy Reduction*.....

⁶² Saeeda Batool. et.al "Cheating Behavior among Undergraduate Students" *International Journal of Bussiness and Social Science*, 2011. Vol.2 No. 3, 246

⁶³ Saeeda Batool. et.al "Cheating Behavior among Undergraduate Students"....., 246

Among those misbehavior categorizes, it is crucial to propose strategies for preventing and responding those problems.⁶⁴ In essence, behavior management has big role in responding students' misbehavior.

2) Behavior Management Strategies

Management of behavior problems is a strategies designed to manage any forms of misbehavior to establish an appropriate behavior.⁶⁵ In managing behavior problems can be executed in two ways of proactive strategies and reactive strategies. Proactive management strategies are proposed for the teachers to plan the proactive intervention before the students misbehave. The theories used in this study about proactive management strategies are from Pupil Wellbeing Team and Harmer. These following strategies stated by Pupil Wellbeing Team are important in preventing disruptive behavior⁶⁶:

a) Redirection

When teachers meet the students' trend to misbehave, teachers can redirect them as the 'early warning signs', so the teachers can prevent their behaviors that may leads to disruption.

b) Choices

Giving choices to the students' who are going to misbehave can avoid the serious disruptive problems may occur in classroom. Teachers can ask

⁶⁴ Carol Bradford Cummings. *Winning Strategies for Classroom Management*. (ASCD: Alexandria, 2000), 117

⁶⁵Pupil Wellbeing Team. *Practical Approaches to behavior management in the classroom*. (2012), 34

⁶⁶Pupil Wellbeing Team. *Practical Approaches to behavior management in the classroom*. (2012), 34

the students to have a 'time-out' with misbehavior or return to the class with appropriate behavior. Teacher should also give them rationale.

Furthermore, Harmer also states that a proactive strategy (also known as preventive strategies) is better way, which can be used to avoid the problems in the first place, rather than curing the problems. These are the following proactive strategies⁶⁷:

a) Creating a code of conduct

A code of conduct is established to create the students' involvement and opinion in classroom learning contracts. When both teachers and students meet the agreement of class coding, the learning can be held orderly. If students misbehave or do not cooperative, they can be referred to the classroom codes of conduct for obeying the rules and sanctions.

b) Maintaining teachers' behavior

Preventing the students' misbehavior can be conducted by maintaining the teachers' behavior. It requires the teachers to respect each of students well as the effort in building good rapport with students.

Then, reflecting on another behavior management, reactive strategies are also necessary to respond the students' misbehaviors. Reactive strategies require the teachers to execute the misbehavior at the time occur.⁶⁸ Harmer's

⁶⁷Jeremy Harmer. *The Practice of English Language Teaching*. (England:Pearson Education Limited, 2001), 127

⁶⁸Pupil Wellbeing Team. *Practical Approaches to behavior management in the classroom*. (2012), 35

theory of reactive strategies is used in this study.⁶⁹ Reacting to problem behavior can be conducted through strategies as follows:

a) Act immediately

Immediate actions may be critical to be executed by the teachers to warn the misbehavior, but no more with interrupting talking.

b) Focus on behavior not the pupil

Strategies to respond misbehavior should not humiliate or judging the students who misbehave because it is the behavior matters which become the problem class, not problem students.

c) Take things forward

Dealing with behavior problems, teachers should react positively because it is better to invite the uncooperative students with effective speech respond, such as "*Let's do this*" rather than say, "*Don't do that*" or stopping them in other words.

d) Reprimand in private

Another way to respond the behavior problems is discussing the student's behavior in private and finding out the solution to improve the behavior appropriately.

⁶⁹ Jeremy Harmer. *The Practice of English Language Teaching*. (England: Pearson Education Limited, 2001), 129-130

e) Keep calm

Speaking more quietly is better as the approach to eliminating behavior problems to the students rather than shout directly to the student who is being disruptive.

f) Use colleagues and the institutions

Consulting to the institutions the teachers has is one of the good way to react the behavior problems faced in classroom. Principals or directors may be opened and give some advice because they should have those experiences in facing students' misbehavior.

3. Teachers' Self-Efficacy in Classroom Behavior Management

The teachers' responses to behavior problems may be associated by the teachers' beliefs in their own ability dealing with behavior and cause of students are being disruptive.⁷⁰ Teachers who have high confidence in their ability to make the difficult students teachable, they can deal with misbehavior problems effectively.⁷¹ Indeed, many vast researches identified the most significant predictor of effective behavior management is self-efficacy.⁷² In another words, self-efficacy is significant to be owned by teachers to execute and cope the behavior problems in learning process.

⁷⁰Rebecca Giallo - Emma Little. "Classroom Behavior Problems: The Relationship between Preparedness, Classroom Experience, and Self-Efficacy in Graduate and Student Teachers" Vol.3. 2003, 22

⁷¹Rebecca Giallo - Emma Little. *Classroom Behavior Problems:...*, 23

⁷²Rebecca Giallo - Emma Little. *Classroom Behavior Problems:...*, 23

The significance of teachers' self-efficacy in managing classroom behavior problems is on how the teachers' expectation to succeed in applying behavior management.⁷³ Teachers who perceive the high level of self-efficacy, they are more effective in managing severe and unmanageable students' behavior than teachers with low self-efficacy.⁷⁴ Ultimately, higher self-efficacy of the teachers is necessary to deal with behavior management in attempt to control the students' behavior.

4. Beginning Teachers

The professionalism of teachers can be seen from their teaching experience in classroom. Therefore, the teachers can be divided into two categories: beginning or novice and expert or experienced teachers. In this study, the researcher focuses on the beginning teachers. Douglas and Marybeth define beginning teachers as teachers who are in their first or second year in teaching.⁷⁵ While Cherubini stated that beginning teachers are those teachers who have transited from pre-service students to first-year teachers.⁷⁶ It is same as Lang's theory that beginning teachers are those who

⁷³ Abdullah M Abu-Tineh. et al. "Teacher Self-Efficacy and Classroom management Styles in Jordanian Schools". *Management in Education*. Vol. 25 No. 4, 2011, 176

⁷⁴ Rebecca Giallo - Emma Little. *Classroom Behavior Problems:...*, 25

⁷⁵ Douglas Gagnon - Marybeth J. Mattingly. "Beginning Teachers are More Common in Rural, High-Poverty, and Racially Diverse Schools". *Carsey Institute*. 2012. No.53, 1

⁷⁶ Lorenzo Cherubini. "A Grounded Theory Analysis of Beginning Teacher's Experiences: Illuminating Leadership Capacities". *International Journal of Teacher Leadership*. 2008. 1:1, 22-23

enter their first-year teaching in classroom.⁷⁷ For the purposes of this study, the researcher determines the term of beginning teachers as the teachers of IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya who are in first year teaching experience.

Beginning teachers often faced the problems of classroom management.⁷⁸ During the initial years of teaching, beginning teachers encounter many professional challenges. One of professional challenges is form of self-confidence development in classroom management.⁷⁹ In short, beginning teachers enter classroom with mostly facing the problem of classroom management. It is caused that the beginning teachers have fewer experience in managing classrooms, such as certain classroom behavior.⁸⁰ However, the beginning teachers are directed to be professional as experienced teachers though the teachers had begun the first-year of their career in teaching.⁸¹ It means that beginning teachers in their first year of teaching should put hard effort to concerns as mastering classroom management. Nevertheless, many novice teachers leave their profession in

⁷⁷ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 17

⁷⁸ The Alberta Teachers' Association. "Teaching in the Early Years of Practice: A Five-Year Longitudinal Study". Edmonton: *An ATA Research Update*. 2013, 9

⁷⁹ Adnan Tahir - Samina Amin Qadir. "Challenges of Classroom Management to Effective Teacher Socialization: A Study of Beginning English Teachers". *Pakistan Journal of Social Science (PJSS)*. 2012. 32:1, 22-23

⁸⁰ Douglas Gagnon - Marybeth J. Mattingly. "Beginning Teachers are More Common in Rural, High-Poverty, and Racially Diverse Schools". *Carsey Institute*. 2012. No.53, 1

⁸¹ The Alberta Teachers' Association. "Teaching in the Early Years of Practice: A Five-Year Longitudinal Study". Edmonton: *An ATA Research Update*. 2013, 8

first three years of teaching.⁸² However, beginning teachers need their own beliefs about classroom management to survive their teaching profession.

5. Adult Learners

The age of students influences what should teachers do. Students are divided into three types based on the age: young, adolescent, and adult.⁸³ In this study, the researcher focuses on adult learners. Hurlock states that adult can be divided into three periods: Early Adulthood (18-40 years old), Middle Adulthood (40-60 years old), and Aging (over 60 years old).⁸⁴ Indeed, the researcher focuses on the early adult as adult learners (first year university students) at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. Cranton defines adult learners as those adults who engage in learning activities who may cause the changes in thinking, values, or behavior.⁸⁵

Harmer states that adult learners have some characteristics. They are adult learners have their own expectations in learning, have a range of past learning experience, never entirely problems-free learners, sometimes can create problems in teaching-learning process, and can be critical in what

⁸² Robert D. Fantili - Douglas E. McDougall. "A Study of Novice Teachers: Challenges and Supports in the First Years". 2009, 1-3

⁸³ Jeremy Harmer. *The Practice of English Language Teaching*. (England: Pearson Education Limited, 2001), 38

⁸⁴ Winanti Siwi Respati. *Usia Dewasa: Tinjauan Psikologi Perkembangan*. (<http://winanti5599.blog.esaunggul.ac.id/2010/08/23/usia-dewasa-tinjauan-psikologi-perkembangan/>) accessed on March 23rd, 2014

⁸⁵ Catherine A Hansman. and Vivian W Mott. *The Centrality of The Adult Learner and Adult Learning: Part I*, 15

teachers do in class.⁸⁶ Another theory of adult learners states that adult learners need to decide for them what is important to learn (self-directed learners).⁸⁷ They learn effectively when they have high motivation by themselves to acquire knowledge.⁸⁸ Adult learners will learn what they want to learn and act or behave what they want to act or behave.⁸⁹ In short, learning by adult learners cannot be imposed by anyone because they learn based on their passion and they behave based on their own behavior.

Being a good teacher of adult learners, the teacher should be execute those adult characteristics as an attempt to be aware of possibility disastrous effect.⁹⁰ Ultimately, by considering the characteristics adults have, the teacher should be able to address them in order to avoid problems that may occur in classroom.

6. Intensive English Program (IEP) UIN Sunan Ampel Surabaya

Intensive English Program (IEP) is one of program in Foreign Language Competence Development Program (P2KBA) held by Language Development Center at UIN Sunan Ampel Surabaya. It is an intensive program of English learning for first year students of UIN Sunan Ampel Surabaya in either indoor or outdoor class which concern on psychomotor,

⁸⁶Jeremy Harmer. *The Practice of English Language Teaching*. (England:Pearson Education Limited, 2001),40

⁸⁷Rural Health Education Foundation. *A Guide to Facilitating Adult Learning*. (Caron Egle, 2007), 3

⁸⁸ Gerald J Pine. and Peter J Horne. *The Adult Learner*. (Idaho State University), 6.7

⁸⁹ Gerald J Pine., and Peter J Horne. *The Adult Learner*.....,6.11

⁹⁰ Jeremy Harmer. *The Practice of English* , 40

cognitive, and affective aspects.⁹¹ This program is non-credits, but it will be a form of certificate for students who pass this program. The certificate of IEP becomes a requirement for students who will take a thesis. This program is directed for all first year or freshmen students who are enrolled in Bachelor Degree at UIN Sunan Ampel Surabaya. This program is held in all of faculties at UIN Sunan Ampel Surabaya (Faculty of Tarbiyah and Teaching, Faculty of Adab and Humanities, Faculty of Da'wah and Communication, Faculty of Ushuluddin and Islamic Thought, and Faculty of Sharia and Law). Indeed, IEP in Faculty of Sharia and Law is one of IEP in UIN Sunan Ampel Surabaya which has same program with IEP in other faculties of UIN Sunan Ampel Surabaya.

The IEP has aims to develop the English competency of students both receptive and productive skills for enhancing students' academic qualification. Its aim is specifically separated more into some sub aims that makes students able to interpret the English spoken language in certain academic activities, able to communicate by English in academic forum, such as speech and master of ceremony, and capable in both academic and non-academic writing.

IEP is held for two semester in first year study. In the first semester, IEP is focused on General English while in the second semester, students are taught specifically in TOEFL. Before the learning is conducted, IEP gives pre-

⁹¹ Pusat Pengembangan Bahasa (P2B). *Pedoman Program Kompetensi Berbahasa Asing (P2KBA)*. (Surabaya: Pusat Pengembangan Bahasa (P2B) IAIN Sunan Ampel Surabaya, 2012), 1-25

test as placement test for students to recognize the English competence level of each student. It becomes the consideration of the institution to give appropriate material and methods based on each level. After knowing the level of students from the result of pre-test, the students are placed in class based on their level. This placement is conducted in each faculties at UIN Sunan Ampel Surabaya, thus one class there will be many students from different majors. The agendas of IEP toward the course of English learning are that IEP is held every Tuesday and Thursday morning at 6 a.m. – 7.40 a.m, uses course outline (SAP), gives pre and post-test, holds TOEFL test, and has workshop of language learning and learning evaluation for instructors. Method used by IEP for English learning is communicative approach based on the consideration to implement the English curriculum in UIN Sunan Ampel Surabaya.

In directing English course for first year students, P2B has targets toward IEP to have students who are competent in English, to apply all in one learning system (listening, speaking, reading, and writing in one course), to attain TOEFL Equivalent Test score 400 at minimum, and to produce English writing (fiction or essay). For first semester, students are assessed by test of General English. Second semester, students are tested by TOEFL Equivalent Test. If students do not reach the minimum score 400 of TOEFL Equivalent Test standardized by P2B, students will stated that they do not pass the IEP and should re-study at IEP in next year or re-do the TOEFL Equivalent Test.

B. Review of Previous Study

In this part, the researcher reviews the previous studies conducted by other researchers that have similar focus with this study. Reviewing on the previous works, this study begins by reflecting on the study that has similar focus on behavioral problems. It comes from Akhyat Hilmi with his thesis entitled “A Study on Students’ Academic and Behavioral Problems Faced by English Teachers in Their First Year Career”. The researcher finds some categories and the reasons of students’ academic and behavioral problems faced by the teachers in the first year career, included disruption, inattention, cheating, etc; and the researcher recognizes the solutions from the teachers toward students’ academic and behavioral problems, such as giving advice, motivation, reward, etc.⁹² His research only focuses on analyzing behavioral and academic problems. However, this study is more specific in investigating teachers’ self-efficacy toward classroom behavior management.

Other past research comes from Rebecca Giallo and Emma Little, with the title “Classroom Behaviour Problems: The Relationship between Preparedness, Classroom Experience, and Self-Efficacy in Graduate and Student Teachers”. The result shows that preparedness and classroom experience of the teacher obviously gives effect to the teachers’ confidence in managing behavior problems. The finding of this research also reveals that teachers are more

⁹² Akhyat Hilmi. Undergraduate Thesis: “A Study on Students’ Academic and Behavioral Problems in Classroom Faced by English Teachers in Their First Year Career” (Surabaya: IAIN Sunan Ampel Surabaya, 2013), 146-152

confident than student teachers in behavior problems management.⁹³ The good point applied in this research is the researcher comparing the preparedness, classroom experiences, and teacher' self-efficacy between graduate and student teachers. Ultimately, the research conducted by Giallo and Little has a quiet difference between this study. It concerns on comparative study of preparedness, classroom experiences, and self-efficacy in graduate and student teacher. While this study focuses on a descriptive study in investigating how the teachers' self-efficacy is in behavior management.

The research by Mohammad Salem al-amarat, with the title, "The Classroom Problems Faced by Teachers at the Public Schools in Tafila Province, and Purposed Solutions" reveals the finding that there are a number of students' behavior and academic problems faced by the school teacher in Tafila province. It also shows the some proposed solutions that address the classroom problems and clarifies that there are no significant differences among gender, level of school, education degree in behavior problems.⁹⁴ The differences compared to this recent study shows that the research conducted by Salem specifically analyzes the problems into academic and behavior, while this study focuses hardly on classroom misbehavior problems without including students' academic problems.

⁹³Rebecca Giallo - Emma Little. "Classroom Behavior Problems: The Relationship between Preparedness, Classroom Experience, and Self-Efficacy in Graduate and Student Teachers" Vol.3. 2003, 31

⁹⁴ Muhammad Salem Al-amarat. "The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions" 2011, 45

In term of focusing on self-efficacy, there is a study which comes from Einar M. Skaalvik and Sidsel Skaalvik, with the title, “Teacher Self-Efficacy and Teacher Burnout: A Study of Relations”. The result shows that teacher self-efficacy has no relation to the teacher burnout.⁹⁵ In term of doing correlation research, self-efficacy should be examined in the relation to other aspects of pedagogical competence. Thus, in this progressing study, the researcher tried to deal with self-efficacy of teachers in classroom behavior management by investigating the factors of the teachers’ self-efficacy in managing classroom behavior problems.

Other study is from Gail V. Barnes, with the title “Self-Efficacy and Teaching Effectiveness”. This study focuses on examining the relationship between teacher self-efficacy and teacher effectiveness. The finding shows that there is a correlation between experienced educators and self-efficacy of pre-service teacher. However, the experienced educators has the higher rate than those pre-service teachers. Unfortunately, this study is longitudinal research which spends long time and much energy to do the observation because it is done three time in season of fall, winter, and spring in attempt to observe in pre-service teaching programs.⁹⁶ Then, the main difference is in the correlation study of teacher effectiveness based on the teaching experiences. This progressing

⁹⁵Einar M Skaalvik - Sidsel Skaalvik. “Teacher Self-Efficacy and Teacher Bormout: A study on relations”. 2009, 1067

⁹⁶Gail V Barnes. “Self-Efficacy and Teaching Effectiveness”, University of South California, 7

study focuses on the teachers' self-efficacy in managing misbehavior that investigates the beginning teachers.

Furthermore, a dissertation research conducted by Trevor James Tebbs, with the title "Assesing Teacher' Self-Efficacy towards Teaching Thinking Skills" focuses on investigating relationship between teacher self-efficacy towards teaching thinking skills and conditions that may exert an influence upon self-efficacy levels.⁹⁷ The finding show that the level of self-efficacy of K-12 teachers is varying in rate. In teaching higher order thinking and teaching for transfer, more teachers are in low-level position. However, this study is not investigating the relationship of the self-efficacy toward the teachers' thinking skill, but self-efficacy towards competency of the teachers in managing behavior problems.

Andre Brouwers and Welko Tomic conduct a research dealing with self-efficacy under the title "Teacher Burnout, Perceived Self-Efficacy in Classroom Management, and Student Disruptive Behavior in Secondary Education". This study reveals the finding that explaining the teacher burnout can be overcame by perceived self-efficacy in classroom management.⁹⁸ However, the research of perceiving self-efficacy has a distinction from this progressing study. This progressing study does not execute the correlation research between teacher self-

⁹⁷Tebbs, Trevor James. Doctoral Dissertation. "Assessing Teacher' Self-Efficacy towards Teaching Thinking Skills". (University of Connecticut, 2000), 75

⁹⁸Andre Brouwers - Welko Tomic. "Teacher Burnout, Perceived Self-Efficacy in Classroom Management, and Student Disruptive Behavior in Secondary Education". 1999, 7

efficacy and the teacher burnout: but investigates teachers' self-efficacy strength in managing classroom behavior problems.

Reflecting on the other research, the researcher accordance to the research conducted by Hasan Ozder under the title "Self-Efficacy Beliefs of Novice Teachers and Their Performance in the Classroom". The result shows that the rate number of teachers' beliefs in using instructional strategies, ensuring student engagement in class, and managing classroom reach the level at 7,71 which states that they are fairly adequate.⁹⁹ However, in this recent study, the researcher tried to make it more specific by pointing out the self-efficacy of teachers in classroom behavior management at university level.

Finally, the researcher concludes that those all previous studies significantly have the similarities and differences with this research. However, those literatures influence this research as the foundation. This research focuses on analyzing the classroom behavior problems among adult learners, the self-efficacy of beginning teachers in managing classroom misbehaviors, and factors influencing teachers' self-efficacy of beginning teachers in classroom behavior management. In light of differentiating this research with those previous studies, the researcher states that the different focus of this research is on investigating the beginning teachers' belief of their capabilities in managing classroom misbehaviors at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.

⁹⁹H. Ozder. "Self-efficacy Beliefs of Novice Teachers and Their Performance in the Classroom". 2011,7