

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher are presented as follows:

A. Conclusion

Based on the research findings deduced in the previous chapter, there are several points that can be concluded as following description:

1. The findings showed that there are 9 common classroom behavior problems, which were occurred among adult learners in five classes at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. They are classified in 6 categories below:

a. Disruption

- 1) Talking during lesson

b. Inattention

- 1) Playing handphone or gadget in teaching learning process

c. Indifferent Attitude

- 1) Wearing improper attire
- 2) Sitting with improper manner

d. Defiance

- 1) Ignoring, commenting, or ordering the teachers' instruction
- 2) Repeatedly using first language when asked not to do

e. Truancy

- 1) Frequently coming late
- 2) Being absent without permission

f. Cheating

- 1) Cheating in either test or examination.

Categories of disruption, inattention, and indifferent attitude are listed as common level of classroom behavior problems. Defiance and truancy category includes show serious level. Cheating constitutes serious disciplinary level of classroom behavior problems. In essence, the common classroom behavior problems occurred among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya are disruption, inattention, indifferent attitude, defiance, truancy, and cheating category which include as common, serious, and serious disciplinary level.

2. The teachers' self-efficacy of beginning teachers in managing classroom behavior problems at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya is high with percentage 62% seen from their behavioral patterns of setbacks reflection, teachers' effort, classroom preparation, behavior management strategies, teachers' stress, and activeness. However, their teachers' self-efficacy is still low 38% in behavioral patterns of setting goal, innovating creative problems, and visualizing success.

3. Based on the interview result, there are four factors significantly influenced to all of beginning teachers' self-efficacy in managing classroom behavior problems. They are classroom experience, social persuasion, physiological and emotional states, and classroom preparation. While a factor which influence moderately to some of beginning teachers is vicarious experience. The other factor recognized in this study is teachers' self-development.

B. Suggestion

Reflecting on the result of this study, there are some significant suggestions from the researcher stated as follows:

1. For IEP Teachers

Based on the result of this study, the teachers' self-efficacy of beginning teachers in managing classroom behavior problems was still weak in three behavioral patterns. They are goal setting, creative problem solving, and success visualization. Hence, those beginning teachers should definitely improve their self-efficacy in managing classroom behavior problems through setting certain goal for the students, innovating creative strategies to manage classroom misbehavior, and visualizing the success in managing classroom behavior problems. In addition, regarding the result that there were nine common classroom behavior problems occurred among adult learners, the other teachers at IEP should be aware to anticipate those common behavior problems in their classrooms.

2. For Language Development Centre (P2B) of UIN Sunan Ampel Surabaya

Regarding the result of this study, the researcher emphasizes that teachers' self-efficacy in managing classroom behavior problems is a significant topic for IEP at UIN Sunan Ampel Surabaya, especially in Faculty of Sharia and Law. Recognizing the phenomenon from this study, there were 9 common classroom behavior problems occurred among students that can block the teachers in creating effective teaching. Furthermore, the teachers' self-efficacy of beginning teachers in managing classroom misbehavior did not reach exactly 100% of high but only 62% of high category. Hence, the Language Development Center (P2B) who controls the IEP in UIN Sunan Ampel Surabaya should take action to this phenomenon by conducting evaluation of teachers not only about the academic, but also about awareness of students' behavior problems at IEP and training for beginning teachers at IEP about how to maintain teachers' self-efficacy in managing classroom behavior problems.

3. For Further Researchers

Recognizing the result and the significance of this study, the researcher comes with suggestion to further researchers who are interested to conduct the research about teachers' self-efficacy in managing classroom behavior problems. As this study limit the scope only on dimension of classroom management, the further researchers can conduct the same research in other dimension of teachers' self-efficacy (student engagement or instructional

strategies). In addition, the further researcher can also broaden the area or limitation of this study, such as teachers' self-efficacy of student-teachers. By conducting those researches, the further researchers can obtain broader knowledge than this recent study.