

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the study. The researcher describes the data result in findings part. While in discussion, the researcher deduces the findings about teachers' self-efficacy of beginning teachers in managing classroom behavior problems at Intensive English Program (IEP) in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.

A. Research Findings

The researcher has conducted the research from May 5th – June 12th, 2014 through the techniques of collecting data as stated in the research method. The data collected were devoted to answer the research question of what classroom behavior problems commonly occurred among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014, how the teachers' self-efficacy of beginning teachers in managing classroom behavior problems, and what factors influencing teachers' self-efficacy in managing classroom behavior problems. To show the result of this study conveniently, those findings are categorized based on the research questions of the study:

1. The Classroom Behavior Problems Commonly Occurred among Adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya

In term of recognizing how the teachers' self-efficacy in managing classroom behavior problems, the researcher needs data of classroom behavior

problems commonly occurs among adult learners at IEP. Based on classroom observation, the researcher tabulated the data of classroom behavior problems which were obtained from observation checklist (*see appendix 5*). Then, the researcher displayed those data of classroom misbehavior using percentage to make the readers easily interpret the data in chart below:

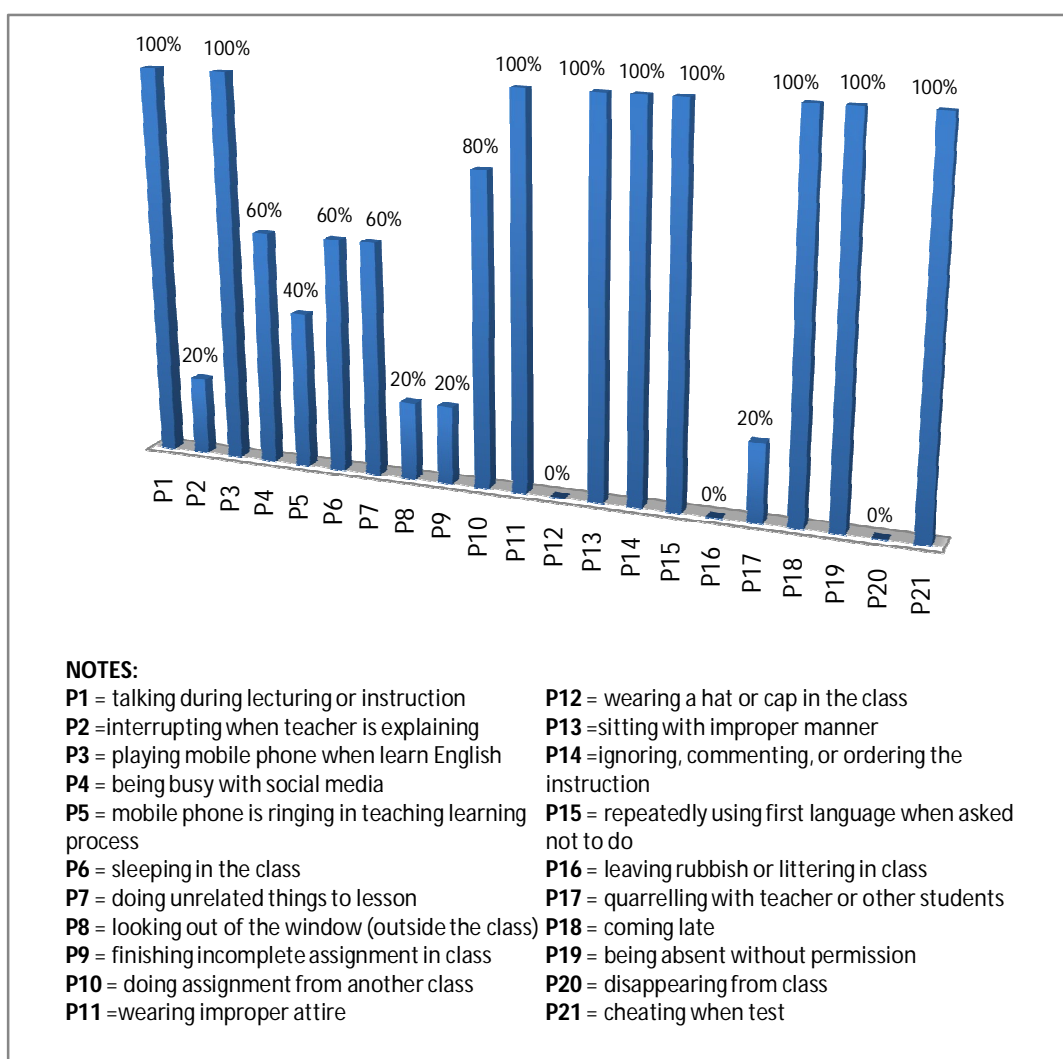


Chart 4.1 Classroom Behavior Problems Occurrence

As seen in chart 4.1, 21 classroom behavior problems were observed in five classes of S, W, U, H, and T. However, there are 9 classroom behavior problems which were 100% occurred in five classes. Those common behavior problems are talking during lesson, playing handphone or gadget in lesson, wearing improper attire, sitting with improper manner, ignoring or ordering the instruction, repeatedly using first language when asked not to do, coming late, being absent without permission, and cheating when test. A classroom misbehavior which was occurred in 80% of five classes is doing assignment from another class.

Besides, there are two behavior problems which were occurred in 60% of five classes. They were being busy with social media during lesson and doing unrelated things to the lesson. Furthermore, 3 other classroom behavior problems which were occurred in 40% of five classes are ringing of mobile phone in class and sleeping during lesson. The 5 others were occurred 20% of five classes. They are interrupting the teacher, looking outside the class, finishing incomplete assignment in class, and quarrelling with teachers or other students. The rest classroom behavior problems, which were not occurred in classroom (0%), are wearing hat or cap in class, leaving rubbish or litter in class, and disappearing from class.

Those behavior problems can be specified into some categories as disruptions, defiance, inattention, indifferent attitude, cheating, truancy, and aggression in table below.

Table 4.1 Categories of Classroom Behavior Problems

No.	Problems	Category
1	Students are talking during lecturing or instruction	Disruption
2	Students interrupt when teacher is explaining	
5	Mobile phone is ringing in teaching learning process	
3	Students play handphone or gadget when learn English	Inattention
4	Students are busy with social media, such as facebook during class	
6	Students are sleeping in the class	
7	Students do unrelated things to the lesson	
8	Students look out of the window (outside the class)	
9	Students finish the incomplete homework/assignment in class	Indifferent Attitude
10	Students do assignment from another class	
11	Students wear improper attire	
12	Students wear a hat or cap in the class	
13	Students sit with improper manner	
14	Students ignore, comment or order the instruction	Defiance
15	Students repeatedly use first language when asked not to do	
16	Students leave rubbish or litter in class	
17	Students are quarrelling when they disagree with teacher or other students	Aggression

18	Students come late	Truancy
19	Students are absent without permission	
20	Students disappear from class	
21	Students are cheating when test	Cheating

To make the detail findings of each misbehavior categories based on the table above, those classroom behavior problems are described in each categories as follows:

a. Category 1: Disruption

Based on the result of classroom observation in five classes at IEP in Faculty of Sharia and Law, the classroom behavior problems which were included in this category are detailed in this following chart.

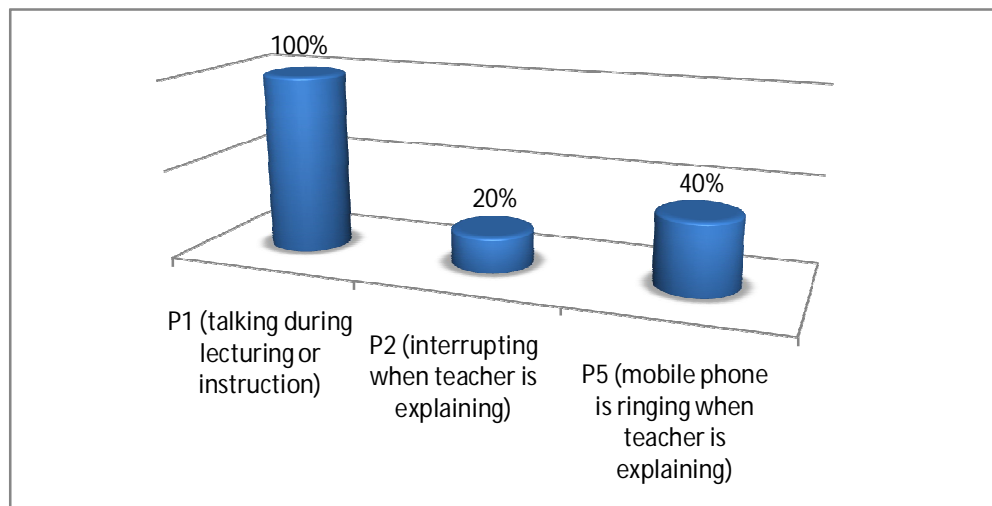


Chart 4.2 Disruption Category

The chart above shows that three classroom behavior problems which included as disruption category have different percentages of occurrence in classroom. Talking during lecturing or instruction occurred in 100% of five

classes, interrupting when teacher is explaining occurred in 20% of five classes, and ringing of mobile phone when teacher is explaining occurred in 40% of five classes. Those classroom behavior problems are described in detail as follows:

1) Students are talking during lecturing or instruction

This classroom behavior problem was occurred 100% among five classes observed (S, W, U, H, and T). In class S, the researcher found that there were 3 until 5 students who were habitually talking when the teacher was explaining material. Furthermore, when other friends were performing in front of the class, other students were talking. This behavior also occurred in class W. 5 until 7 students were talking when there were other students come forward to present the material. They were busy preparing their presentation, so they talked with their friends in a group without paying attention to the material presentation. Furthermore, when the teacher was explaining the material to emphasize the explanation from the students' presentation, they were still talking each other.

The same condition as in class S and W, most of students also kept talking during the lesson in class U. This case also occurred in class T that there were 2 of 10 students were talking about unrelated things to lesson. Unfortunately, when the students faced the final examination, the researcher found that 5 students were talking when the other students were doing examination. It also occurred in class H, the students kept talking

during final examination. Besides, in every meeting 6 female students were talking about unrelated topic to the lesson. Moreover, there was a student sang loudly and made jokes when the other students were doing exercise. In addition, in class T, 2 students still kept talking while they were doing the test.

2) Students interrupt when teacher is explaining

The other type of disruption category is the problems of “students’ interrupting when the teacher is explaining the material”. Having classroom observation in class S, W, U, H, and T, the students interrupting to teachers was occurred in only 20% of five classes (class T). When the teacher was giving the instruction or brief explanation to the students before some activities, 3 students interrupts’ the teacher.

3) Mobile phone is ringing in teaching learning process

Based on classroom observation, the researcher proved 40% of five classes faced the phenomenon of mobile phone’s ring in class (class U and H). In class U, when the teacher and other students were discussing the answer of exercise, there was a mobile phone of a student was ringing and directly disturb the class attention to the discussion session. Even when the students were doing TOEFL Equivalent Test, there were 2 mobile phones were ringing and vibrating loudly. This case also happened in class H, 2 mobile phones were vibrating with loud sound repeatedly in the middle of discussion activity. While in final examination, there was a mobile phone

which was vibrating loudly. It broke the other students' attention to concern on the test.

b. Category 2: Inattention

Based on data obtained in the research field, 5 types of inattention behaviors were observed in five classes at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. They are playing handphone, playing social network, sleeping, doing unrelated things to lessons, and looking outside the class. The findings of inattention category as classroom behavior problems were displayed in this following chart.

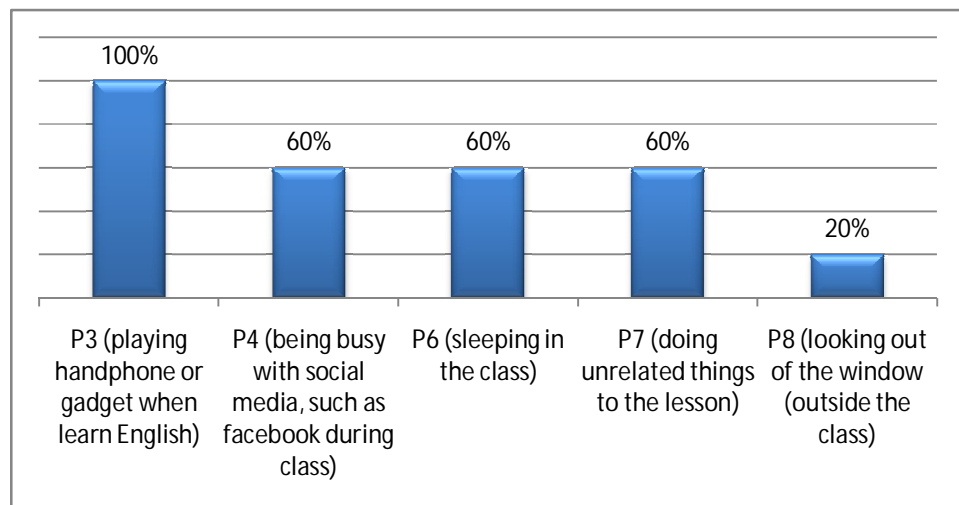


Chart 4.3 Inattention Category

From the chart above, the researcher found that 5 kinds of inattention behavior problems, which have different percentages of occurrence among five classes, are described as follows:

1) Students play handphone or gadget when learn English

Based on the result of classroom observation, playing handphone or gadget during lesson was occurred 100% among five classes (S, W, U, H, and T). In class S, 6 students were habitually texting when the teacher was explaining material in class. In addition, there was a student answering the phone call when the teacher was explaining material. Moreover, there was a student who was identified habitually comes late, did not directly focus on the lesson, but he opened his mobile phone for texting during 11 minutes. Another student played his mobile phone for browsing the internet, such as “*detik.com*” with the topic that is unrelated to lesson. In final examination, there was a student who was texting for asking the key answers from his friends when the other friends were doing test.

The same case was also occurred in class W, U, and H that there were 10 of 20 students using mobile phone for texting. The researcher also found in class W that there was a student who did not pay attention to the teacher, but the student were busy playing game in his mobile phone. Moreover, in class H, there was a student used headset to listen the music during lesson. Besides, there was a student answered phone call when the teacher was explaining the material. While in final examination in class T, 4 of 10 students opened digital dictionary from

their mobile phone to find difficult vocabularies in TOEFL Equivalent Test.

2) Students are busy with social media, such as facebook during class

In term of “being busy because of social media”, this inattentive behavior was occurred in 60% of five classes (class W, H and U). In class W, 3 until 4 students hiddenly played social media using their mobile phone when the other friends were doing presentation in front of the class. In class H, there was a student opening laptop for playing facebook while the teacher was explaining material. The teacher totally did not recognize it because the student seem like listening to the teacher though the student was actually opening facebook through the laptop. Furthermore, both of in class H and U, there was a student also opening twitter from mobile phone during the lesson and final examination.

3) Students are sleeping in the class

Another phenomenon found in 60% of five classes (S, H, and T) by the researcher is “sleeping during lesson” even in final examination. In each class of S, H, and T, there was a student was habitually sleep when the teacher was explaining material. Nevertheless, the researcher did not find this phenomenon in class W. In class U, the teacher stated that students are categorized as the good students because they always do what the teacher instruct, but sometimes there are some students

who do not pay attention to the lesson, they were daydreaming when learning process.

4) Students do unrelated things to the lesson

The classroom misbehavior of "doing things unrelated to lesson" was occurred in 60% of five classes (class S, H, and T). In class S, the researcher found that there were two male students answer the call from their friends in outside the class. Other phenomenon of doing unrelated things to lesson in class H, there was a student habitually stretched lines on the paper when either the teacher was explaining material or the other friends were doing classroom activities. Furthermore, in class T, a student was busy with tidying up his hair using mobile phone as the mirror when other students were doing final examination. On the contrary, in class W and U, the students did not do unrelated things to lesson.

5) Students look out of the window (outside the class)

"Looking outside the class" was only occurred in 20% of five classes (class S). The students often looked outside the door because the door was opened. Moreover, when their friends passed the class, the students directly greeted them from the inside of class. The four classes (U,W,H, and T) did not face this misbehavior.

c. Category 3: Indifferent Attitude

Based on the classroom observation, indifferent attitude of the IEP students in Faculty of Sharia and Law are specified into some types. They are finishing incomplete assignment in class, doing assignment from another class, wearing improper attire, and sitting with improper manner. Those behavior problems are displayed in this following chart.

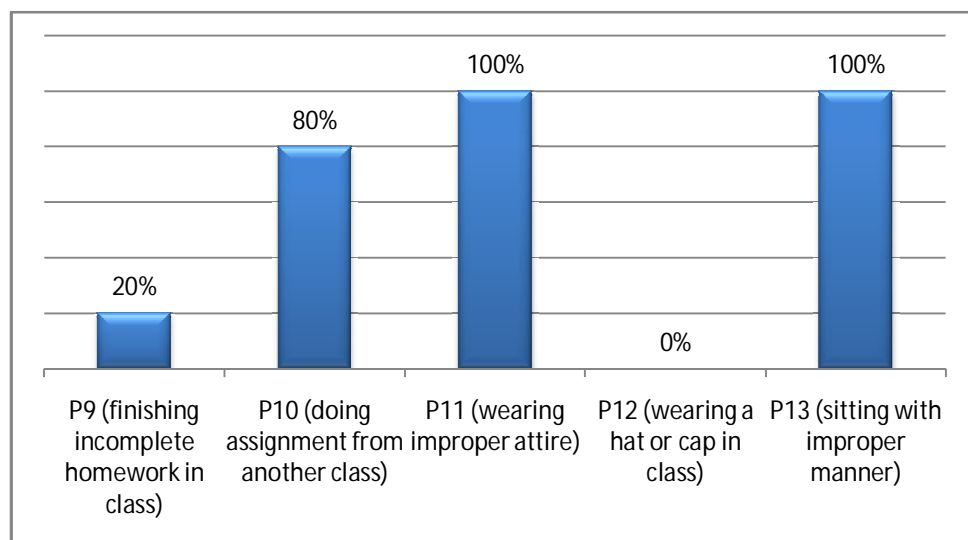


Chart 4.4 Indifferent Attitude Category

As shown in chart 4.4, the indifferent attitudes which were observed are recognized as description below:

- 1) Students finish the incomplete homework/assignment in class

The misbehavior of "finishing the incomplete assignment in class" was occurred in 20% of five classes (class W). In a meeting, 9 students finished the power point for presentation in class, in fact they should

submit it that day in form of power point handouts. Four other classes did not face that behavior.

2) Students do assignment from another class

”Doing assignment from another class” was occurred in 80% of five classes (class S,W,U, and H). In class S and H, 5 students did assignment from another class, such as economic task. Moreover, teacher said that when the students faced middle test of another class, they often bring another material to be read in IEP class.

Whereas, in class W, 2 students finished assignment from another class using laptop without being recognized by the teacher. So, when the teacher and other students were discussing about the material, those students did not follow the classroom activities, they were busy with doing another assignment. In class U, there was a student pretended to do the exercise when the teacher was controlling the class. Nevertheless, the student was not doing the exercise, he/she was reading the material from another class. On the contrary, this behavior was not occurred in class T, the researcher did not find any students doing assignment from another class.

3) Students wear improper attire

Furthermore, ”wearing improper attire” is the following indifferent attitude which were occurred among five class S, W, H, U, and T. In those five classes, there were 2-3 students repeatedly wearing sandals

without socks in class. Then during the teaching learning process, they put off their sandals. Besides, the other improper attire was using shoes but not covering the whole surface of the students' feet.

4) Students wear a hat or cap in the class

Wearing hat or cap in the class was not found (0%) by the researcher in five classes. Students at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya never wear any hat or cap in the class.

5) Students sit with improper manner

This classroom misbehavior was occurred among five classes (S,W,U,H, and T). In those five classes, there were approximately 2-3 male students often sit improperly by either putting their legs up on other side of their legs or putting their legs up on the other seat. In class U, there was a female students who habitually sit improperly in front of the teacher by putting her legs up on the other side of her legs.

The other indifferent attitude found by the researcher which not stated in instruments were "behaving rudely to the teacher" and "bringing no any module or stationary for learning". Behaving rudely to the teachers was occurred among students in class S, student ordered the teacher to move some steps from the whiteboard with impolite manner. The student pointed out the teacher using a finger as like a boss instructs the employee. Whereas, four other classes (W, H, U, and T) did not face any students who behave rudely to the teachers.

Besides, the researcher also found students who did not prepare the learning well in class U and T. In class U, the teacher told to the students to bring module for discussion activity in the next meeting. However, in the next meeting there were some students did not only came late, but also did not bring the module. Consequently, they asked the other students to be kind sharing their module with them. While in class T, the teacher faced students who did not bring stationary for learning. The student did not bring a pen, therefore the student borrowed pen to the teacher.

d. Category 4: Defiance

Based on classroom observation conducted by the researcher, there were two classroom behavior problems of defiance commonly occurred among students. They are students' ignore, comment, or order the teachers' instruction and students' disobedient to the teacher. They are specified in this following chart.

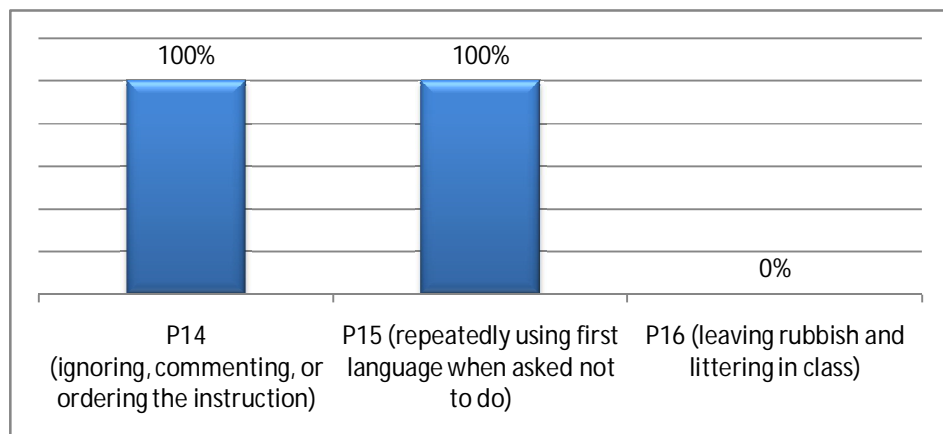


Chart 4.5 Defiance Category

Based on the classroom observation of this study, defiance behavior problems which are displayed on the chart 4.5 are:

1) Students ignore, comment or order the instruction

The result of this study, "ignoring, commenting, or ordering instruction" was occurred 100% among five classes (S,W,U,H, and T). In those five classes, most of students were habitually reluctant to follow the instruction, they ordered the instruction given by their teacher. Specifically in class S and U, when student faced final examination, some students were commenting and ordering about the time to finish the TOEFL Equivalent Test. In fact, the teacher had already set the time for doing structure, reading, and listening section. Consequently, the class becomes noisy.

2) Students repeatedly use first language when asked not to do

Besides, "repeatedly using first language when asked to use English" was occurred 100% among students in five classes (S,W,U,H, and T). In class S, a student asked the teacher using bahasa about the meaning of a word, "*artinya ini apa ya bu?*" (what is the meaning of this word, miss?). Furthermore, when the teacher in class U asked about the answer of a question, five students spoke bahasa, even there were two students answered the question using bahasa, "*sembarang bu*" (up to you) and another said "*insya Allah A*" (God will A).

3) Students leave rubbish or litter in class

”Leaving rubbish or litter” was not occurred (0%) among students in five classes. Most of students do not bring any snacks or drinks in classroom. Therefore, there was no student leaving the rubbish in classroom.

e. Category 5: Aggression

Aggression is one of the serious misbehavior that bring big consequences to the students and the learning environment. Based on the result of classroom observation, the researchers found that the aggression category of classroom behavior problems at IEP was only arguing to the teacher or other students. It can be seen in this following chart.

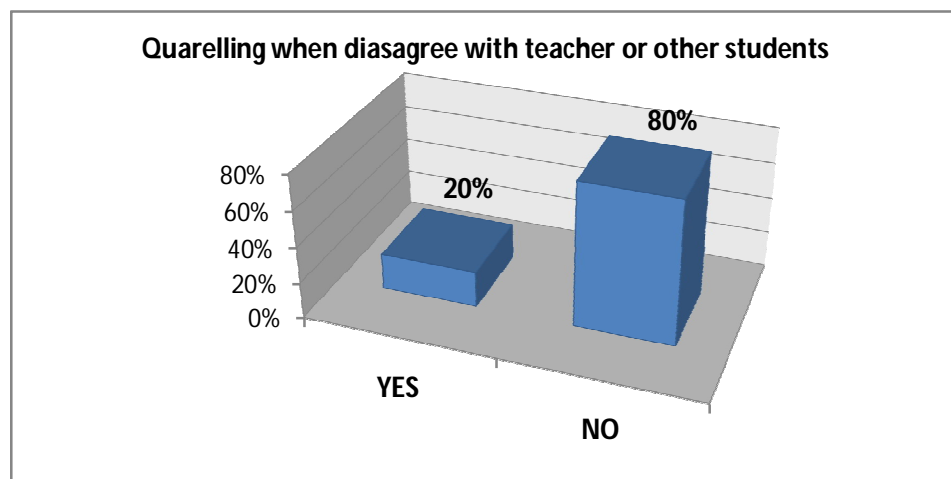


Chart 4.6 Aggression Category

In this research, ”students aggression to the teacher and other students” was occurred in 20% of five classes (class W). There was a student argued

with the teacher and other students because the student disagree to be asked by the teacher to follow the classroom instruction. While class S, U, H, and T did not face any students quarrell with the teachers or other students.

f. Category 6: Truancy

Based on classroom observation, truancy is one of the category of students' misbehavior which becomes common problems often occurred among IEP students. The researcher recognized that many students at IEP cannot come at 6 a.m. as the schedule set by Language Development Center and often being absent without excuse to the teachers. However, the researcher did not find any students disappear from class. Those students' misbehavior can be detailed seen in the chart as follows.

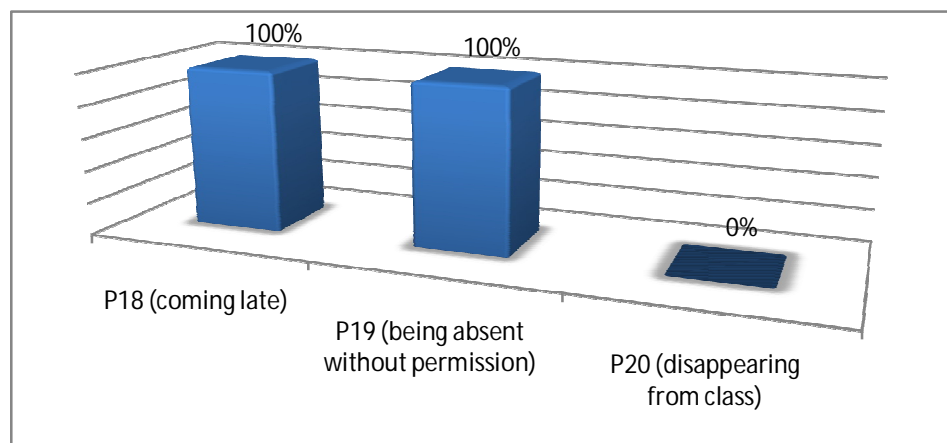


Chart 4.7 Truancy Category

Based on the chart above, coming late was occurred 100%, being absent was also occurred 100%, and disappearing was not occurred among five classes. Those can be described specifically below:

1) Students come late

”Students’ late coming” was occurred 100% among students in five classes (S,W,U,H, and T). Students who often come late every meeting in five class were approximately 7 until 8 students. In class S, students habitually come late at 6.18 a.m. – 6.40 a.m. Even when final examination, there were still some students who came at latest time (6.40 a.m.). In class W, students came late at 6.21 a.m. – 6.44 a.m. Observing to the other class, the researcher recognized that in class U the late coming of the students was took as serius condition. Students came late at 6.25 a.m. – 7.04 a.m. Moreover, when the students have final examination, there were 21 students who came late with the latest come at 6.20 a.m. Moving to the class H, students often came late at 6.18 a.m. – 6.55 a.m. While in class T, the students came late at around 6.15 a.m. – 7.05 a.m.

2) Students are absent without permission

Oberving students’ truancy through classroom observation and attendance list of each class, ”the unexcused absence” was occurred in 100% of five classes (S,W,U,H, and T). In those five classes, students were frequently absent without asking permission or giving confirmation to the teacher. From 26 students in every class, there were approximately 4 students who habitually miss the lesson without excuse

every meeting. Focusing in class T that was often discussed among teachers at IEP about the extreme truancy of the students, there were 26 students registered as the IEP students in class T, but 16 students were absent from the early meeting without giving confirmation to the teacher, so the teacher only has 10 students in class T. However, from 10 students, there were still 2 students who are often absent without permission, they stated that they will be ready to take the risk of studying over again the IEP next year.

3) Students disappear from class

Students' disappearing from class was not found in any of five classes at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.

g. Category 7: Cheating

Cheating is the common way of life of students. It is shown from the result of classroom observations, most of students did cheating and they had some ways to cheat in either exercise or final examination. The occurrence of cheating behavior among IEP students can be seen in this following chart.

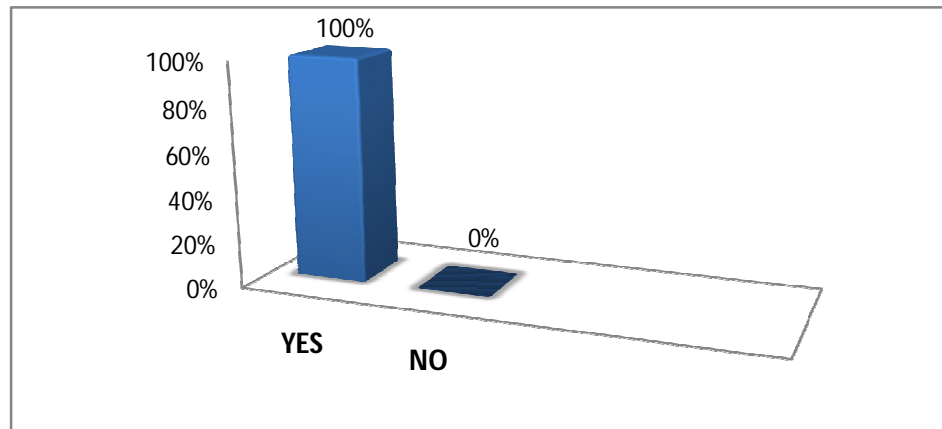


Chart 4.8 Cheating Category

Based on the result of classroom observation, the researcher recognized that cheating was occurred 100% among students in five classes at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. In class S, W, U, H, and T either in exercise meeting or final examination, most students often do cheating. The forms of cheating in those five classes were various. They were copying another student's answer either hiddenly or obviously and asking other students about the answer either through face to face way, paper cuts, or short message service.

Besides, many of students did cheating in form of discussing about the answer, opening the previous test sheet, opening grammar book, and opening digital dictionary in their mobile phone. However, those kinds of cheating techniques were occurred either in exercise, quizzes, assignment, or even final examination. Moreover, in five classes (S,W,U, H, and T) the students did not only copy some of the answers, but the whole answers.

In short, classroom behavior problems which were commonly occurred 100% among adult learners in five classes (S,W,U,H, and T) at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya are talking during lesson, playing handphone in lesson, wearing improper attire, sitting improperly, ignoring the instruction, repeatedly using first language, coming late, being absent, and cheating.

2. The Teachers' Self-Efficacy of Beginning Teachers in Managing Classroom Behavior Problems

In this study, the researcher determines to investigate the teachers' self-efficacy of beginning teachers through behavioral observation and interview to understand well how the teachers behave in term of showing their self-efficacy in managing classroom behavior problems and the factors influencing their self-efficacy. The behavioral patterns which were investigated to the beginning teachers are activeness, behavior management strategies, goal setting, classroom preparation, creative problem solving, teachers' effort, setbacks reflection, success visualization, and teachers' stress. The researcher analyzed the data of those behavioral patterns of teachers' self-efficacy among five beginning teachers in form of data tabulation (*see appendix 6*). Then, the result of analyzing those data was displayed in this following form of percentage chart to show the high and low teachers' self-efficacy in managing classroom behavior problems.

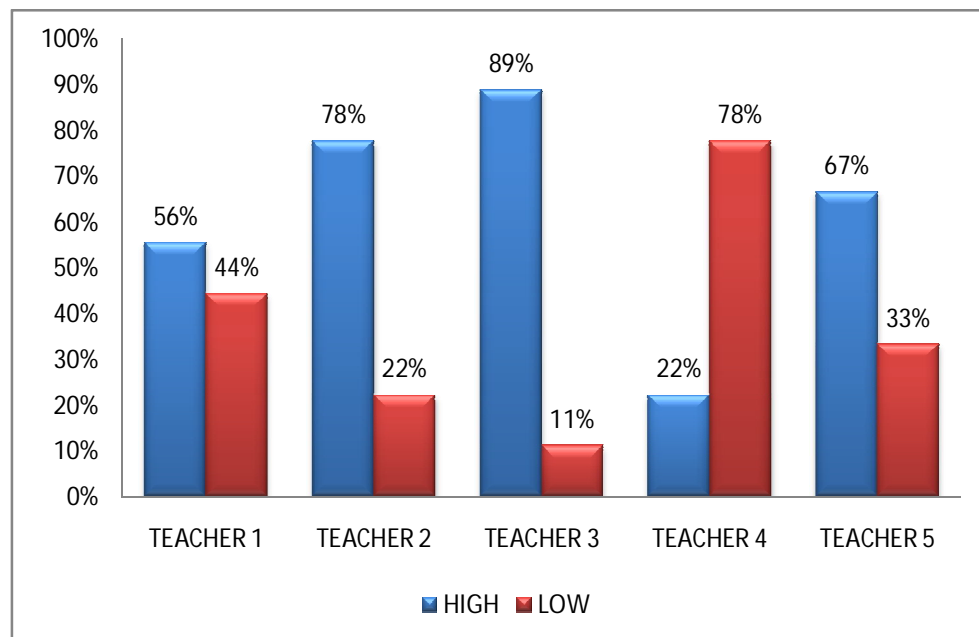


Chart 4.9 The Percentage of High and Low Teachers' Self-Efficacy of Each Beginning Teachers

Based on chart displayed above, it can be described that teachers' self-efficacy among five beginning teachers was various. Based on the behavioral patterns observation, teacher (1) gets 56% of high and 44% of low self-efficacy. Teacher (2) gets 78% of high and 22% of low self-efficacy. Then, teacher (3) gets 89% of high and 11% of low self-efficacy. Teacher (4) gets 22% of high and 78% of low self-efficacy. The last teacher (5) gets 67% of high and 33% of low self-efficacy. In essence, the overall of those five teachers gets 62% of high and 38% of low self-efficacy.

Then, the researcher described the teachers' self-efficacy of those five beginning teachers in managing classroom behavior problems specifically based on each behavioral patterns of the teacher as follows:

a. Activeness

Activeness is one of behavioral patterns that show whether the teacher has high or low self-efficacy in managing classroom behavior problems. Teachers who have high self-efficacy create active learning by the criteria of giving students the opportunity to take generate interactively the material, involving students in doing and thinking about the learning activity, and facilitating students' learning. Whereas, teachers who have low self-efficacy in managing classroom behavior problems keep passive learning by the criteria of delivering lecture for majority time in class, not giving opportunity for the students to involve in learning activity, such as discussion, and dictating the students' learning. Then, the result of classroom observation can be seen in this following chart.

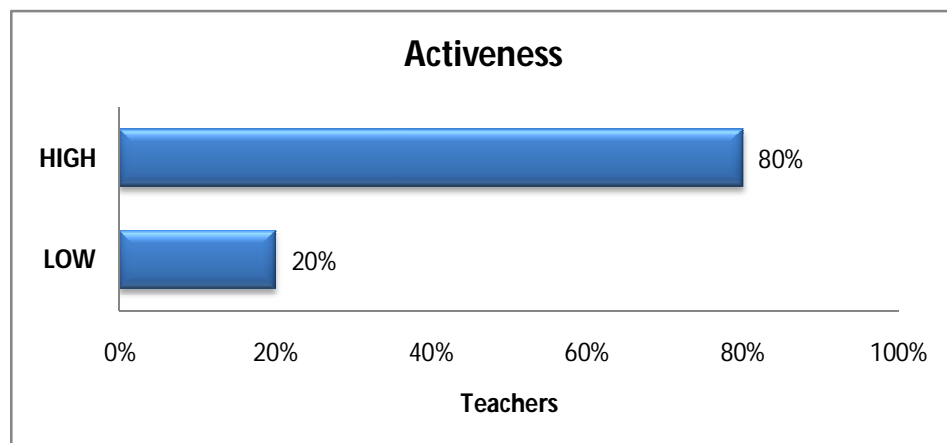


Chart 4.10 Activeness of Teacher

Based on the chart above, it shows that 80% of five beginning teachers have high self-efficacy (teacher (1), (2), (3), and (5)) and 20% of five beginning teachers has low self-efficacy (teacher (4)). The researcher

found that teacher (1) creatively involved the students to do the pre-activities before the material is delivered in class. Furthermore, the teacher also gave warming up for the students before material explanation, invited students to play game learning and elicited students for leading to the material.

Besides, teacher (2) also created the active learning by giving students opportunity to generate the material in form of students presentation. The students were given opportunities by the teachers to deliver the material that they should learn for TOEFL Equivalent Test preparation. However, the teacher did not directly dictate the students to present the material, the teachers discussed it with the students in previous meeting before presentation. Hence, the students were also given the opportunity to prepare the presentation in class. Observing the activeness of the teacher (3) showed that the teacher elicited students to review previous material. The teacher gave opportunity to the students to interactively generate with the material they have learned.

Another, the researcher found that teacher (5) created active learning in classroom by eliciting students about the material. Even in test, teacher elicited the students about the test by asking whether the students have studied or not. Teacher habitually warmed up the students by playing game that related to the material. The teacher also invited students to

actively speak in class by stimulating them to answer the questions or to give opinion in discussion.

Nevertheless, 20% of five beginning teachers who has low self-efficacy in managing classroom behavior problems is teacher (4). The teacher delivered passive learning in classroom. Teacher did not interact well to the students. Teacher lectured for majority time without creating any activity to involve students in classroom. Teacher also left the class when the students were doing test, so when there were some students come late or cheating, there was no teacher in class.

b. Behavior Management Strategies

Teachers who have high self-efficacy in managing classroom behavior problems apply some behavior management either as proactive strategies (redirection, creating a code of conduct, giving choice, maintaining teachers' behavior, and reactive management) or reactive strategies (take things forward, keep calm, reprimand in private, and focus on behavior not the pupil). While teachers who ignore classroom misbehavior without any strategies show that they have low self-efficacy in managing classroom behavior problems. Based on behavioral patterns observation, 80% of five beginning teachers have high self-efficacy and 20% of five beginning teachers shows the low self-efficacy. It is displayed in this following chart.

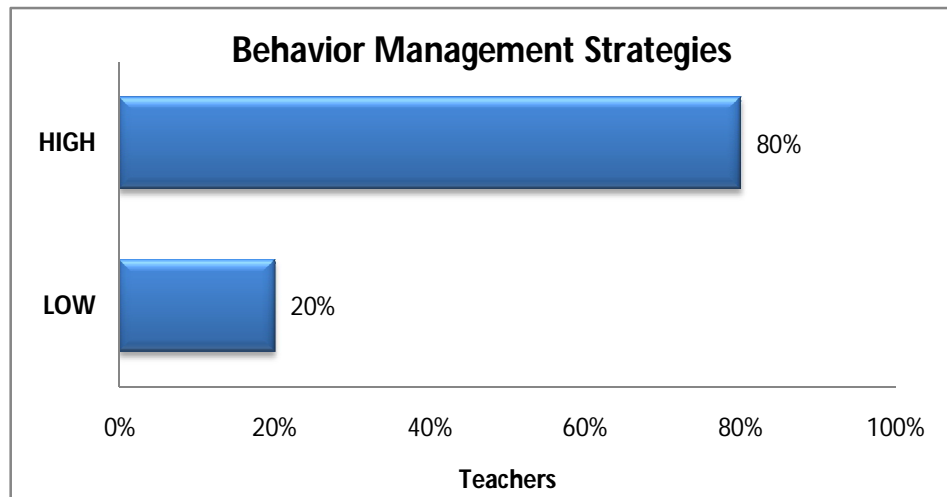


Chart 4.11 Behavior Management Strategies

80% beginning teachers who have high self-efficacy in managing classroom behavior problems are teacher (1), (2), (3), and (5). They applied either proactive or reactive behavior management strategies as follows:

1) Giving redirection to the students who tend to misbehave

Redirection was applied by the teacher (1), (2), (3), and (5) when they saw that there were some students probably misbehave. Teacher (1) gave warning to the students not to cheat and not to do assignment from another class. Furthermore, Teacher (2) asked students to move to the chair in front row and not to bring dictionary to avoid cheating when final examination. The teacher also redirected students who were talking when their friends were presenting materials in front of the class. Teacher (3) gave warning to the students not to cheat each others. Teacher (5) redirected the students for completing the task without using mobile phone or any kind of dictionary.

2) Creating a code of conduct

According to teacher (1), (2), (3), and (5), classroom contract is very significant to achieve the learning goal of the students in order that the classroom can be managed effectively. Those four of five teachers invited the students in early semester to create classroom contract for them. The classroom contract which was created is only students' punishment for coming late to the lesson. Teacher (1) and (3) gave punishment to the students who come late by memorizing the vocabularies, making sentences, or doing assignment. While teacher (2) and (5) gave punishment to the students who come late by paying fine @ IDR 2000 to the class' treasure based on the students' agreement.

3) Maintaining teachers' behavior.

The teachers also maintained their behavior to prevent the students' misbehavior. Teacher (1), (2), (3), and (4) respected each of students well. Teacher (1) tried to build good rapport with the students by trying not to use mobile phone in front of the students to avoid students' using mobile phone during lesson. Teacher (2) tried to respect to all of students though their English competency are different. Teacher (3) wore proper attire when teaching and kept smile to the students. While teacher (5) maintained good behavior to the students when the students did test, the teacher also did the test. Furthermore, the teacher also build good rapport by memorizing the name of each students.

While reactive strategies applied by the 80% of five beginning teachers are:

1) Acting immediately

Reacting the classroom misbehavior, the teachers (1), (2), (3), and (4) acted immediately to the students who misbehave in classroom. Teacher (1) acted immediately to the students by coming near the students who were doing assignment from another class when the teacher was explaining material. Teacher (5) also acted immediately to the student who was sleeping by saying "*Kamu tidur ya?*" (are you sleeping?). While teacher (2) acted immediately to the students who were cheating in test by walking around the students' seating. Besides, teacher (3) acted immediately to the students who come by asking directly to them about the excuse of coming late. It was also done by the teacher (5) to ask directly the excuse of students who come late. Teacher (5) also acted immediately to the students who were cheating by saying "*Ga usah nyontek!.*" (no cheating!) and to the students who were talking when other friends were doing listening test by saying, "*sstttt*".

2) Reprimanding in private

Teachers (1), (2), (3), and (4) did the strategy of reprimanding students who misbehave by inviting students to share their problems privately either indoor or outdoor class. The teacher asked what happen to the students who were habitually absent and come late to the class.

3) Keep calm.

Teacher (1), (2), (3), and (5) kept their speaking calmly to the students who misbehave. Teacher (2) kept calm with students who were noisy by using good language, "*Listen up, please! Hello...!*". Teacher (1), (3), and (5) spoke calmly, smiled to the students and also gave jokes in certain times to the students.

Whereas, teacher (4) who has low self-efficacy seen from applying behavior management, did not redirect student who misbehave, such as students who were coming late, cheating, talking, and playing mobile phone, etc. The teacher did not make classroom contract because the teacher thought that the teacher has just taught the class in the middle of semester, so there was no management strategies implemented by the teacher. Even in final examination, teacher ignored the students misbehavior (including cheating, coming late, and noisy).

c. Goal Setting

In the third behavioral patterns of teachers' self-efficacy, teachers who have high self-efficacy set certain goal for classroom while teachers who have low self-efficacy in managing classroom behavior problems has no certain target for students' outcome. The result of the interview to the five beginning teachers shows that 80% of them have low self-efficacy.

There was only 20% of five beginning teachers that showed high self-efficacy. The detail of interview analysis is shown in this following chart.

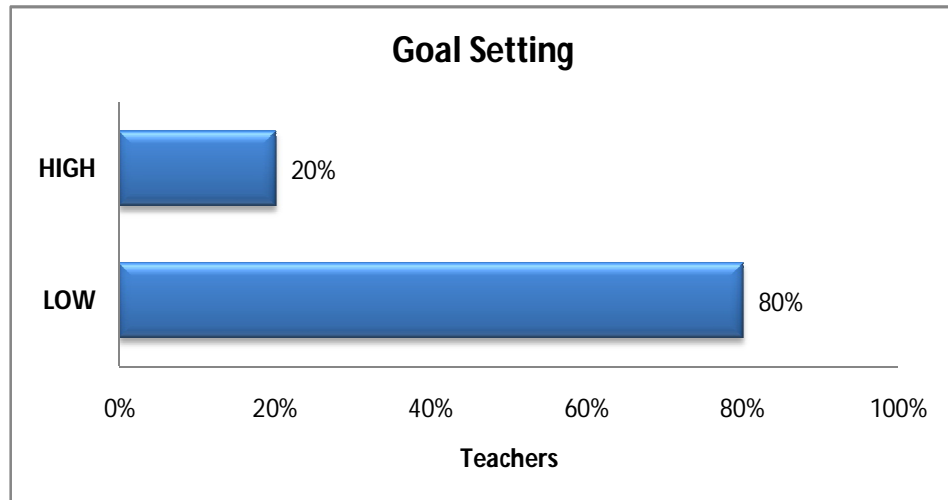


Chart 4.12 Goal Setting

80% of five beginning teachers (teacher (1), (2), (4) and (5)) did not set any specific goal for their own classroom. They only oriented to the goal set by Language Development Center to achieve minimum score of TOEFL Equivalent Test (400) rather than set the certain learning goal for their own students. Whereas, 20% of those beginning teachers who has high self-efficacy is teacher (3). The teacher set the certain goal for her/his own students to achieve the minimum score of TOEFL Equivalent Test 401 though the target from Language Development Center is 400.

d. Classroom Preparation

In this behavioral pattern, the teachers was observed by their behavioral pattern in classroom preparation. Teachers who have high self-

efficacy prepare the teaching well, such as lesson plan. On the contrary, teachers who have low self-efficacy in managing classroom behavior problems has less-preparation for classroom. The result of observation in this following chart showed that the teachers' self-efficacy of 80% of five beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya is high. 20% of five beginning teachers showed the low self-efficacy in preparing classroom for managing classroom misbehavior.

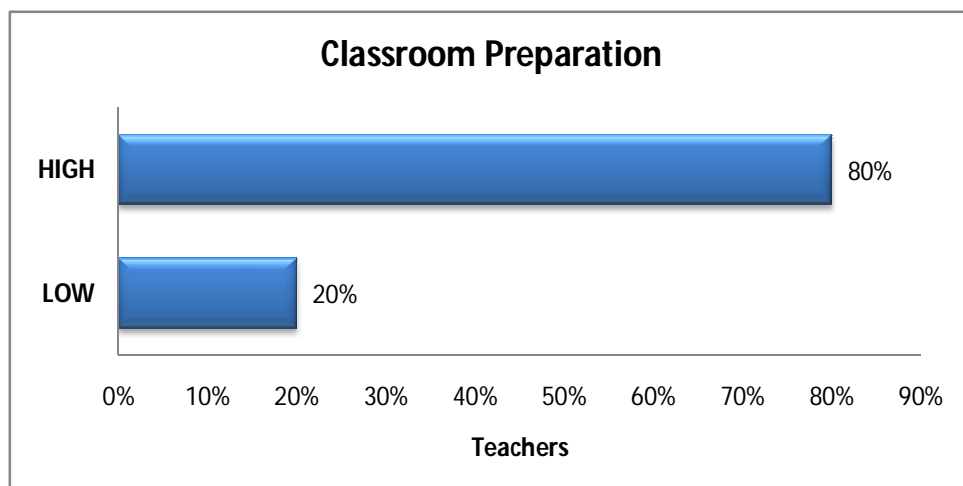


Chart 4.13 Classroom Preparation

80% of beginning teachers who have high self-efficacy seen from their goal setting for classroom are teacher (1), (2), (3), and (5). They always prepare the teaching well by making outline of lesson plan, setting the time sequence, and preparing the aids for classroom activity. In term of preparing lesson plan, teachers prepare the activities planning in class by telling the planning to the students in previous meeting to prepare the students' readiness to the material.

Even in exercise session or final examinations, the teachers still had the well preparation includes sound speaker, laptop, and test sheets. Teacher (1), (2), (3), and (5) prepared the sheets of test well which are distributed to all of students. The sound speaker for listening test was also prepared and operated well by the teachers before the test was begun. Sometime the teachers only write the material on the whiteboard without preparing the handouts for each students. However, the teachers stated that they could conduct the classroom well because they understand the material well although presented on whiteboard.

20% of beginning teachers (teacher (4)) who has low self-efficacy always prepares the module from Language Development Center for students, but the students were often difficult to understand the comprehension of material because when the teacher was asked about the material, the teacher could not answer. The teacher had less-preparation for conducting exercise, seen on the exercise sheets were not distributed well to all of students. In final examination, teacher did not prepare well the aids for the test, such as the sound speaker for listening test. The teacher was busy for majority time to operate speaker in class.

e. Teachers' Effort

Managing classroom misbehavior need the hard efforts from the teachers to repeatedly manage the misbehavior by behavior management

strategies. Teachers who have high self-efficacy in managing classroom behavior problems persevere the behavior management to the students who misbehave. Whereas, teachers who are low in self-efficacy do not persevere hard effort to manage the class well. Based on the result of classroom observation, there was 20% of five beginning teachers who show low self-efficacy in managing classroom misbehavior. While 80% of them have high self-efficacy which were showed in the chart below.

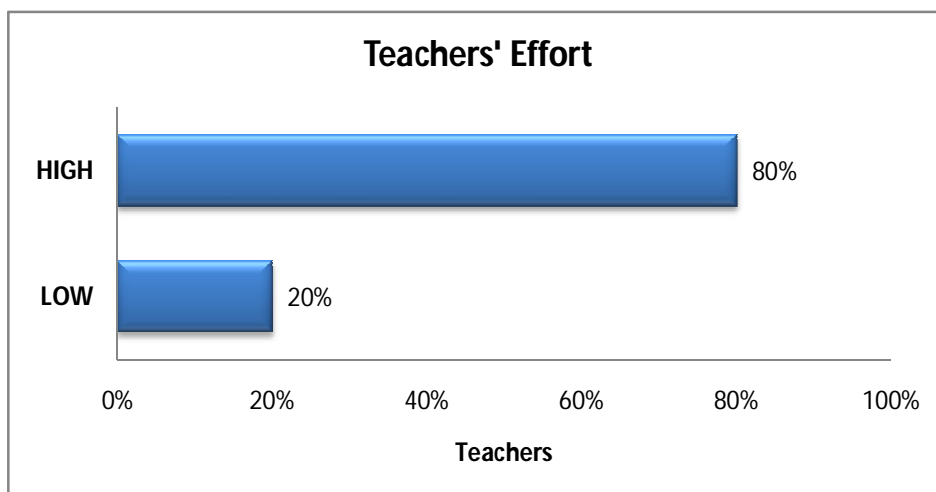


Chart 4.14 Teachers' Effort

Teacher (1), (2), (3), and (5) were included as 80% of beginning teachers who have high self-efficacy. They put effort hard to manage classroom misbehavior by repeatedly applying the behavior management to the students who misbehave. Teacher (1) came and warned repeatedly in approximately 4 times to each students who misbehave.

While teacher (2) repetedly warned the students to pay attention to the lesson and asks the students to put their bag in front of the class in final

examination for avoiding cheating. Teacher (3) managed classroom misbehavior repeatedly using jokes to the students who misbehave. Besides, in coping cheating misbehavior, teacher (5) warned the students repeatedly not to use digital dictionary while doing test. Teacher also controlled the students by looking at and coming near the students when they are doing test in several time. Nevertheless, 20% of five beginning teachers who has low self-efficacy (teacher 4) did not put any hard effort to manage students misbehavior. The teacher ignored behavior problems in classroom.

f. Creative Problem Solving

Teachers' self-efficacy in managing classroom behavior problems can be also investigated by how they solve the problem creatively. In this study, teachers who have high self-efficacy implement creative alternative strategies in coping classroom behavior problems by their own strategies which are not mentioned in behavior management theory either proactive or reactive strategies (see chapter II). While the low teachers' self-efficacy is seen if teachers have no creative/alternative strategies to manage the students' misbehavior. The analysis of behavioral patterns observation is showed in the chart as follows.

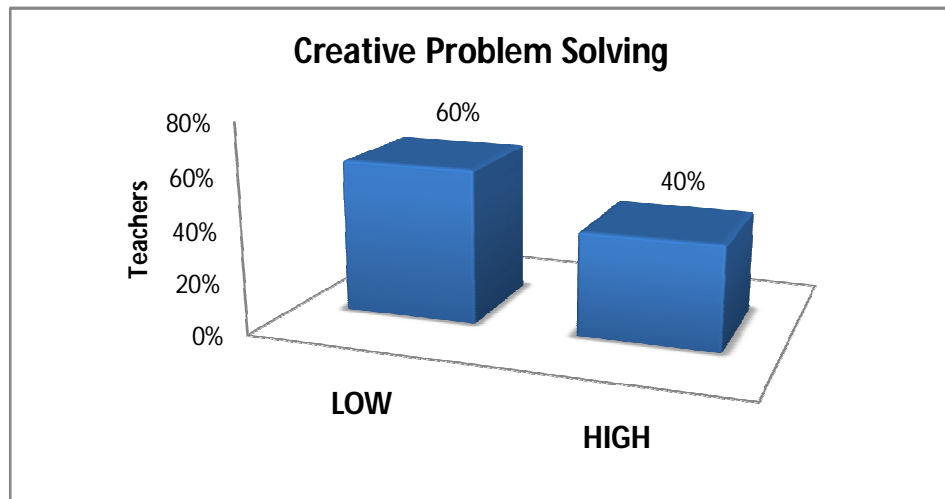


Chart 4.15 Creative Problem Solving

As shown in the chart above, 40% of five beginning teachers were categorized as teachers with high self-efficacy in managing classroom behavior problems. Whereas, 60% of them were indicated as teachers with low self-efficacy.

Those 40% beginning teachers who have high self-efficacy seen from creative problem solving are teacher (2) and (3). Teacher (2) used some funny instructions to avoid students' inattention or disruption, such as instruction for students to have physical gestures, *"Put your hands up!"* and *"Throw away your pen!"* for making students do not hold anything that can break their attention to the explanation. Teacher said that avoiding classroom misbehavior among college students can be done by strategies of managing kindergarten students. Besides, teacher (3) used U shape for students' seating arrangement to avoid students' misbehavior, includes inattention, doing unrelated things to the lesson, disruption, cheating, and

defiance. However, 60% beginning teachers (teacher (1), (4), and (5)) did not show high self-efficacy because they did not innovate creative strategies to manage classroom misbehavior; they mostly use behavior management strategies stated in chapter II.

g. Setbacks Reflection

In this behavioral pattern, the findings were obtained by interview. Teachers who have high self-efficacy can be seen that teachers learn from setbacks in managing classroom behavior problems as the reflection to create well-managed classroom. Whereas, teachers with low self-efficacy are those who assume that setbacks in managing classroom behavior problems is caused by his/her low competence in managing classroom rather than make better management. In this following chart, 100% beginning teachers showed that they have high self-efficacy.

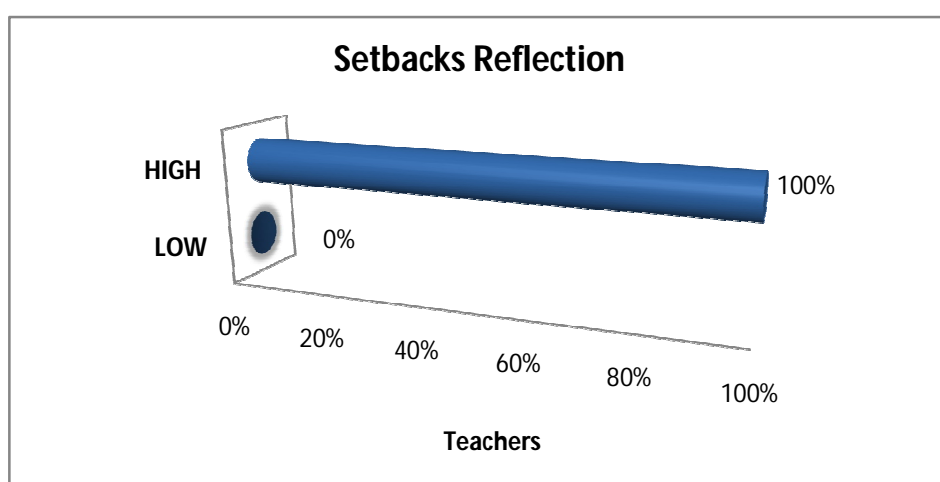


Chart 4.16 Setbacks Reflection

Based on the chart above, 100% beginning teachers could learn positively from their setbacks in managing classroom behavior problems. Teacher (1) and (2) stated that they learned well from their failure experiences in managing students' misbehavior, exactly students' disruption and indiscipline at Junior High Schools. Reflecting on their setbacks, the teachers learned more what factors of their failure and how to cope students' misbehavior from the expert teacher they shared with.

Furthermore, teacher (4) said that the teacher got good learning of managing classroom behavior problems from the setbacks when the teacher taught classroom with an inclusive 5th grade student. The teacher felt that the teacher should try hard because it was the teacher's responsibility. To find appropriate strategy to manage classroom behavior problems, the teacher directly practiced some strategies to his classroom and see whether the strategy was appropriate to the classroom or not.

However, teacher (2) and (5) never felt that the problems they faced in managing classroom as their failure. However, the teachers still reflect positively the serious problems they faced in class because the teacher believed that everything can be done by some ways. Besides, the teachers believed that everything needs process, so the teacher thought that it is important to learn from the problems ever faced in classroom for recognizing what was wrong with the strategy. The teacher always learns from problems they faced in classroom.

h. Success Visualization

Teachers with high self-efficacy are those who visualize their success in managing classroom behavior problems. On the contrary, teachers who have low self-efficacy in managing classroom behavior problems feels worry and easily becomes depressed to manage classroom behavior problems. Based on the interview, 100% beginning teachers showed that they are weak in self-efficacy. Those teachers did not visualize the successness. This following chart shows the result of interview.

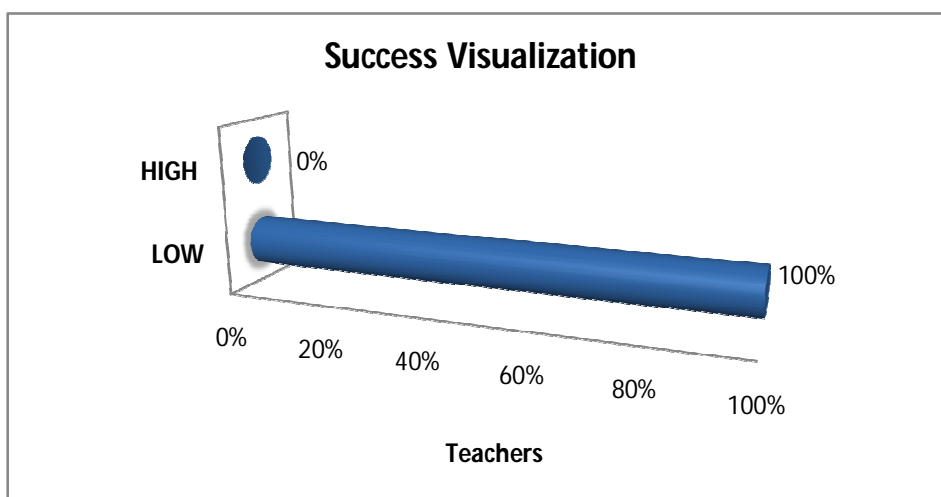


Chart 4.17 Success Visualization

As seen in chart above, 100% beginning teachers stated that they never visualize their successness in managing classroom misbehavior. Teacher (1) and (2) thought that everything is okay and everything is go on, so they never visualize their success in managing classroom behavior problems. Besides, teacher (3) did not visualize successness in teaching, but the teacher had the basic knowledge about the background of students

that will be taught. The teacher recognized that the teacher would teach adult learners, so the teacher made lesson plan for every meeting rather than only visualize it.

However, teacher (4) and (5) never visualized their successness in managing classroom misbehavior, but they believed that they certainly can manage classroom well because their basic background is bachelor of education who learn about classroom management, so they automatically know how the classroom is.

i. Teacher Stress

The last behavioral pattern is stress limitation of the teacher. Teacher who have high self-efficacy do not feel stress and give up toward classroom misbehavior while teachers who have low self-efficacy make excuse for failing in managing classroom behavior problems. This following chart shows the result of interview about teacher stress.

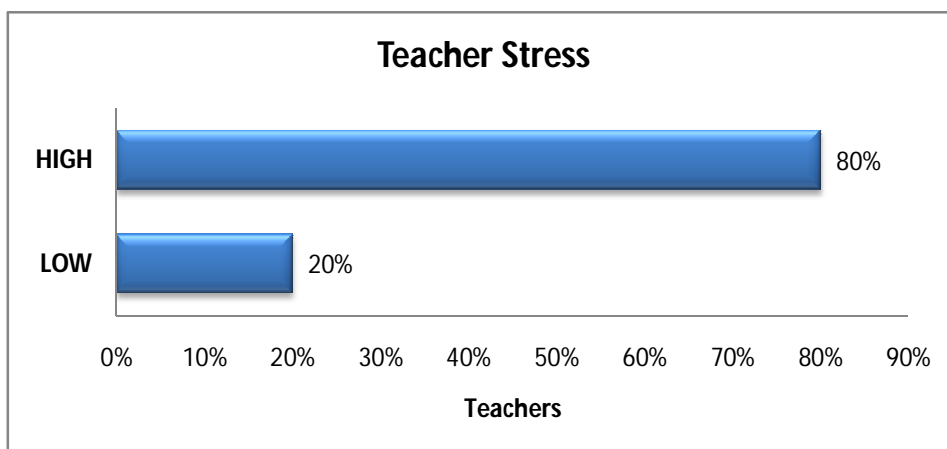


Chart 4.18 Teacher Stress

Based on the result of interview, 80% of five beginning teachers have high level of self-efficacy, while 20% of them has low self-efficacy in managing classroom misbehavior. The researcher found that those 80% beginning teachers who have high self-efficacy seen from stress limitation are teacher (2), (3), (4), and (5).

In term of failure, teacher (2) did not feel that something wrong in teaching is the teacher' setbacks; moreover to feel stress, the teacher really emphasized his/her own self that every problems can be solved and there are always ways to cope it. The teacher always thinks about strategies to manage class. If the teacher did something wrong, it probably comes from the teacher' strategies which are not effective. The motto of the teacher is *"Nothing is unable to do"*.

Besides, teacher (3) also did not feel stress about managing classroom because the students did not create misbehavior in serius condition. However, the teacher still felt afraid of the his/her students' truancy which reach the serius condition. Although the teacher feel afraid about the students' truancy, the teacher never feel stress thinking about that misbehavior. Furthermore, teacher (4) and (5) stated that failure of managing behavior problems in classroom is one of factor that makes the teacher becomes stress. However, when the teachers go back to home, the teacher never think fully about the teaching stress. The teachers felt that it would harm their own self.

However, 20% of beginning teachers who is weak in self-efficacy based on the stress limitation is teacher (1). The teacher stated that he/she could not limit the stress carefully. When teaching students at secondary school, the teachers frequently feel stress toward the terrific misbehavior occurred among students. The teacher had ever slammed the door in classroom. It was caused of teacher stress of students' noisy in class.

In short, based on the total percentage of teachers' self-efficacy of each five beginning teachers and description of behavior patterns above, the overall teachers' self-efficacy of beginning teachers in managing classroom behavior problems can be seen from this following chart.

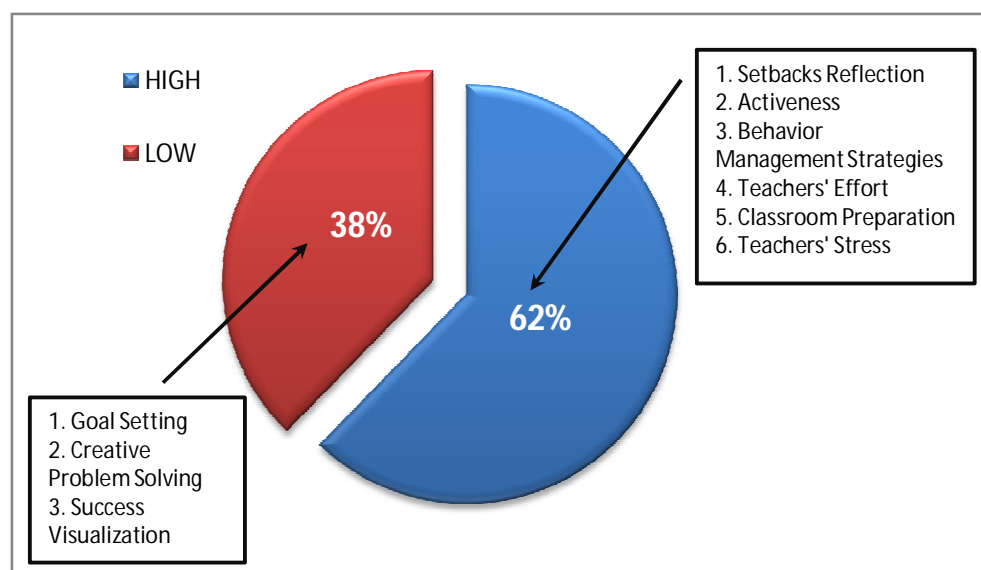


Chart 4.19 Teachers' Self-Efficacy of Beginning Teachers in Managing Classroom Behavior Problems

It goes to show that the beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya get 62% of high seen from their

setbacks reflection, activeness, behavior management strategies, teachers' effort, classroom preparation, and teachers' stress. In addition, teachers get 38% of low self-efficacy seen from goal setting, creative problem solving, and success visualization in managing classroom behavior problems.

3. The Factors Influencing Teachers' Self-Efficacy of Beginning Teachers in Managing Classroom Behavior Problems

The teachers' self-efficacy in managing classroom behavior problems is influenced by some factors. In this study, the data of teachers' self-efficacy of factors in managing classroom behavior problems were obtained from interview of five beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. The interview results are described as follows:

a. Classroom Experience

Classroom experience or mastery experience becomes one of factors that influence significantly to the beginning teachers' self-efficacy in managing classroom behavior problems. As the result of interview, four beginning teachers stated that the success experience in classroom totally boost their self-efficacy in managing classroom behavior problems. Teacher (2), (3), (4), and (5) stated that their mastery experience in managing class improved their self-efficacy in managing classroom behavior problems because they have successfully managed students who created disruption in class.

Teaching is not the first time experience for the teacher (2), the teacher has been experiencing since 5th semester (2011) in bachelor degree or around 3 years at kindergarten school and course. However, the teacher has just begun his/her teaching at IEP for a year. Moreover, during teaching in course the teacher has ever been trained about classroom management for 3 months. Therefore, in term of classroom behavior problems, the teacher believed that the teacher recognized well how to manage classroom because the teacher was experienced in managing classroom with different students' characteristics.

Teacher (3) has been teaching IEP for a year since October 2013. The teacher did not think about the successness in classroom; the teacher only felt relief when the teacher could make the 1st semester students at IEP understand about the material. That mastery experience of the teacher increased the teachers' self-efficacy in managing classroom behavior problems. Becoming teacher is new experience for teacher (4). The teacher has been teaching private course and class for a year since 2013. While teaching at IEP, it is around 4 months since March 2014. The teacher said that the success of managing classroom behavior problems is when the teacher successfully managed the students' noisy in internship program by applying personal approach. From that classroom experience, the teacher believed highly on his/her competence to manage classroom misbehavior.

Furthermore, teacher (5) stated that the successness of classroom experience is when the teacher could make students motivated to speak English every day. The other success she got that the feeling of relief in managing students at IEP. Teacher stated that it totally boost the teachers' self-efficacy in managing classroom.

Nevertheless, teacher (1) believed that although the teacher never get success experience in managing class, the teacher did not give up on his/her competency in the classroom management. However, the teacher reflected it by thinking more on how to cope the students' misbehavior.

b. Vicarious Experience

The second factor is vicarious experience. Interviewing the five beginning teachers, there are four teachers ((1),(2),(3), and (4)) who adapted other teachers' strategies to be compared with their strategies in managing classroom behavior problems. Dealing with vicarious experience, the teachers stated that they habitually adapting expert teachers as follows:

- 1) Teacher (1) made a lecturer at the teacher's university as teacher model whose strategies can be adapted in managing class.
- 2) Teacher (2) adapted the strategies of managing classroom behavior problems from the seniors and the chief who train him/her to manage classroom well in course.

- 3) Teacher (3) always learns the teaching strategies from all of teachers who are good in managing classroom misbehavior. So, the teacher can be adapt the other teachers' strategies in managing classroom well. Before teaching, the teacher always shares with other teachers about the techniques of teaching.
- 4) Teacher (4) adapted the classroom management strategies from the teacher's friend who also teach at IEP. Although the teacher never sees how the teacher's friend manage classroom, the teacher believed that the strategies of his/her friend are good because the teacher's friend always tells the success in managing classroom misbehavior.

Nevertheless, teacher (5) stated that vicarious experience does not significantly influence his/her self-efficacy in managing classroom behavior problems. Although vicarious experience does not influence the teacher, the teacher believed that his/her competency in managing classroom behavior problems is high.

c. Social Persuasion

Social persuasion becomes one of the factors that can drive the self-efficacy of teachers to the high or low category. Based on the interview to the five beginning teachers, three teachers stated that they were influenced by the support from other people. While the self-efficacy of two of five

teachers was boosted by feedback gotten from others rather than support from other people.

Teacher (1), (3), and (5) stated that their self-efficacy are strengthened by the support from others. Teacher (1) got support from many friends and parents to survive and try hard when feeling stress and depressed toward managing classroom behavior problems. One of them said that “*Ngajar iku yo ngono, yo namanya juga harus bekerja, mosok ngajar langsung iso professional, yo arane arek SMP, yo ngono iku to*”. It means that teaching is one of job, which needs a process. It is impossible to teach professionally with instant way, please know well the characteristics of your secondary school students. That support statement made the teacher motivated to try again although previously the teacher gave up to manage classroom again and totally became eager to leave the teacher profession.

Furthermore, teacher (3) stated that support which enhance the teacher's self-efficacy was gotten from parents. The teacher's parents feel happy to hear that the teacher can teach at university level. Therefore, the teacher feels to believe highly on the teacher's competency in managing classroom. Besides, teacher (5) perceived that support from senior teachers boosted self-efficacy of teacher to manage classroom well.

While teacher (2) and (4) thought that the verbal persuasion is not only from the support, but also from the feedback. Teacher (2) was strengthened to have high self-efficacy in managing classroom by the feedback from the

chief that train the teacher about classroom management during 3 months. Teacher (4) reflected both of negative and positive feedbacks from students as the good advice in improving the teachers' self-efficacy in managing classroom. However, three other teachers were also influenced by feedback they got from other teachers of lecturer about improving strategy and keep attitude well rather than act as what they want to act in managing class.

d. Physiological and Emotional Arousal

In the fourth factors of teachers' self-efficacy in managing classroom behavior problems, the two of five beginning teachers ((2) and (4)) stated they interpret the classroom behavior management by keep positive moods and control their health function by professional respond. While the three beginning teachers ((1), (3), and (5)) stated that their teaching will be influenced if the emotional and physiological arousal are in bad condition.

Teacher (2) was never influenced by the emotional arousal when the teacher should teach. The teacher set in mind to be professional in every teaching though the emotional or physiological of the teacher is not in good condition. In responding the emotional arousal, the teacher (4) felt that should be professional in teaching because it will bring side effect to the students, the classroom should be conducted well and the teacher should still has high self-efficacy in managing classroom either in good or bad conditions of moods and health function.

In reacting to the emotional and physiological arousal, teacher (1) had ever slammed the door in class because the the teacher was not in good mood when the students were very noise. Teacher (3) stated that if the mood of the teacher is in good condition, the teacher gets spirit to teach well. However, there was a student had ever found that the teacher was in bad mood by asking directly to the teacher. However, the teacher did not feel it as bad mood, but physiological arousal of the teacher is in bad condition. The teacher believes that should teach students professionally, because when the teacher keeps spirit to teach, the students will also get spirit to learn. Teacher (5) stated that the physiological arousal of the teacher influence significantly to the strategies of teaching. Teacher thinks that the teacher will speak doubtly and panickly if the health is in bad condition. However, teachers still tried to be professional teaching students with any conditions of her moods or health.

e. Classroom Preparation

Classroom preparation becomes one of factors that came from Giallo and Little in their research. Four beginning teachers ((1),(2),(3), and (5)) stated that they are not too brave coming to the class without any preparation. Another one (teacher (4)) only oriented to the module given by the university.

In teacher (1)'s opinion, classroom preparation is important, exactly in mastering the material which will be taught to the students, because the teacher had ever faced the moment when the teacher could not explain well about material that were distributed to the students, the teacher felt nervous to face any critical questions from the students. Teacher (2) recognized that if the teacher understands what material will be taught and what activities will be applied to the students, the teacher will be confidence to teach in class. Moreover, in Faculty of Sharia and Law, the teachers have the BCO (Basic Course Outline) of the material for every meeting. Before teaching, the teacher reads at glance the material for the students.

Furthermore, teacher (3) said that the teacher never taught the students without lesson plan though it is only put in the teacher's mind, not written. Furthermore, the teacher also planned the time sequence well. The teacher will feel have no high self-efficacy if the teacher do not have well preparation in teaching. Teacher reflected on the experience when the teacher had less-preparation for classroom which was suddenly joined with other class. The total students were 50 students; in fact the teacher only prepared the lesson plan for 20 students. Finally, because the lesson plan cannot be applied for those 50 students, the teacher cannot achieve the goal of teaching.

Besides, teacher (5) felt that the teacher is not brave to teach if the teacher has no any preparation. The teacher said, "*It is like fishing without*

bait". The teacher always prepares the lesson plan (not academic form) to avoid the unwell-arranged classroom. However, to prepare the classroom teaching, teacher (4) only oriented to the module from the language development center without any certain preparation for the classroom.

f. Other Factors

Other factors which influence the teachers' self-efficacy of beginning teachers includes many things. Based on the interview, teacher (1), (2), and (3) often browse the appropriate strategies to manage class in internet. Besides, the teacher (4) was motivated to manage the classroom well by watching some movies about the good and bad teacher and the strategies of teacher in classroom. The movies that improved the self-efficacy of teacher (4) are "Great teacher and bad teacher" and "Freedom writer". Furthermore, for developing the self-efficacy, the teacher (5) always learns from handbook of classroom management.

Ultimately, the factors that influencing teachers' self-efficacy of beginning teachers in managing classroom behavior problems are classroom experience (mastery experience), vicarious experience, social persuasion, physiological and emotional arousal, and classroom preparation and other factors, such as browsing behavior management strategies in internet, learning from classroom management book, and watching movie about teacher strategies.

B. Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following problems:

1. Classroom Behavior Problems Occurred among Adult Learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014

Classroom behavior problems become serious problems faced by the teachers in creating effective teaching. As stated in the background of the research that classroom behavior problems is considered as the most terrible issue in education realm.¹ Based on the findings, from 21 classroom misbehavior observed, there were 9 common problems of classroom behavior problems occurred among adult learners and 3 behavior problems which were not occurred at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014.

a. Nine Common Classroom Behavior Problems

Regarding the findings, the researcher recognized that there were 9 common behavior problems which are specified in 6 categorizes (disruption, inattention, indifferent attitude, defiance, truancy, and cheating) as shown in table below:

¹ Muhammad Salem Al-amarat. "The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions". 2011, 37

Table 4.2 Nine Common Classroom Behavior Problems

No	Classroom Behavior Problems	Category
1	Talking during lesson	Disruption
2	Playing handphone or gadget in teaching learning process	Inattention
3	Wearing improper attire	Indifferent Attitude
4	Sitting with improper manner	
5	Ignoring or order the teachers' instruction	Defiance
6	Repeatedly using first language when asked not to do	
7	Frequently coming late,	Truancy
8	Being absent without permission, and	
9	Cheating in either test or examination	Cheating

Students' talking during lesson totally disrupts the students' understanding to the material. It was proved that many students who talked during lesson could not answer the quizzes given by the teacher in the end of meeting. This result agrees with Ghazi' study that talking or chatting with one another during teaching becomes one of problems that makes classroom disruptive.² Thus, the teacher could not create effective teaching with this disruption misbehavior occurred in classroom.

² 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

Inattention category found in this study was playing handphone or gadget in teaching learning process. Salem may said in his research that playing and using mobiles during the class has the lowest score based on the students behavioral problems ranking which is faced by the school teachers in Tafila province.³ However, based on the findings, this study found that playing mobile phone during learning is commonly occurred among adult learners in classroom. It shows that the phenomenon of playing mobile phone among adult learners become common problem at university level rather than at secondary school level.

Wearing improper attire and sitting with improper manner which includes as indifferent attitude are also commonly occurred among adult learners. From the result of the data, the researcher found that many of students miss the ethical code to use appropriate shoes in classroom. This misbehavior totally against with the ethical code for students at UIN Sunan Ampel Surabaya that students must use shoes in classroom.⁴ Furthermore, some students habitually do sitting with improper manner in classroom. This students' misbehavior also against the Horvart's theory that to sit with proper manner, a person should sit without showing laziness, feet on the floor, put the knees together, avoid to stretch out the legs and to place one foot on top of the

³ Muhammad Salem Al-amarat. "The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions". 2011, 43

⁴ Kode Etik Mahasiswa IAIN Sunan Ampel Surabaya. (Surabaya: IAIN Sunan Ampel Surabaya Press, 2006) 11

other.⁵ However, this misbehavior cannot be ignored by the teacher because it showed the indiscipline attitude of students.

Besides, the researcher also found students ignore, comment, and order the teachers' instruction. The students often order the teachers' instruction even using first language. However, this misbehavior becomes a kind of disobey attitude of the students that can block the goal of classroom activities. Other common classroom misbehavior is repeatedly using first language when asked to use English in classroom. In this study, students often use bahasa and Javanese though the teacher stimulates them to speak English. Lang stated that this behavior is included as serious classroom behavior problems.⁶ Nevertheless, the beginning teachers did not maintain this behavior as serious problems because the teachers realized that the English competency of IEP students is low, so they did not obligate the students to speak English full time. It means, the teacher did not take it as the big problem of their classroom. However, to reach the goal of IEP, this misbehavior becomes actually a serious problem that should be solved by the teachers.

Late coming becomes the students' truancy habits at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. The teacher always faces the tardiness of the students in every meeting with the latest time at 7.05 a.m. It is

⁵ Marian T Horvart. "The Proper Way to Sit, Walk, and Stand" (http://www.traditioninaction.org/Cultural/A015cpManualCivility3_Standing.htm, accessed on June 23rd, 2014)

⁶ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 48

totally in opposition with the manual book of foreign language development program that the students should arrive before 6.a.m because the lesson is started at 6 a.m. and ended at 7.40 a.m.⁷ Coming late causes the students missing the material because they did not learned the material from the early lesson. Furthermore, based on interview to beginning teachers who complain about the tardiness of students, IEP should be started at least at 6.30 a.m to reduce the serious tardiness. Many students made excuses for coming late, such as traffic jump, overslept, etc. Moreover, they are adult learners who cannot be directed to come sharply at 6 a.m. as like children. It totally harms either themselves or other students who come on time in understanding material.

Based on the findings, IEP students are habitually absent without permission to the teachers. It is in line with Baker' study that adult learners are known well as students who has bad characteristic of being absent over time without permission.⁸ Suprisingly, those students stated that they know about the consequence of being absent, so the teachers let them absent as what they want to be absent. However, it becomes a serious problem that can block the teacher attaining IEP goal for their students. The last classroom misbehavior which is commonly occurred is cheating. Students cheated in

⁷ Pusat Pengembangan Bahasa (P2B). *Pedoman Program Kompetensi Berbahasa Asing (P2KBA)*. (Surabaya: Pusat Pengembangan Bahasa (P2B), 2012), 21

⁸ Myriam L Baker. et.al. "Truancy Reduction: Keeping Students in School". (U.S. Department of Justice, 2001)

final examination to pass the minimum score of TOEFL Equivalent Test (400) by some techniques included copying another's paper and stealing the answer keys form another class. It agrees as stated by Baker that the college students may cheat as the attempts to obtain the higher exam score or higher Grade Point Average (GPA).⁹

Based on the discussion above, it goes to show that there are 9 common classroom misbehavior which occurred among adult learners at university level included in 6 categories with different level. Category of disruption, inattention, and indifferent attitude are listed as common level. Serious level includes defiance and truancy category. Then, serious disciplinary level of classroom misbehavior is cheating. Those 9 classroom behavior problems shows that IEP students which are known as adult learners could create classroom misbehavior. It is in line with the theory that adult learners can create problems during teaching learning process because they learn based on their passion and behave based on their own behaviors.¹⁰ Moreover, IEP is not their self-directed course, so they did not care of their achievement. It totally agrees with characteristic of adult learners that they are self-directed learners who learn based on their need.¹¹ In short, the characteristics of adult learners which can create classroom misbehavior is in

⁹ Saeeda Batool. et.al "Cheating Behavior among Undergraduate Students" *International Journal of Bussiness and Social Science*, 2011. Vol.2 No. 3, 247

¹⁰ Gerald J Pine - Peter J Horne. *The Adult Learner*. (Idaho State University), 6.7

¹¹ Rhonda Wynne. *Characteristics of Adult Learners*.

(http://www.assetproject.info/learner_methodologies/before/characteristics.htm, accessed on March 15th, 2014)

line with the occurrence of 9 common classroom behavior problems at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.

b. Three Classroom Behavior Problems which were not Occurred at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya

Reflecting the findings, there were 3 classroom behavior problems which were not occurred among IEP students. They are wearing hat or cap in class, leaving rubbish or litter in class, and disappearing from class.

Wearing hat or cap in class is one of behavior problems which was found by the researcher among male students from the preliminary research. It is misbehavior which showed the bad manner of students in clothing. Moreover, wearing hats makes the teacher cannot see the eyes of the students.¹² However, the researcher did not find this misbehavior at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. Most of male students come to the class by using motorcycle which needs helmet, so there was no students wearing inappropriate clothing (a hat or cap). It is in line with the ethical code for students that the students of UIN Sunan Ampel Surabaya is forbidden to wear inappropriate wears.¹³ Thus, wearing hats is inappropriate manner in classroom that should be avoided by the students.

¹²Classroom Management through Your Closet. (http://www.schools.utah.gov/cte/documents/facs/conference/S12/FD_Morris_ClassroomManagementCloset.pdf, accessed on July 10th, 2014)

¹³ Kode Etik Mahasiswa IAIN Sunan Ampel Surabaya. (Surabaya: IAIN Sunan Ampel Surabaya Press, 2006), 9-10

Furthermore, although Scrivener stated that leaving rubbish or litter in class is one of students misbehavior in classroom¹⁴, the researcher recognized that there was no students leave rubbish or litter in class. It is caused there was no students bring food or beverage in class, the students habitually have breakfast after IEP. The last, disappearing from class was not occurred in this study. It is caused the duration for IEP is only 100 minutes; moreover most of students come at 50-70 minutes in last. Therefore, there was no occasion for students to disappear from class. Ultimately, this phenomenon is different from the theory that disappearing from class is one of truancy behavior problems among students.¹⁵ In essence, those 3 classroom misbehavior which were not occurred at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya are not included as common classroom behavior problems in this study.

2. The Teachers' Self-Efficacy of Beginning Teachers in Managing Classroom Behavior Problems

Teachers' self-efficacy in managing classroom behavior problems has 9 behavioral patterns that show whether the teachers have high or low level. Based on the findings, teacher (1) gets 56%, teacher (2) gets 78%, teacher (3)

¹⁴ Jim Scrivener. *Classroom Management Technique*. (Cambridge: Cambridge University Press, 2012), 242

¹⁵ Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 48

gets 89%, teacher (4) gets 22% and teacher (5) gets 67% of high self-efficacy category. As stated in findings, their high percentages of self-efficacy are mostly seen from setbacks reflection, activeness, behavior management strategies, teachers' effort, classroom preparation, and teachers' stress.

Setbacks reflection becomes one of behavioral patterns that show 100% beginning teachers have high self-efficacy. Bandura may stated that failure experience make the people' self-efficacy weak.¹⁶ However, those five beginning teachers have setbacks experience, but never reflect their setbacks as their weakness to overcome obstacles in managing classroom behavior problems but rather than as their motivation to manage class successfully. It totally shows that the setbacks reflection theory of Bandura is not happened in teachers' self-efficacy of beginning teachers in this study.

The other behavioral pattern that indicates the 80% beginning teachers have high self-efficacy are activeness, behavior management pattern, teachers' effort, classroom preparation, and teacher stress. Those beginning teachers actively created active learning for involving students in their own classroom. It is in line with Kreitner and Kinicki's theory that people with high self-efficacy behave by active respond.¹⁷ Furthermore, they did not avoid difficult task of managing students' misbehavior in classroom. They put proactive and

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

reactive strategies to manage 9 common behavior problems found in this study. In addition, they were not reluctant to repeatedly trying those strategies in managing classroom misbehavior. It totally agrees to Ozder that teachers with high self-efficacy can put and maintain some efforts to cope the classroom problems.¹⁸

In term of preparation, to accomplish the task of managing classroom behavior problems, those 80% beginning teachers maintained the well classroom preparation as the teachers who have high self-efficacy in managing classroom misbehavior. Additionally, they also could limit their stress and tension in class though they felt difficult to manage students' misbehavior. It agrees with Gage and Berliner's theory that teachers with high self-efficacy do not become easily giving up on students.¹⁹ Ultimately, it totally shows that the teachers have high self-efficacy.

Whereas, those five beginning teachers also have the percentages of low self-efficacy with the details that teacher (1) gets 44%, teacher (2) gets 22%, teacher (3) gets 11%, teacher (4) gets 78%, teacher (5) gets 33% of low self-efficacy. Based on the findings, their low self-efficacy was seen from the behavioral patterns of goal setting, creative problem solving, and success visualization.

¹⁸ H. Ozder. "Self-efficacy Beliefs of Teachers and Their Performance in the Classroom". 2011, 1

¹⁹ Gage - Berliner. *Educational Psychology: Sixth Edition*. (Houghton Mifflin Company: Boston, 1998), 351

In term of setting goal for classroom, the findings significantly showed that 80% beginning teachers did not reach the high level of self-efficacy because those teachers did not set specific goal for their classroom. It is in opposition with the theory that setting goal increases self-confidence to be success.²⁰ However, the teachers did not think that setting certain goal can indicate high self-efficacy because there was a goal set by the institution for their students at IEP.

Besides, the findings showed that 60% beginning teachers did not perceive that they have high self-efficacy because they did not innovate creative problem solving in managing classroom behavior problems. Those teachers stated that students are responsible for their own behaviors whether want to misbehave or not. Therefore, if the strategies applied by the teachers based on theory were failed, the teachers did not create any alternative strategies to cope the students' misbehavior. In fact, people with high self-efficacy can innovate creative way for solving problem.²¹ Moreover, creativity means that people are able to organize their thoughts to gain new insights or different way from others²². However, the teachers did not apply new different way in managing classroom behavior problems.

²⁰ Goal Setting (http://www.ndt-ed.org/TeachingResources/ClassroomTips/Goal_Setting.htm) accessed on June 19th, 2014

²¹ Robert Kreitner - Angelo Kinicki. *Organizational Behavior: Seventh Edition*. (McGraw-Hill:New York, 2007), 146

²² Proctor, Tony. *Creative Problem Solving for Managers*. (New York: Routledge, 2002), 2

In the success visualization of behavior pattern, the findings showed that 100% beginning teachers are weak in their self-efficacy. It totally becomes a question why the teachers did not visualize their class as the well-managed classroom. Kreitner and Kinicki may stated that people who do not visualize their success will easily feel worry and depressed to accomplish the problems, so the people can be stated that they have low self-efficacy.²³ However, the teachers did not showed the behavioral pattern as teachers who easily become depressed because they did not have success visualization. The teachers stated that they are capable in managing classroom behavioral problems without visualizazing their successness toward classroom management.

Indeed, as stated in chapter II and III that the teachers' self-efficacy is categorized in only two categorizes (high and low) without any medium category, the researcher concluded that the teachers' self-efficacy of beginning teachers in managing classroom misbehavior is high with percentage 62%. However, those teachers are still low 38% in self-efficacy behavioral patterns of setting goal, innovating creative problems, and visualizing success.

²³ Robert Kreitner - Angelo Kinicki. *Organizational Behavior: Seventh Edition*. (McGraw-Hill: New York, 2007), 146

3. The Factors influencing Teachers' Self-Efficacy of Beginning Teachers in Managing Classroom Behavior Problems

The findings showed that classroom experience or mastery experience, verbal or social persuasion, physiological and emotional arousal, and classroom preparation significantly influenced the teachers' self-efficacy of five beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. However, vicarious experience did not greatly influence all of five beginning teachers because there was one teacher stated that she/he was not influenced from adapting other's strategies in managing classroom behavior to boost his/her self-efficacy.

Furthermore, there was one of five beginning teacher stated that failure experience in classroom built the teacher's motivation to improve higher the teachers' self-efficacy in managing classroom rather than to make the teacher's self-efficacy weak. It totally against the theory of Bandura that people with failure experience can make them weak in their own beliefs.²⁴ In essence, classroom experience factor cannot only orients to the success experience but also failure experience of the teachers.

The new finding from this study is that the researcher found another factor influencing teachers' self-efficacy in managing classroom behavior problems. It is teachers' self-development. Based on the findings, the

²⁴ 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

teachers' belief on their competency in managing classroom misbehavior can be actually indicated from how they develop themselves to enhance their competency. It drives in line with Tian' study that to be a professional teacher with high self-efficacy, updating the knowledge and skills in teaching is important.²⁵ It automatically drives the teachers that teachers' self-efficacy can be improved by developing ability in applying behavior management strategies. All of beginning teachers developed themselves to reach high self-efficacy in managing classroom misbehavior by learning from classroom management handbooks, learning from movie about handling classroom, and browsing others strategies or everything related to classroom management. Hence, there are 6 factors which influenced the teachers' self-efficacy of beginning teachers in managing classroom behavior problems, includes new factor of teacher' self-development.

²⁵ 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