

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

In this chapter, the writer discusses the literature that is related to this study. It is divided into five parts. The first part is types of misbehavior. The second part is the teacher power bases. The third part is the theories of classroom management. This part consist of three kinds, noninterventionist, interactionalist, and interventionist. The fourth part is coping skills. There are three kinds of coping skills, nonverbal interventions, verbal interventions, and logical consequences (Levin and James, 1996 : 153) . The fifth part is level of the students' development. In the last part, there is a theoretical framework which is the summary of the literature used in this study.

1. Type of misbehavior

Misbehaviors may exist in most of the classroom in every school. According to Levin and James (1996 : 22) , misbehaviors are classified into two different types. The first is discipline problems. This type of misbehavior usually gives effects to the students around the classroom. The second type is motivational problems.

a. Discipline Problems

If all of your students were hard-working, intrinsically motivated, active, dedicated, intellugent learners well, you would still have what we could label “discipline” problems (Brown, 2007).

A discipline problem is behavior that (1) interferes with the teaching act; (2) interferes with the rights of other to learn; (3) is psychologically or physically unsafe; or (4) destroys property (Levin and James, 1996). Any kinds of behaviors that disturb the other students in the classroom are classified as discipline problems. A focus on discipline problem assumes that if there is a problem in the classroom, there is something wrong with a particular student or group of students and that this behavior must be corrected. The behavior may cause damage on other students and interrupt the processes of teaching and learning. The misbehaviors are usually done by one or some students and disrupt the other students in the classroom.

One of the examples is using a cell phone during the teaching-learning processes. Students often play with their phones either text-messaging or playing with the game during the lesson. Consequently, the students do not know what has happened in the classroom because they are too serious to focus on their phones. To solve this problem, the teacher cannot directly interrupt the students, but they may give any signs in order to make the student back on-task. If the teacher straightly interrupts the students, the other students may know what those students do and laugh on them for the mistake. The students may feel embarrassed and later they may show disrespect to the teacher for making them embarrassed. Passing notes

among students, talking with friends while the teacher is teaching, and pulling one's hair are some of the examples of common misbehavior that usually done by the students in most schools. Discipline problems are problems that the teachers normally confront everyday. There are many kinds of discipline problems and motivational problems that the students do during the class. However, discipline problems have to be solved as soon as possible since they may affect the rights of others to learn.

b. Motivational Problems

According to glasser (1969) " motivational problems stemming from unobservable thoughts and feelings, such as levels of self-confidence, expectations for success, interest in academic work, feelings of autonomy, alienation, achievement anxiety, and fear of failure. Commonly, students with motivational problems take more time to handle than the students with discipline problems. They need to be given individual interventions and more personal motivations. Misbehaviors with motivational problems need more time to handle and involve outside assistance to solve it. Both discipline and motivational problems are problems that the teacher normally confront everyday. There are many kinds of discipline problems and motivational problems that the students do during the class. However, in this study, the researcher limits the research to misbehaviors which are discipline problems.

2. Teacher Power Bases

According to French and Raven there are five different types of power that the teacher as social agents might use to control students behavior, such as reward power, coercive power, legitimate power, referent power, and expert power. The effective teachers are aware of what type of power they want to use to control student behaviors and aware of the type of power that is implicit in each of the various techniques available. Each teacher may use one of the five types of power at some time. However, every teacher has a dominant power base that is used most often. Each type power is discussed below.

a. Reward Power

Reward power is based on the student's perception that the teacher has the ability to mediate rewards for him. The strength of reward power also depends upon the probability that the teacher can mediate the reward, as perceived by the students. A common example of reward power is the bonus point for the student's remarks. There are many other kinds of rewards, such as oral or written praise, gold stars, free time, gifts, and release from required assignments.

b. Coercive Power

Coercive power is based on the student's perception that the teacher has ability to mediate punishment for him the effect of coercive power will continue to be dependent. In other words, since the students do not want to be punished by the teacher, they will change

their behaviors into the acceptable ones. There are many kinds of punishments, including verbal reprimands, loss of recess, in school and out of school suspension and any other punishment.

c. Legitimate Power

Legitimate power is based on the perception by the students that the teacher has legitimate right to prescribe the behaviors for them. Legitimate power is defined as that power that stems from internalized values in the students that dictate the teacher has legitimate right to influence the students and the student have an obligation to accept this influence. The students behave because the teacher asked them to do, and they have to do what the teacher says. Groups of students who generally accept rules and assignments without complaining are appropriate groups with whom to use legitimate power.

d. Referent Power

Referent power is based on the student's identification with the teacher. The teacher has the ability to influence the students, even though the students might be unaware of this referent power. When the teacher has referent power, students behave as the teacher wishes because they like the teacher as a good person who is concerned about them, cares about their learning, and demands certain types of behaviors because it is in the students' best interest.

Although the relationship between the teacher and students is close, students carry out the teacher's wishes because they like the teacher as a teacher, not as a friend.

e. Expert power

Expert Power is based on the perception that the teacher has some special knowledge or expertise. The strength of the expert power of the teacher varies with the extent of the knowledge perception that the students attribute to the teacher within a given area. Probably the students evaluate the teacher's expertise in relation to his own knowledge as well as against an absolute standard. When the teacher enjoys expert power, students behave as the teacher wishes because they view him as a good, knowledge able teacher who can really help them to learn. In this case, students behave appropriately because of the lesson, not the teacher. They may value the lesson because the lesson is interesting, the lesson is useful for the real world, and the students want to achieve good grades, or may other personal goals.

3. Classroom Management

Classroom management is important for teachers in order to make the processes of teaching and learning successful. The teachers need to consider which approach to power and control is appropriate and aim to develop management practices that will give consistent and authentic messages to students. According to Levin and James (1996), there are

three approaches of classroom management that are for teacher (Wolfgang and Glickman, 1980). They are noninterventionist, interactionist, and intervention. Each approach has different effects on handling students in the classroom.

a. Interventionist

The idea of interventionist is based on the belief of behavioral psychology. It is believed that the students' behavior is fully controlled by the teachers in the classroom. Teachers are placed at the centre of the classroom interaction and are encouraged to take an interventionist, assertive approach to management. The teachers are those who manage and control the students to behave appropriately. The teachers need to take an important approach to classroom management by putting procedures in place that must be followed. In this approach, the teachers are doing many interventions and playing more roles than the students during the teaching and learning processes. Usually, the teachers apply rewards and punishments in order to make the students obey the classroom rules and behave as expected by the teachers. According to Levin and James (1996) this approach is suitable for handling the immature student.

b. Noninterventionist

The idea of 'noninterventionist' is based on humanistic or student-centered. It is believed that students can and must control their own behavior as long as the environment is well supported. Theorist

using a person-centered approach regard each student as an individual with a whole range of needs, abilities and interest at the centre of their approach (Carl Rogers, 1969). The teachers are expected to create the environment of the classroom to be as comfortable as possible so that the students behave appropriately. Noninterventionist see behavior as a symptom of inner thoughts and feelings. Students need to determine what kinds of behaviors are the most appropriate for them, while at the same time having regard for the needs and rights of others.

Gordon's Teacher Effectiveness Training System has elaborated the person-centered approach, encouraging students to own their problems and difficulties. With teacher support, a student would walk through alternatives to addressing or overcoming a difficulty and put into practice the solution she or he thinks would be most appropriate. The teachers who use noninterventionist approach usually apply non-verbal intervention in handling the students' misbehavior. Normally, when the students behave inappropriately, the teachers will just ignore them or only give signal to the students and let the students behave accordingly and change themselves instead of directly interrupt the students who misbehave.

c. Interactionalist

The idea of 'interactionalist' is based on the beliefs of humanistic or student-centered psychology. It is believed that behaviors of students

in the classroom are produced from the interaction happened in the classroom between student and the teachers. The success of classroom learning is very much dependent on how students relate to each other what the classroom environment is, how effectively students cooperate and communicate with each other, and what roles the teacher and learners play (Brown, 2007). Normally, the teachers and the students will establish some classroom rules and guidelines in order to help the teachers maintain the classroom situation. Both teachers and students have rights and responsibilities that must be mutually respected in the classroom. Within the processes, the rules and guidelines applied in the classroom are possible to be modified in the meeting between the teachers and the students in order to discuss the classroom rules and to give students opportunity to solve problems that are affecting other students.

4. Coping skills

Since misbehaviors happen in most classroom, the teachers have to know the way to solve the problems. The teachers should master the skills required in order to handle the misbehaving students. As stated by Levin and James (1996), there are three kinds of coping skill available for the teachers to handle the discipline problems happening in the classroom. They are nonverbal interventions, verbal interventions, and logical consequences. In the field, teachers are supposed to apply the

three of them hierarchically. Nonverbal interventions are skills in handling the misbehaving students without spoiling the rights of others to learn. In contrast, verbal interventions are skills in handling the misbehaving students by directly interrupting their behaviors. Logical Consequences are when the students choose not to follow a classroom rule (Canter, 1976) are directly and rationally related to the students' behavior. Students will not be disruptive if they know exactly the consequences of their misbehaviors.

In this study, the writer limits the study to the implementation of nonverbal and verbal interventions in handling the students with discipline problems. The writer chooses these techniques because these two techniques are the most frequent used interventions in the reality.

a. Nonverbal Interventions

Nonverbal interventions are skill used by teachers to handle students with discipline problem without making any verbal interventions so that the other students will not be distracted in the processess of teaching and learning. These skills are used in oreder to protect the right of other students to learn and not to interrupt the processes of teaching and learning. There are some advantages of applying nonverbal interventions, such as reducing the disruption of learning processes, minimizing confrontation with the students, allowing the students to correct their own behavior, and remaining other alternative interventions. There are four techniques in

nonverbal interventions, such as planned ignoring, signal interference, proximity control, and touch control. These four techniques are also used in hierarchical order

1) Planned Ignoring

It is believed that a disruptive behavior will be reduced or even it will disappear by ignoring it. The teachers will completely ignore the disruptive behaviors done by the students in order to make them realize that they behave inappropriately. This technique is used to control only the behaviors that cause little interference to the teaching/learning act (Brophy, 2000).

2) Signal Interference

Is used by teachers as one of the ways to communicate to the misbehaving students without disturbing others. The signal shows disapproval of the students' undesirable behaviors. The signal is clearly directed to the misbehaving student. There are some examples of signal interference that are normally used by the teacher to the students. Each of interference has its own message. One of them is making eye contact. Usually students who have inappropriately and caught by the teacher will stop their misbehavior as soon as the teacher making eye contact with them. Another example is pointing. It usually happens to students who are like to walk around the classroom during the teaching and learning processes. Once teacher realize it, they will point at

the students and move to the seat to show that the teacher expects the students to be seated.

3) Proximity Control

Proximity control is a technique in which the teacher is walking around or moving to the places where the disruptive students sit. The purpose of walking around is in order to make the students to be back on-task. First of all, the teacher will only walk around the classroom to make sure that the students are doing their tasks. However, if the students still behave inappropriately, the teacher will move to the place where the students sit and stand next to or near them. As a result, the students will be back on-task because the teacher is around them and they feel being supervised by the teacher.

4) Touch Control

Touch control is the last technique in applying the nonverbal intervention to handle the students with discipline problems. Touch control is a light, nonaggressive physical contact with the student. The action of touch shows that the teacher is criticizing their misbehavior and expecting the students to behave in manners. However, in applying the touch control techniques, the teacher should be sensitive toward their

acts of touching because it may be interpreted as an aggressive behavior by the students.

b. Verbal intervention

Verbal intervention are interventionist that are applied by the teachers when nonverbal interventions do not work to the students to stop from their misbehaving. In other words, the teachers use words to stop the students' undesirable behaviors. One of the advantages of verbal interventions is that it is a quicker way to stop students from their undesirable behaviors. Brophy in *Principles of Classroom Management* by Levin and James (1996) suggests that it is the most important principle in the verbal intervention.

According To lasley (1989), there are some techniques in applying verbal interventions: adjacent (peer) reinforcement, calling on student/name-dropping, humor, questioning awareness of offecr sending "I" message, direct appeal, positive pharsingm "are not for's", reminder rules, glasser's Triplets, explicit redirection, and Canter's Broken record. However, this chapter covers only three techniques that are used in this research. They are calling on student/name dropping and direct appeal.

1) Calling on Student/ Name Dropping

When Students are behaving inappropriately, the teachers may redirect the students to the appropriate behavior by calling on the students to answer a question if asking questions is part

of the lesson. For example, a student is talking with her friends while the teacher is discussing the exercise with all students. When the teacher realize this situation, the teacher will call on the student's name and ask the students to give the answer of the exercise without mentioning undesirable behavior.

2) Direct Appeal

Direct appeal means that requesting in a courteous way that students stop the disruptive . In other words, the teacher directly interfere the students while the students are disturbing the processes of teaching and learning. This direct intervention can make the students realize that their behaviors are not appropriate. For instance, a student kept interrupting the teacher while the teacher is giving instructions to the students. Teacher will say” Nanda, please keep your question later after I finisdh giving instreuction so that your friends wil not get confused “ although its use word “please” the statement is not made in any begging way.

5. Level of Students' Development

This study involved the students of second grade junior high school. Children within this grade are at the age of 13-14. The cildern are classified as early adolescence. According to National Center (1976) on Birth Defects and Developments Disabilities, early adolescence is a time of many physical, mental, emotional, and social changes. Hormones

change as puberty begins. For example, boys grow facial and pubic hair and their voice deepen, whereas girls grow pubic hair and breasts and menstruate. Within this stage, children become more independent with their own personality and interest. There are some developments of the children which are possible to lead them into discipline problems. They are emotional, mental/cognitive, psychological, and societal.

a. Emotional Development

Emotionally, adolescence marks the beginning of self-conscious detachment from parents and ends with the attainment of a separate sense of identity. (Lawrence, 1981) Children in this stage more concern about body, image, looks and clothes. They begin to care for themselves for outlook. Normally, they have high expectation but lack of confidence to achieve something. Their emotions depend on their mood. The way they act is mostly influenced by their peers. However, in this stage, they tend to be rude toward parents or other older people.

b. Mental/Cognitive Development

Cognitively adolescence begins with the emergence of more advanced reasoning abilities, and ends with their consolidation in the ability to entertain hypotheses, weigh contingent possibilities, see situations from the perspectives of others, and draw inferences from available evidence (Lawrence, 1981). The 13-14 years old usually have more abilities for complex thoughts. They tend to express their

feelings through talking. Their cognitive developments may be affected by the situations at school.

c. Psychological Development

Parents who have children within the age of 13-14 should be straightforward when they are talking about sensitive subjects, such as drugs, smoking, or love. Interpersonally, adolescence deepens a shift in interest from family relations to peer relations, culminating in a capacity for deeper intimacy with peers and commitment to a loved one (Lawrence, 1981). The children need to be encouraged and supported in good activities to create a positive life. In addition, it is better for parents to know who are the friends and show interests on their life.

d. Societal Development

Socially, adolescence begins with training for adult work and citizen roles, and ends with full attainment of adult status and privilege (Lawrence, 1979). Other research has tried to explore management issues from the perspective of students who are disaffected with school and therefore often disruptive. (Kinder and Wakefield, 1996)