

Problems in Classroom Management Encountered by Three English Teachers in a Rural Area in Semarang Regency, Indonesia

Putri Rosita Irawati¹

Listyani²

UKSW Indonesia

²Corresponding author: listyani.listyani@uksw.edu

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Abstract

Teachers anywhere face many problems. One of the problems deals with classroom management. Classroom management involves many aspects, one of which is students' behavior. Teachers who teach in the rural area are not an exception. They also face this kind of problem. This study was intended to understand the behavioral problems of students that teachers faced and how they dealt with those problems all of which were related to classroom management. The participants of the study were three English teachers who were teaching English in a public junior high school in Semarang Regency, Indonesia. Data were collected through observations and semi-structured interviews to get deeper information. The results of the data showed that the students' misbehavior was frequently found in teaching. Examples of the misbehavior are disrespectfulness to the teachers, sleeping in the classroom during lessons, daydreaming and using many rude words. The strategies that teachers mostly applied were giving consequences and establishing classroom rules, remembering students' names, giving clear instructions, giving games, singing a song, and changing unfamiliar words with the familiar ones.

Keywords: Classroom management, behavioral problems, strategies, rural area

1. Introduction

Classroom management is one of the most important matters in foreign language teaching. The success of teaching also depends on how teachers apply their classroom management in teaching because it can give effects in their classroom. The way the teachers manage their classroom will influence students' way to behave because classroom is a place where students and teachers interact (Muhammad & Ismail, 2001). It is proven when teachers are applying an appropriate way in the classroom, the management interaction between teachers and students will be more conducive and has a good class atmosphere because students feel comfortable in the learning process.

According to Al-Amarat (2011) the way teachers master classroom management is one of the basic problems that teachers may face. Providing good atmosphere is not easy for some teachers in classroom management, especially teachers who teach English in a rural area school. Teaching students in this kind of area may cause different challenges and problems for the teachers. They usually face many difficulties in the teaching-learning process.

Al-Amarat mentioned that "traditionally, teachers are encouraged to believe that the learning environment must be orderly and quiet for some principals, a quiet classroom means effective teaching" (Al-Amarat, 2011, p.2). This happens to teachers in general. It can be further interpreted that the activities which teachers usually use in teaching students are reading and doing tasks. Most of the time, teachers ask their students to read the questions and do the task on the book. It can make students bored to learn English. Another method

which many teachers use is asking students to memorize vocabulary list. This kind of method also makes some students reluctant to learn English. This may result in classroom management problems, including teachers teaching in a rural-area school. This became the core problem that the study investigated. The purpose of this study is thus to describe teachers' problems in managing classroom activities in a rural area school.

In order to teach students successfully in a rural area, teachers need some extra strategies in the teaching process, including strategies in handling the classroom. Rural-area teachers should have good strategies to help students reduce their boredom in learning a foreign language. This study was conducted to answer two research questions. They are:

1. What classroom management problems are encountered by three Junior High School English teachers in the rural area in Semarang Regency?
2. What actions do the teachers take to solve management problems in their school?

In response to the issue above, the writers were interested in carrying out this research dealing with the problems in classroom management encountered by three English teachers in a public junior high school in the rural area in Semarang Regency, Indonesia.

This section of the study provides relevant review of literature which were needed as the foundation of the research.

1.1 The definition of classroom management

There are various definitions of classroom management. Classroom management is one of the controversial issues that are not far from the students' attitude toward English learning. Al-Zu'bi (2013) stated that "classroom management is a cardinal feature of the total education process" (p. 141). It means that classroom management has an important effect for students' behavior in learning. In general, classroom management refers to the teachers' way in applying classroom management, such as applying teachers' skill to manage activities in class, explaining materials to achieve the goal in the learning process, and having a good social interaction with each student (Martin et al., 1998. p.6). It means that teachers' behavior is helpful in the interaction between teachers and students in classroom activity (Achmad et al., 2012).

Canter and Canter (2001) argue that there are three ways of classroom management. First is establishing a good atmosphere to support learning environment. Creating an appropriate safe classroom community can guide students' interest, motivation and increasing students' ability during the learning process. Another purpose is making students able to create relationships for their targets set more freely. This situation will enable student teachers to discuss their needs and also feel comfortable without intellectual risks. Additionally, Edwards (2004) mentioned that rules will create a structure for students to work in an organization and interact with each other fairly. For example, in my experience when I taught English in teaching practicum course, the students appeared to lack motivation in learning English. In the learning process, the students often used Indonesian or Javanese to communicate with each other. English teachers, should motivate their students to speak English and give them motivation in increase their confidence. According to Taylor (2004), evolving classroom rules by reviewing that rule everyday will help students to improve their confidence to speak English. For example, the teacher can ask students to speak in a simple sentence first, like greetings or asking for permission which are simple. Expressions like "*Good morning, Miss!*" or "*May I go to the toilet?*" can be taught to generate students' speaking intention at the beginning. The purpose is to make students accustomed to speak English. In other ways, teachers should reduce students' anxiety to speak English in the classroom activity. It will improve students' confidence to learn English.

1.2 Disruptive behavior in the classroom

During the learning process, teachers may face some problems in order to apply management in their classroom activity. Especially in a rural area school, one of the problems is a "behavioral problem." Some English teachers argued that a well-managed classroom is when students are quiet during the learning process.

Wragg (2003, p.5) stated that in general, teaching is different from that "time-honoured stereotype". This is because a newly-qualified teacher – including the ones in the rural areas - has a lot to 'manage' for the rest of his/ her career. From the beginning to the end of their careers, teachers are responsible for managing many things like resources and materials including equipment, time and space, teaching strategies, students' behavior, students' safety, well-being, interaction with other students, as well as relationships between the teachers themselves with other people in and out of school.

In line with Wragg (2003), Glavin (2002) mentioned that the behavior problem that students showed is an effect of inappropriate time of learning, teachers' skills, and limited learning opportunities for the students. As stated by Levin and Nolan (1996), behavior problems in the classroom management contain verbal interruption, such as talking, humming, and laughing when the teacher was explaining the material. Due to these behavior problems, students will not understand the material that the teacher was explained well. It will make students have a low knowledge and do not get the input in learning.

Another problem that teachers face is "many of such children live in rural areas with parents who are either not educated or have a disturbed family relationship" (Ali, 2000, p.174). It can badly influence students' readiness in getting good input from the learning process. Ahmad et al (2001) asserted that classroom teaching plan will be successful with supports teachers. For this purpose, Ingersoll and Smith (2003) advised six strategies to make students feel comfortable during the classroom activities. The strategies are, among others, understanding students' needs, creating a good physical atmosphere, creating a good learning environment, applying rules and procedure, managing classroom activities appropriately, applying a sense of cooperation among students, and using appropriate classroom management style.

In short, good classroom management is closely related to students' understanding of the materials in their language learning process. It means that if the teacher is able to maintain a good atmosphere in the classroom, students will be comfortable and confident to learn English. Ahmad et al (2012) argued that an ideal classroom management will affect teachers' quality in teaching and students learning.

A good atmosphere of teaching will make students feel safe, respected, cared and secured. Therefore, teachers' ability in managing a classroom is really needed. Good classroom management helps students succeed. A teacher should be able to solve problems related to classroom management.

1.3 Previous studies dealing with classroom management

Some studies of classroom management have been conducted by teachers in teaching English. Al-Zu'bi (2013) conducted a review of the study is aimed to identify classroom management problems among teacher students training at Hashemite University. In this study, a questionnaire was used to collect the data. The questionnaire consisted of a random sample which was chosen from the population. It consisted of 103 participants and their ages

ranged between 18-22 years. This study indicated that there were some negative situations and problems in classroom management. According to different gender and academic performance, it showed that no significant differences in classroom management problem. Additionally, this research advised for the future: (a) Students may be engaged in learning activities and do not disturb the teacher, so the teacher may apply different classroom activities. (b) Teachers may assimilate relevant training in teachers' classroom management to deal with the issues problem.

Hammond and Ingalls' (2003) study investigated the attitudes of rural elementary school teachers towards inclusion within three rural school districts in a southwestern area of United States. The respondents of this study were elementary teachers who taught in three rural schools in the southwestern part of the United States. This study was conducted to address teachers' concerns to implement the effective and successful programs for decreasing students' misbehavior inclusion.

Hawley et al (2016) also conducted a piece of research that had the purpose to highlight the importance of carefully defining and describing the rural area school context. The study was conducted in the University of Nebraska-Lincoln National Centre. The data were collected through an observation. The result of this study found that research related to rural-area schools deserves further attention in the rural special education literature.

2. Research Objectives

This study is intended to describe how three English teachers at a public junior high school in a small district, in Semarang Regency, Indonesia, dealt with classroom management problems that they faced in their classes. Hopefully, the results of this study can help other teachers to find appropriate strategies in handling similar problems related to classroom management. Thus, that they can help their students in learning English and gain the right strategies in managing a classroom in teaching rural area students.

3. Research Methodology

3.1 The context of the study

The aim of this study is to know about the problems in classroom management encountered by three English teachers. This study was conducted in a public junior high school in Semarang Regency, Indonesia. Data for this study were collected starting from August 26 2019, because the permission to conduct research at the school was issued on that day. The reason why this school was selected was that the location of this school, which is in a rural area. The school is located in a small district, about seven kilometers from the capital city of Central Java, Indonesia. Furthermore, the researchers were curious about the problems faced by English teachers there and how to solve their problems in managing classroom in the rural area school. This study was guided by the following research questions, which were then used as the interview questions: "What problems are encountered by three secondary School English teachers in a public junior high school in the rural area in Semarang Regency?" and "What action do the teachers take to solve management problems in their school?"

3.2 The participants of the study

Three of English teachers from a public junior high school, Semarang Regency were chosen as the participants of this study. The three English teachers were selected because in that school, there were only had three English teachers which taught all classes, and they were all selected as participants.

3.3 Research methods

The data for study were collected by observing the teachers during the teaching-learning process. Interviews with the three English teachers in a public junior high school, Semarang, Indonesia were then done. Themes were later drawn from the observations and interviews.

3.4 Data collection methods

In collecting the data, observations were and semi-structured interviews were used to in this study with each English teacher individually. The semi-structured interview was selected to help the researcher to get richer data from the English teachers that focuses on the actions in solving the management problems and the faced problems by the English teachers. The interview was conducted and audio-recorded once during the interview session with each of the English teachers.

3.5 Data collection instruments

Observation protocol was used to collect data about the situation of the classroom setting and the teaching-learning process. Three teachers were observed, Teacher A, Teacher B, and Teacher C. Teacher A was observed on August 26 and 27 (twice), 2019. All observations were done in Grade VII class. Observations on Teacher B were done on August 27 (twice) and September 3, 2019. All of them were done on Grade IX class. The last teacher, Teacher C, was also observed three times, on August 28 and September 3 and 30, 2019 in Grade VIII.

A semi-structured interview was used to collect the data where the instrument was developed by the writers. Each teacher was asked with the same interview questions to get richer data and to answer the research questions. Observations and interviews with the English teachers were done to get the data based on the research questions. The interview questions can be seen in the appendix.

3.6 Data analysis procedures

Before interviews were done, observations had been conducted in the teachers' classes. Each teacher was observed three times during their teaching-learning process. The interviews were then conducted with the three English teachers in October 2019. The interviews were recorded. The recordings were transcribed for the analysis, the transcriptions of the data were then coded based on similar answers that were composed into groups. It was based on the teaching practice of the rural area school.

4. Results and Discussion

This section describes the observation and interview results with three English teachers in a public junior high school, Semarang Regency, Indonesia. The findings in this study deal with the problems that those teachers faced during their teaching and their strategies to deal with their problems in a rural area school.

In general, all interviewees viewed students' behavior as a crucial problem that happened in this school. In addition, students' behavior also became the most difficult problem that they encountered in teaching rural area students. Therefore, teaching strategies were seen to be the best solution in teaching, especially when they were managing their classroom. Most of the teachers focused more on how to deal with the students' misbehavior during the learning processes. They paid a lot of attention in dealing with the students'

misbehavior in learning processes. However, these teachers felt that their strategies did not work well to manage the students in the class. Therefore, the misbehavior of the students made the teaching process hampered. Cook (2019) suggested that teacher-student relationships should be considered as a foundation aspect of the positive school experience. Thus, teachers should understand their problems and find an appropriate strategy to manage their classrooms.

The three teachers were asked and observed in relation to the challenges in teaching the students in a rural area. In this study, the biggest problem was that the teachers saw it difficult to deal with was the students' behavior and another problem was about students' motivation in learning. Therefore, the first problem that needs to be discussed first was students' behavior.

Students' behavioral problems

Based on the findings, two teacher respondents claimed that the biggest problem in this school was students' misbehavior. The misbehavior problem that frequently happened consisted of disrespecting the teachers, sleeping, daydreaming, and saying rude words. The common behavioral problems that teachers face were as follows.

Disrespect to The Teachers

The first problem faced by the teachers in this study was disrespect. The students did not pay attention to their teachers when the teachers were explaining the material. It was clearly stated by teacher A:

Excerpt 1: Interview with Teacher A

“Actually, I found so many problems when I was teaching, but the most of problem was students' misbehavior and awareness. I thought they lacked awareness, they did not respect their teacher, they did many activities without paying attention, and sometimes they didn't do their homework.” (Interview, September 07, 2019)

All English teachers in that school were disrespected by some students when they were teaching. They also found students who were difficult to pay their attention during learning process. Gandara et al's (2005) saw this as crucial, as he said that the center for the future of teaching and learning depends on whether or not the teachers pay attention to the students' progress in learning. Therefore, in order to draw students' attention during the learning process, the teachers should give special attention to guide the students in improving their interest in learning. When the students had great interest in the learning process, they would pay more attention to their teachers.

Sleeping in the classroom

Another problem was sleepy students. The teachers encountered students who fell asleep in class. Teacher B claimed that:

Excerpt 2: Interview with Teacher B

“Students always sleep in the class when the lesson was happening. When I asked them what the activity that they did at home, they answered that they were joining a martial sport in their home and it made them felt sleepy in the class. Other students also sleep with the

reason if he should work until midnight, so he slept in the class”
(Interview, September 06, 2019)

Teacher B reported that the students slept in the class because they had another activity at home, such as joining a martial sport and working overtime. It means that the students’ family conditions and other activities that the students did at home became the reason for the students to sleep while the learning process was taking place.

Daydreaming

Another problem that was found in this study was daydreaming. It was shown when the students dreamed during the learning process. It happened with students who had a family problem. One teacher was aware of the students who always daydreamed in the classroom. Teacher B mentioned that:

Excerpt 3: Interview with Teacher B

“In this school, I found students who were from various families with many different backgrounds. Many of them came from troubled family, for example their parents divorced, their mother left the house, or their parents were busy since they work in factory. It all gave bad effects and made students daydream during the lessons, they could not concentrate.” (Interview, September 06, 2019)

According to Teacher B’s statement, various family backgrounds impacted on students’ learning. This study found that parents’ role at home has an important effect to the students’ motivation in learning at school.

Rude words

Rude words also became problems in a rural area school. One of the English teachers found some students who spoke rude words during the learning process. It was proven by Teacher A’s statement about that condition. Teacher A revealed that:

Excerpt 4: Interview with Teacher A

“I asked them to be quiet and did not use rude words to respond to something. When the students felt angry, they used to talk in rude words. Besides, the students also used high intonation when they were talking with the teachers.” (Interview, September 07, 2019)

The statements above showed that the students had inappropriate behavior in learning processes. Teacher A said that the crucial problem in teaching in rural area was from the students’ behavior. According to Oliver and Reschly (2010), students’ behavior will affect their achievement. This kind of behavior typically might lead to a low learning achievement. However, further research on this matter is needed.

The English teachers in this school often found students sleeping in the class while the teachers explained the material, the students might not understand the teachers’ explanations. These students could not master the materials of the lesson and it made them difficult to improve their achievement. It was very bad for students in their academic achievement. Therefore, the first step for the teachers in rural area was improving students’ behavior. Having a good academic behavior may help them to have a good achievement in learning.

Motivational problem

Another problem that stood on second place of the findings was students' motivation. The three English teachers faced students who were not really interested in learning English. It was mentioned by teacher A:

Excerpt 5: Interview with Teacher A

“So, there were children who were afraid to make a mistake when they answered questions in English. When I asked them, they were not afraid of me but they were afraid of being laughed by their friends in the classroom.”
(Interview, September 07, 2019)

The teacher said that the students' anxiety to answer questions directly in classroom was affected by the feedback that they got. Based on the findings, motivational problem in this school emerged not only from the students' motivation but also from another student's response in the class. For example, when one of the students tried to answer the teacher's questions in front of class, the other students in class were laughing and bullying him/her. Thus, the situation made the students less motivated to participate in the learning process. Liu and Littlewood (1997, p.3) argued that “fear of losing face, publicly or in front of their classmates through criticizing, caused many students to become anxious when speaking English in class.” Therefore, the students needed to be motivated by the teachers to improve their speaking confidence in class directly

Teacher's inappropriate treatment

Besides student-related problems, there was another problem which came from the teacher. This was a special treatment that was used by only one English teacher to explain the material to the students. The teacher believed that explaining material and relating it with vulgar words were very helpful to make the students remember more easily. It was proven by Teacher C's statement:

Excerpt 6: Interview with Teacher C

“I thought that vulgar words actually made the students remember vocabulary easier.” (Interview, September 09, 2019)

In addition, the teacher did not know appropriate strategies for the students to remember words in English. Due to the reason, the teacher decided to use that strategy although it was inappropriate. For example, they explained the material with rude words in the local society which are related with kinds of an animal or genital. It made the students easy to remember the difficult word. Ironically, it increased the students' misbehavior.

Teachers' strategies in teaching in the rural area

The strategies, that the teachers applied to each problem, were different. Each teacher had different concept to face problem in teaching rural area students with certain strategies. Based on the interview and observation, the findings provided the teaching management strategies that teachers applied every day. There were five strategies the teachers used in teaching rural area school. The strategies were giving consequences and establishing classroom rule, memorizing students' name, giving clear instruction, doing games, playing funny video, and changing unfamiliar word with familiar word. Each of the findings will be discussed below:

Giving Consequences and Establishing Classroom Rules

The first strategy used by the teachers was giving students consequences and establishing classroom rules. Taylor (2004) stated that increasing and reviewing classroom rules everyday will help teachers to solve and avoid problem in classroom activity. In this school, before the teaching and learning processs began, the teachers and the students had had an agreement to be applied in the lesson. It is done by the three English teachers in this school. Therefore, the teachers could give students consequences to the students who did not obey the rules. Teacher A argued that:

Excerpt 7: Interview with Teacher A

“From the beginning of the lesson, I asked them to make an agreement that they had to sign, such as always use rude words when they angry, sleeping, and etc. Every student who violated the agreement would be listed and got a consequence. It was effective and made them afraid to violate.” (Interview, September 07, 2019)

Teachers B also had the same rule to manage the students in classroom, and it was effective. It was proven by teacher B’s argument:

Excerpt 8: Interview with Teacher B

“In classical way that I had been done, it was usually beginning with an agreement. I had learning contract with the students. It meant that the students wrote all the rules and the consequences what they had to do in their book. It was beneficial to reduce their behaviors’ problem” (Interview, September 06, 2019)

From the findings, it is showed that giving the students consequences and establishing classroom rules before teaching were helpful for the teachers to manage students in the classroom and reduce students’ misbehavior. The application of the rules helped reduce the students’ misbehavior.

Memorizing Students’ Names

The second strategy which the teachers applied in their teaching was remembering students’ names. The finding shows that Teacher A and B believed that memorizing names of the students was useful to make them pay attention. Therefore, most of the teachers stated that they used the same strategies. It was clearly stated by teacher A and B:

Excerpt 9: Interview with Teacher A

“As a teacher we must to memorize students’ name, and call their name directly to make them pay attention. I believe that when I memorize their name, they will respect me.” (Interview, September 07, 2019)

Based on the statement from Teacher A, the teacher believed that remembering students’ names could make students and teachers friendlier. It also made the students pay attention to the teacher. Memorizing students’ name was helpful to make the students respect to the teacher. Therefore, Teacher B preferred to memorize the name of the students one by one. According to Teacher B’s statement:

Excerpt 10: Interview with Teacher B

“The strategy that I usually used to make students pay attention to me was calling students’ names directly. I should memorize their names first before I taught them.” (Interview, September 06, 2019)

In this case, the findings showed that the memorizing students’ names was beneficial and made the students more pay attention in learning activity. “Learning students’ names is fundamental to developing a sense of community in the classroom” (Glenz,2014. p.21). Based on the argument above, this research found that calling the students’ name will make them feel that their teachers care to them.

Giving Clear Instructions

Another strategy that teachers applied to make the students understand to the teachers was giving the students clear instruction. Teacher B argued that:

Excerpt 11: Interview with Teacher B

“The strategy that I used was about my instruction. Sometimes students felt difficult to understand the instruction in the classroom. So, I should repeat and use Indonesia language to make them understood” (Interview, September 06, 2019)

The finding showed that using clear instruction was a good way for the students’ understanding. Knack and Kay (2005) stated that the beneficial way to develop students in learning is collaborating team in group, understanding the learners, and giving students clear instruction. Therefore, the teachers’ choice to make students understand easily was applied in every instruction clearly.

Giving Games and Singing Songs

Another important strategy was doing game and singing songs together. It was a strategy that the teachers did reduce students’ boredom. It was proven by teacher’s C statement:

Excerpt 11: Interview with Teacher C

“I thought the difficult problem was behavioral problem of the students, especially when they were bored in class, they were usually noisy, and I could manage them by asking them playing a game or singing together, it was helpful for me”.

Being a teacher is not easy. A teacher should understand how to deal with many students who had different characteristic. Not all teachers have the ability to deal with students’ boredom. The result of the interview shows that asking the students to play game or sing a song together would make the class atmosphere enjoyable.

Changing Unfamiliar Vocabulary with Familiar Vocabulary

The last strategy that the teachers used to face rural area students was changing unfamiliar vocabulary with familiar vocabulary. The purpose of using this strategy was making the students understand the material easily. As teacher B explained on the interview, this strategy was effective to make students understood.

Excerpt 12: Interview with Teacher B

“When I was explaining a new word or new material to the students, I looked at their confused face. I changed the new word or new material with other things that was more familiar for them. The purpose was making them easy to remember.” (Interview, September 06, 2019)

Based on the interview, another strategy that the teachers used was to understand the students' gesture, especially the students' facial expression. When the students' face looked confused, the teachers changed the word or vocabulary directly. Therefore, it was showed that changing unfamiliar word or vocabulary will make the students easy to remember the word.

4.1 Other findings

Besides the list of problems that have been explained earlier, this study also found another finding from interviews with the teachers.

Teachers' lenience

One teacher was very lenient to students who slept in class. There was one student who always slept in class without paying attention to the teacher. The student did not care whether the teacher would be angry or not. In this case, Teacher A had a way to make the students woke up and followed the lesson. The teacher argued that the strategy he applied was useful for making students follow the lessons well.

Excerpt 13: Interview with Teacher A

“So, in the last hours I even treated that student a cup of coffee to them who were really severe. In class 8E there was students X. Since he had to work at night, so he often slept in the classroom” (Interview, September 07, 2019)

Another teachers' lenience observed was about the teachers willingness to visit the students' house and encourage the parents to pay more attention to their child's education. Teacher B asserted that:

Excerpt 14: Interview with Teacher B

“Special treatment for the students' attendance was when they didn't come three times without any information. I should do the home visit”. (Interview, September 06, 2019)

Moreover, because of the students' behavioral problem in this school, teacher B also gave students another lenience to make the students pay attention. In this case teacher B was an English teacher who actually has no obligation to reprimand students like counseling teachers. It was proven by Teachers B's argument:

Excerpt 15: Interview with Teacher B

“From the beginning, I talked to the students that they did not have to expect too high in this lesson, I never asked them to get an eight for their score. I told them to be discipline, obey the rules, and the teachers. It was important rather than getting a good result. About the students' score, I would give a good score to students who obeyed our agreement.” (Interview, September 06, 2019)

The interview results showed that the strategies applied by the teachers did affect the students' misbehavior. It was reduced and minimized in quantity. The teachers' strategies

were good to handle motivational students' misbehavior. When the students are disciplined in classroom activity it is easier for the teachers to handle the students in classroom activity. However, it seems to have caused to be students unmotivated to get high score in English lesson learning. Therefore, the teachers' strategy was good in managing students' misbehavior in classroom, but resulted in students' demotivation in learning English.

5. Conclusion

Classroom management in rural area school is one of the biggest problems faced by English teachers in a public junior high school in Semarang Regency, Indonesia. The purpose of this study is to know what strategies that teachers used in applying classroom management in rural area schools. Based on the findings and analysis above, the following conclusions can be drawn.

First, the students' misbehavior in learning English was the biggest problem that the English teachers faced. They stated that students' misbehavior was really important for them to be fixed. Secondly, the teachers reported that they applied the strategies depending on the students' needs. In other words, the strategies should be contextualized.

Three of the English teachers believed that in facing rural area students' misbehavior an appropriate strategy need to be applied. Based on the findings, it was showed that classroom management strategies were useful for the English teachers in teaching rural area students. However, some strategies seemed to be inappropriate because even though the 'rude words' strategy is aimed to facilitate students' learning, it is against the teacher's role as a good example and motivator for the students. In this case, the teachers should more be careful when they are applying a strategy in teaching to minimize the effect to the students' behavior. The teachers would also need to get an understanding of appropriate strategies in teaching to get more knowledge.

Based on the results of this study, it is also suggested that English teachers in the rural area should be creative, giving various activities for the students. In this way, they could make the students interested in learning and reduce their misbehavior in their classroom activity. Various activities can be done through games, integrating teaching with technology, or using media like songs, videos, or poems. Besides, the teachers' efforts to encourage the students are also important for the students, so the teachers need to make the students feel motivated. It can motivate the students in learning.

However, this study has a limitation concerning the context of the study which is limited to one level of rural area school, the number of respondents, and also only conducted for several times. Thus, the findings could not generalize to the other level such as elementary or junior high school. Moreover, not all levels of schools in the rural area have the same problems in their classroom management. Future researchers are hope to dig more problems related to these various problems.

The researcher believes this research can be developed into a wider scale in the future. Besides interviews and observations, another method may be done to know more about the strategies that teachers use in teaching rural area students. The researcher believes that this kind of study may have a good impact on providing the understanding and in helping to implement effective teaching strategies for students.

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Appendix 1: Interview Questions

1. How old are you?
2. How long have you been teaching English?
3. How many hours per week do you teach English in this school?
4. What are the behavioral problems that you usually face during teaching?
5. What are the strategies that you applied in managing your classroom to face those problems?
6. When should classroom management strategies be started?
7. Do you think you have new strategies that work better on the next occasion?

Appendix 2: Observation Protocol

Class		Day		Date	
Room		Duration		Time	
Topic					
Objectives					
How did the teacher start the class?					
How did she/he deliver the material? What kind of activities did she/he use? And how did she/he manage the activities					
How did she/he interact with the whole class and with a particular student? What kind of questions did he/she ask? What language did she/he use?					
How did she/he end the class?					
Teacher's signature:				Date:	