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APPLYING COPING STRATEGIES IN CLASSROOM MANAGEMENT TO HANDLE STUDENTS' MISBEHAVIOUR: A SECONDARY TEACHER EXPERIENCE

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Abstract: The objective of the study is to discuss the coping strategies to handle students' misbehaviour at a state senior secondary school in South Sumatera. In this study, the researcher investigated how an EFL teacher applied coping strategies in classroom management to handle students' misbehaviour. One teacher was recruited for this study, and semi-structured interview and observational were used in data collection. The study found there are several types of student's misbehavior that often occurred, such as cheating, talkativeness, obtuseness, and inattentiveness. The classification of students' misbehavior was made in accordance with the research paper of Debreli and Ishanova (2019). However, there are categories not found such as moving around the room, annoying others, and stealing. Coping strategies that are considered most effective to handle students' misbehavior are talking with students after class, calling the names, and giving praise.

Keywords: *coping strategies in classroom management, Indonesian teacher, students' misbehaviour*

INTRODUCTION

In the classroom, a supportive classroom environment can help facilitate learning and students' behaviour. In order to create a supportive classroom environment, classroom management strategies are considered very important. Furthermore, classrooms with low quality teaching, or in other words not paying attention to strategic classroom management, will have more student misbehavior. This can hinder the teaching and learning process of teachers from being less effective (Allen, 2010). McCormick and Shi (1999) indicate the importance of classroom discipline strategies does not lie only in student behavior, but also in the ability of teachers to discipline the students. This is

integrally related to the sense of professional adequacy of teachers (stressing). Strategies in disciplining these students are measured in terms of rewarding, punishing, hinting, involvement in decision making, aggression, and discussion. This shows that one or more of the strategies used are seen as an activity that underlies classroom discipline (Lewis, 2001). Meanwhile, Little and Akin-Little (2008) emphasize effective classroom management strategies and discipline includes strategies that not only see problems occur, but also think about how to prevent them from occurring by creating an environment that encourages learning and appropriate behaviors. Rewarding, hinting, referrals, after class talks, behavioral control and teacher care, and punishment are some commonly used strategies. Based on personal experience in classroom observation during the pre-service teacher internship in a junior high school, the researcher observed that there were several students' misbehavior in the classroom, such as going in and out of class during study hours and chatting with friends. Of course, the language teacher has also given a warning like calling their names. The students were silent for a moment and returned to acting again. This incident did not only happen once, but often and the perpetrators were the students. Thus, this triggers other students to participate in students' misbehavior. This happened in several classes in grade seven and grade eight.

In literature, different terms have been used to describe problematic behaviours (Sun 2012). Debreli and Ihsaniova (2019) found how teachers can manage students' misbehaviour. Debreli and Ishanova (2019) agree if classroom management is a creation in maintaining the focus of students so that they pay more attention to explanations during the learning process and make learning more effective (as cited in Abbott, 2014, p.72). Tanase (2019) highlights almost some schools, both in mountainous areas, rural areas and even in the urban sector have students misbehaviour, this is influenced by the students themselves or there is influence of friends, because of that many teachers are frustrated with these misbehavior students "over the years teachers have identified the management of challenging behavior in the classroom. In addition, novice teachers reported that they were feeling inadequately prepared to prevent and respond to challenging behavior" (p.2).

In the recent five years, there have been some studies conducted related to classroom management strategies (Cabaroglu, 2018; Debreli and Ihsaniova 2019; Paramita, Sharma & Anderson, 2019; Tanase, 2019; Irawati and Listyani, 2020; Suman, Lian, and Fitriani, 2020). Cabaroglu (2018) reported that the teacher perceptions of

students misbehavior in six different schools on the social economic conditions of students in Adana Turkey. From this was found that the strategies used by the teachers were different.

Moreover, Debreli and Ishanova (2019) identified several cases of students' misbehavior, such as: inattentiveness, obtuseness, talkativeness, moving around the room, annoying other, disruptions, lying, stealing, cheating, sexual harassment, aggression and fighting (aggressive), malicious mischief (mischievous), and defiance of authority. The findings indicate types of students' misbehaviour in the classroom context, strategies teachers used to avoid student misbehaviour, and relationship between teachers' proposed strategies to avoid students' misbehaviour in EFL secondary classrooms.

In Indonesian context, Paramita, Sharma, and Anderson (2019) investigated Indonesian primary school teachers' causal attributions for behaviour problems and their classroom behaviour management strategies. They found that students' misbehavior has a relationship with the students' own families, so that teachers can overcome this with their own strategies (being proactive rather than reactive, and there is support from the school).

Tanase (2019) highlights that a disruptive student may influence the other students to perform misbehaviour in classroom learning process, as proof if a students misbehaviour talked to his next friends at one table while the teacher explains the material, then the other students would certainly be disturbed or decide joining with the students misbehaviour, so this can disrupt the teaching-learning process even though through this simple thing. Therefore, teachers should have classroom management strategies in handling students' misbehaviour.

Irawati and Listyani (2020) found that students' misbehavior at a state Junior High Schools in Semarang Regency, Indonesia, and how the teacher arranged class management strategies, with three English teachers as participants. Data collection was carried out through semi-structured observation and interviews. The findings show that the acquaintance of students occurred during class, such as daydreaming, sleeping, and saying harshly. The general strategy used by the teacher was using rules and learning while playing like using a song.

Lastly, Suman, Lian, and Fitriani (2020) investigated the types of delinquency of students at state elementary schools 6 Pulau Rimau, Banyuasin, South Sumatra and their

coping strategies in the classroom. Participants taken were three teachers and two student organizations using qualitative descriptive, applied observation, and interviews. The results of the study revealed that the teacher applied the rules of sanctions, advised students, gave directions, and called the guardians or parents of the students. The types of students' misbehaviour includcrossing class walls, saying harsh words, and clashing with friends.

Based on previous studies published in the last five years on coping strategies in classroom management to handle students' misbehaviour, only three studies were conducted in Indonesian context. The studies were conducted at a primary school in Surabaya, at an elementary school Banyuasin South Sumatera, and at a Junior High School in Semarang regency. Due to limited studies on classroom management strategies for senior secondary school especially in secondary schools in Indonesia, this research made some attempts to fill the gap. This research investigated coping strategies in classroom management to handle students' misbehaviour in senior secondary EFL classrooms.

Considering the results of the previous studies was conducted to discover what coping strategies that can be used to handle students' misbehaviour in EFL senior secondary classrooms of state senior secondary school in South Sumatera, Indonesia. The results of this research are to give contribution to other teachers to manage students in the classroom, especially students who perform misbehaviour. In empirical level, this research provides additional evidence on how teaching strategies are implemented to handle student misbehaviors. On the practical ground, this study gives information to teachers on how to handle students misbehaviour and what coping strategies in classroom management are applied.

REVIEW OF LITERATURE

Coping strategies in classroom management to handle students' misbehaviour.

Classroom management is very important in supporting the effectiveness of the teaching and learning process not only in providing material and assignments in class, but also in helping the process of controlling students' behavior. Allen (2019) points out that classroom management is a benchmark in regulating students behavior "however, successful teaching requires more than just controlling student behavior" (p.2). In line

with that, Sun and Shek (2015) say that classroom misbehavior is generally referred to as misbehaviour and inappropriate behavior that has a negative impact on order, teaching, and learning in the classroom. Related to this, Debreli and Ishanova (2019), identify the types of students' misbehaviour as described in Table 1

Table 1. Debreli & Ishanova's (2019) Types of Students Misbehaviour in the Classroom.

Types of students misbehaviour	Explanation of types
Inattentiveness	Don't pay attention to the explanation from the teacher, like lazy to study, empty mind or not exited.
Obtuseness	Not participating in class, not attending or not attending the class discussion
Talkativeness	Chat with friends during the learning process, but what is talked, is not about the learning topic.
Moving around the room	Breaking classroom rules, for example, standing while the teacher explains the lesson, taking the seat of his friend, or gathering in one place in the class.
Annoying others	Mocking peers, calling names using the names of parents.
Stealing	Taking what doesn't belong to him/her without permission
Cheating	Fooling or making friends around for his benefit like when the teacher gives assignments to students

These on the table are several types of students' misbehavior that often occur at school along with explanations according to the type of each student's misbehavior. Classroom misbehaviours are often found during the teaching-learning process, especially in English classes. Besides, students' misbehaviours in class is caused boredom factor. When students are bored with the class situation, usually will talk with their friends. This can make other students lost their concentration, and as a result, the class becomes not conducive again.

When students' misbehaviour continues, then a teacher can choose a strategy. Wahling (2020) argues that giving consequences to students after committing bad behaviours is considered effective. However, these consequences must be carried out consistently everytime students do a bad behavior.

Moreover, Ding, Li, Li, and Kulm (2010) conducted a survey study involving teachers who taught language classes from elementary (ages 7) to secondary school (ages 18) and found seven effective coping strategies in classroom management that have been used by teachers in China. Table 2 describes the types of coping strategies in classroom management which are effective in handling students' misbehaviour according to Ding, Li, Li, and Kulm (2010)'s study in several language classrooms in China.)

Table 2. Ding, Li, Li & Kulm (2010)'s Types of Coping Strategies in Classroom Management and Examples based on Research Findings.

7 Types of coping strategies	
Praise	in-kind gifts like flowers, snack and other prizes as positive incentives
Talking after class	helping him/her to reflect on his/her behavior
Staring so that students will be aware	expect students to realize after being stared at by the teacher
Raising their voice	raised their voice when the student was talking to his/her friends
Calling the name's	mention the names of students who do students misbehavior
Making student rules	making rules before learning in the classroom, like if there are students who do not pay attention, they will be subject to certain sanctions that have been agreed upon
Standing on a chair	Or in the front (back) of the classroom

In general, secondary school teachers in China considered the most effective coping strategy is praising students for good behavior using items such as flowers, and other gifts as positive actions (34.8%). The second strategy used by Chinese teachers was talking to students after class and helping them reflect on their behavior. In other words, it can be done by giving suggestions or warnings to students (23.4%). Even so, the second strategy is 7% of teachers do not use it, the teacher tends to stare at students and expect students to be aware by themselves (30.7%). Although in general Chinese teachers give praise or rewards to students at the secondary school level, it turns out that many do not agree with it. The reason is less effective owing to students are already at the advanced school level. The most effective strategy that secondary school teachers have found are talking after class and turning the tone louder when dealing with students' misbehavior.

There have been studies on coping strategies conducted by teachers in handling students' misbehaviour. Ding, Li, Li, and Kulm (2010) investigated 244 elementary to middle school level teachers in two provinces of Jiangsu and Anhui, China. Ding, Li, Li, and Kulm (2010) found that teachers often blamed students. The example was laziness that occurred at the elementary school level which was carried out by students in secondary and elementary school levels. To overcome this problem, elementary school teachers used

appraisal and teachers in secondary schools used the talking-after-class strategy. Nevertheless, in reality only a few of these strategies are used.

The second research conducted by Sun (2014) shows the perceptions of language teachers in Hong Kong about effective strategies in managing students' misbehaviour in classrooms that involved an integration of discipline, guidance, and teaching strategies for effective classroom management in a secondary school.

The third research conducted by Sun and Shek (2012) found that teachers perceived student problematic behaviors as rule breaking or being inappropriate in the classroom settings and upsetting teaching and learning, which mainly requires special attention from teachers junior secondary school student misbehaviors. In addition, Sun and Shek (2012) also found that students tended to perceive misbehaviors as inappropriate and even actions in the classroom settings. These misbehaviors were unacceptable because they disturbed teaching and learning, and violated the values of respect, conformity, and obedience in the teacher-student relationship within the classroom.

This study is slightly different from the research conducted by the previous ones. If the previous research analysed teachers and students in primary and junior high schools using the qualitative case study method, this study took high school teacher participants using in-dept interview and observational method.

METHOD

In this study, the researcher use applied qualitative method for collecting the data. Creswell (2014, p. 32) explained that qualitative research uses approaches to explore the phenomena to be studied relating to social or human problems. The use of qualitative research in this study is to find out and to identify the teaching strategies that the English teachers used to teach disruptive students with their misbehaviour. The research procedures were conducted by interviewing the English teacher as the participant and observed the learning activity. According to Neale (2006), in-depth interviews were conducted with participants independently in finding answers to the results of interview questions. Braun & Clarke (2006) define in-depth interview as a way for identification, analysis, creation, reflection and informing of themes that have been found in a data. This research was taken from interview data, which was related to the theme taken when the learning process was carried out face-to-face in class or before the implementation of

online learning in 2020. Thus, in this study, the focus was on the teacher's experience in coping strategies to handle students' misbehaviour.

Before the Covid-19 pandemic, the researcher wanted to take one of the participants while observing the internship activities of prospective teachers at Yogyakarta Junior High School. However, in the end, the researcher was placed as a pre-service teacher in secondary school in South Sumatra province and found one English teacher as a participant of the research. The teacher was chosen because he has been teaching English since 2005 in secondary schools in South Sumatra, both in private and public schools. In addition, the researcher chose him as he has an experience in educating students who behaved badly. Therefore, the researcher wanted to focus on one teacher who represented the data-rich participant. Currently, the teacher is teaching eleven classes at some public secondary schools, with a total of thirty-four students in each class. The researcher observed two of his classes, they were X IPS 1 and X MIPA 1. The reason for observing the two classes was the permission to collect the data was issued on March 22, 2021. When all of the participants agreed, the researcher immediately did the observation on March 23, 2021. At that time, the teacher was giving material on narrative text according to the lesson plan listed in Appendix 5.

As stated by Adams (2015), semi-structured interviews are conducted at one time and can use closed or open-ended questions that are often followed with meander questions aimed at digging deeper into the information to the respondent. In this study, the researcher decided to use a semi-structured interview where the research questions were prepared in advance. Then, during the interview, the researcher could ask some additional questions and the teacher could answer freely without limitation but still in the context that was raised. The process of interview was stored in the of photos and videos documentation.

According to Bowen (2009) documentation is one that can provide views on a research theme. In this study, researcher took photos documentation and video recording as evidence of interpretation in the interview process and observation. In this observation process, the researcher observed two classes in South Sumatra secondary school. Observations were made at the teacher's house because the learning process is currently based online. This observation technique, previously the researcher submitted a data collection permit that had been approved by the campus, then the researcher delivered the

letter to the participant at their home. After the participant said they were willing to take part in this study, on March 23 the researcher made observations with research participant.

In this study, researcher adapted the coping strategies used by Ding, Li, Li, and Kulm (2010) for the purposes of an interview about classroom management to handle students misbehavior. As the teacher has taught language classes since 2005, there are some things that the participant's prior experiences about students' misbehavior. It turns out that the types of students' misbehavior are also a classification that has been written by Debreli and Ishanova (2019). In addition, the researcher also observed students' misbehavior during internship as a pre-service English teacher at secondary schools in South Sumatra. When the researcher observed the teacher, he told two important points, like the types of students' misbehavior during offline and online meetings

Data Analysis

There are components or steps needed to analyze qualitative data such as data reduction, data display, and data conclusion. In this study, the data analyzed came from the results of the interview and documentation. According to Braun and Clarke (2006) there are six process in thematic analysis as seen in Table 3.

Table 3. Braun and Clarke (2006) processes in thematic analysis.

Step 1 : Become familiar with data	Step 4 : Review themes
Step 2 : Generate initial codes	Step 5 : Define themes
Step 3 : Search for themes	Step 6 : Write - up

Step 1: Getting used to reading back a lot of data transcripts and understanding the source of the data obtained. In this case, the researcher conducted or made a transcript of the results of the interview that carried out, then read it over and over again to understand.

Step 2: Finding the codes. At this point, the researcher tried to find the codes from the interview transcripts. The purpose of which was to find the code so that it was easy to find more.

Step 3: After finding the code, the next step was to find the theme of the initial codes Analyzed then did a theme search by reading the transcript.

Step 4: Looking back at the themes that created with the aim of determining the most relevant themes by looking at them line by line.

Step 5: Adding meanings and making the names of theme that would be displayed.

Step 6: Making information. The method of this research has been published, confirmed, and reviewed in a trustworthy journal. The researcher also conducted a credibility test with a lecturer to check the validity.

Data Reduction

In this study, the data were obtained from interviews and documents. Choosing the data needed in research is one of the important elements in the data analysis process. In line with the fact that in data there is probably the most prominent data, therefore data reduction is needed to select the data that best matches the data needed by the researcher. Also, Emily et al (2008) said that graphically this technique connects semantic items such as coding and words.

Data Display

After data reduction, the next step in analyzing data is was data display. Miles and Huberman, (1994) suggest displaying data using narrative text, graphics, matrices, networks, and charts. Therefore, in this study, researchers used brief notes, narrative texts, and tables.

Data Conclusion

Miles & Huberman in Ospina (2004) said the conclusion of data display is often referred to as analytic text, and the data view also must be followed by conclusions. Researcher can conclude from the results of the data that have been obtained, but this is not absolute if there is stronger evidence.

The Trustworthiness

Trust is needed to make researchers believe in what he is writing and expect to be given feedback to people who have read (Lincoln & Guba, 1985).

Credibility

Credibility becomes an important factor for knowing and measuring test results that are seen in reality. Summarized by Lincoln and Guba (1985), confidence can be placed on the truth research findings. Credibility is formed whether the research findings make sense from participants, and the data were correctly interpreted from participant's original views.

In the study, after conducting classroom observations and interviews, the researcher reconfirmed whether the data taken were in accordance with the original conditions of the observation and interview data.

Transferability

Qualitative research connects several cases (Tobin and Begley, 2004). In this study, the results also apply to the teacher in managing the class during the learning process. The results of the research can later be used to differentiate and expand situations and contexts. Later research results can be used for other researchers as a reference to differentiate or broaden the context of research and situations both from source and methodology because according to Creswell (2012), methodology can affect the process of transferability.

Dependability.

To see dependence, researchers can conduct effective research which have been published clearly (Tobin and Bagley, 2004). People who read are more likely to see research dependence when they try to assess research results in the research that is carry out (Lincoln & Guba, 1985).

Also, Irene Korstjens & Albine Moser (2018) cited in Lincoln and Guba (1985) transparently describe the research steps taken from the start of a research project to the development and reporting of the findings. The records of the research path are kept throughout the study.

Confirmability

Confirmability is related to the interpretation and clear findings of researchers derived from these data, researchers are required to show the conclusions made (Tobin

and Begley, 2004). Based on Guba and Lincoln (1989), confirmation can be carried out if transferability, dependability and credibility have been met. According to Koch (1994), he suggests researchers in analysis, methods and theories in order to add a logical explanation, so that readers can examine the results of the study.

In this study, expert judgment is important as internal cohesiveness in confirmability. In this study, the researcher asking for expert adjudication of the thesis supervisor because of his expertise in applied linguistics.

Informed Consent

The researcher asked for a permission to participant with a formal consent letter. Furthermore, consent issues needed to be made by the researcher to the participants of this study to inform the participant that the researcher is conducting a study, or in another word, the researcher needs to introduce to the participants about the study so they can decide whether they can take part in the study.

FINDINGS AND DISCUSSION

Findings

From this section to the end of page, the name of the participant is pseudonymous. This study only had one participant, with the initial Mr. E. He is 52 years old. The interviewe was conducted on Wednesday, March 25, 2021. The interview focused on classroom coping strategies used by the teacher to handle students' misbehavior. These interview questions were built from theoretical constructs related to the types of students' misbehavior in the class as well as coping strategies to deal with existing students' misbehavior. In general, the results of the interviews show that the types of students' misbehavior that occurred at the secondary school in South Sumatra province are laziness, inattentive behavior to teacher' explanations, cheating when given assignments or during exams, talkativeness, and obtuseness.

Observations were carried out directly by making an agreement with Mr. E which of course has attached a permission letter for data retrieval from the campus . This observation was carried out at Mr. E's house, as the learning process was carried out in full online meeting. Mr. E was very familiar with the behavior of his students. For instance, if the students did not do the assignment due to lack of understanding even

though they student had been explained in detail by telephone and instructions in Google Classroom. This is certainly one type of students' misbehavior occurred during the online learning process. The observations showed that the teacher did his best in overcoming students' misbehavior by implementing some classroom strategies. Mr. E used coping strategies such as calling out students' names both in class and outside the classroom when the students did not pay attention to the explanation given, talking after class with the students concerned, giving additional assignments or studying outside the lessons.

Based on the research done by Ciesielska, Bostrom, and Ohlander (2017), observations can be very long for years or only a few days, depending on the agreement that has been made, because each individual has different privacy. In this current study, the researcher made observation for two days in two classes: X IPS 1 and X MIPA 1 with a total time of 5 hours 27 minutes. Table 4 is the result of the observation

Table 4. Observation Checklist

Class	The number of the students	Type of students' misbehavior	Students' misbehavior shown	Frequency
X IPS 1	34 students	inattentiveness	✓	most of the time, most of the day
X MIPA 1	34 students	obtuseness	✓	rarely
		talkativeness	✓	three times
		moving around the class		
		annoying others		
		stealing		
		cheating	✓	rarely

From the results of the observations conducted by the researcher, it was found out that there were four types of students' misbehavior, including inattentiveness, obtaining, talkativeness, and cheating at that time on March 23 at 10 a.m. Mr. E carried out a class discussion with X IPS 1 with narrative text handout. Ten students showed inattentiveness when the teacher greeted them. When the teacher opened the class discussion in 20 minutes via WhatsApp group, they were present but only for a moment. Besides, one student was not present from the beginning of the class, and his smartphone was not active. This misbehavior was called obtuseness. Responding to this, the researcher also observed Mr. E to see how he dealt with students' misbehavior. He used coping strategies by calling the students by telephone after class to find out which students were not

present, not participating in class discussion. The teacher also reprimanded students for not doing assignments via WhatsApp chat. At the time of the last day of the observation, Mr. E happened to be checking the students' assignment so that the researcher had the opportunity to ask permission to screenshot WhatsApp group and Google classrom. As for the personal chat, it happened that during the observation there was only one student who was late in collecting assignments (see Figure 2), so Mr. E warned the student.

The following is the observations photos evidence to support this research.

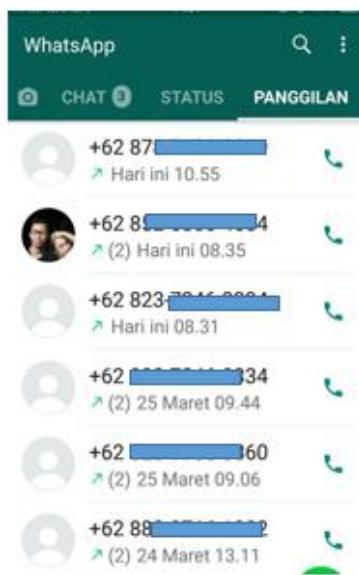


Figure 1. The teacher's Call List

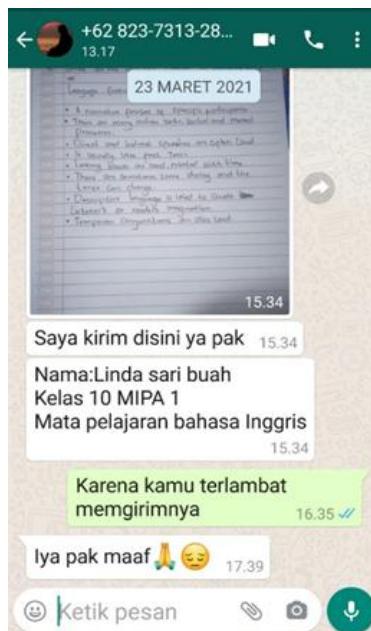
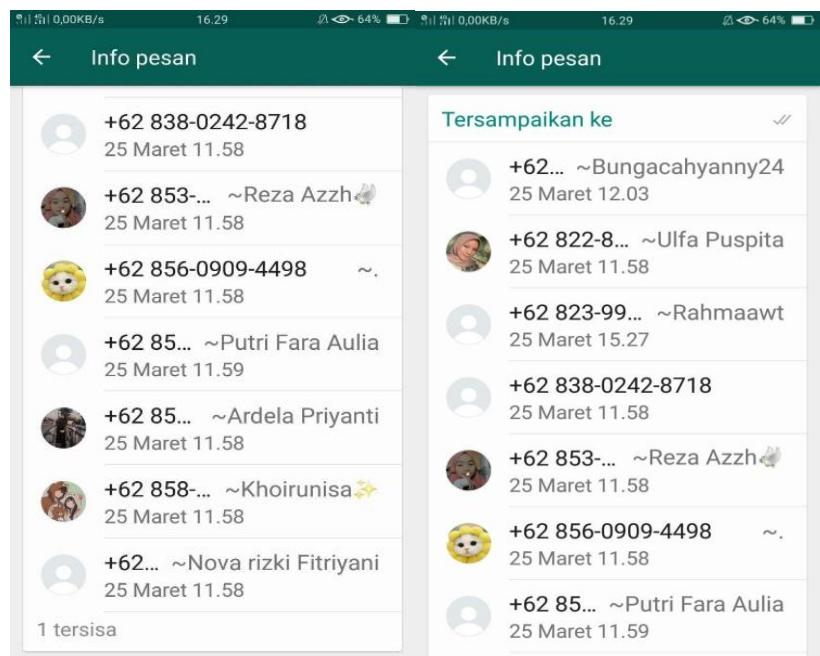


Figure 2. The Teacher Reprimanded the Student.



Picture 3. The Students Who Did Not Attend the Class and Participate During the Discussion

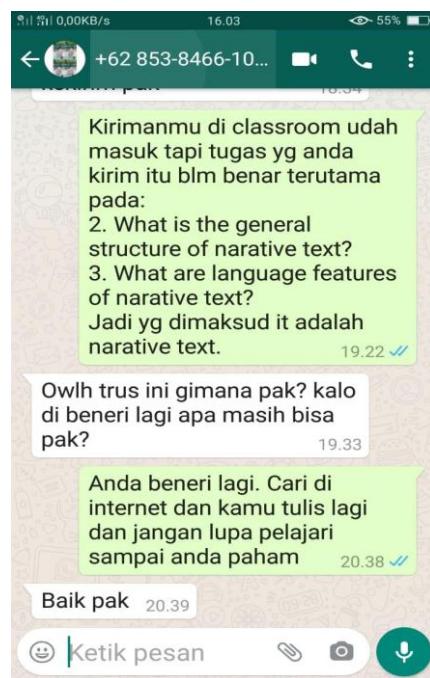


Figure 4. Personal Feedback Chat

The researcher wrote the results of the interview in the form of a transcript of one table as the interview was completed at the same time and place. Then the researcher analyzed the transcript by coding using the thematic analysis method. From the analysis findings, the researcher regrouped the information into one big theme with two sub-themes and seven sub-theme category keywords.

Coding and Thematizing

In this section, the researcher classified the research data into several categories. Each category analyze the themes that have been made which were then categorized into several sub-themes in detail with a more flexible purpose. See Table 5 for the details.

Table 5. Thematizing matrix

THEMES	SUB-THEMES	CODING
Types Of Students Misbehaviour	Students misbehaviour	Inattentiveness
		Talkativeness
		Obtuseness
		Cheating
Coping Strategies For Classroom Management	Coping strategies	Talking after class
		Calling the name's
		Praise

In this study, the researcher did the coding as a description of the data that had been taken from the results of the research interview. Table 6 displays the code of the data.

Table 6. Coding System

CODING	MEANING
SM/ITTVN	The data is taken from the results of interviews with the teacher, with the sub-theme of <i>Inattentiveness</i> as the theme of line 1
SM/TKV	The data is taken from the results of interviews with the teacher, with the sub-theme of <i>Talkativeness</i> as the theme of line 15
SM/OTN	The data is taken from the results of interviews with the teacher, with the sub-theme of <i>Obtuseness</i> as the theme of line 16
SM/CTN	The data is taken from the results of interviews with the teacher, with the sub-theme of <i>Cheating</i> as the theme of line 23
CS/TC	The data is taken from the results of interviews with the teacher, with the sub-theme of <i>Talking after Class</i> as the theme of line 24
CS/CN	The data is taken from the results of interviews with the teacher, with the sub-theme of <i>Calling the name's</i> as the theme of line 29
CS/PRS	The data is taken from the results of interviews with the teacher, with the sub-theme of <i>Praise</i> as the theme of line 31

The Interview Result Analysis

In this section the researcher will explain two things:

1. The types of students' misbehaviour found in Senior High School in South Sumatra province.
2. Classroom coping strategies used by the language teacher in overcoming students' misbehavior.

Types of Students' Misbehaviour in Senior High School in South Sumatera Province.

In this section the researcher will briefly discuss the results of the interview analysis that the previous participant has submitted.

Types of students' misbehavior.

It has been discussed previously that the object of this study was an English language teacher at secondary school in South Sumatra province who had quite a long teaching experience with many experiences with students' misbehaviors.

“Ya kira-kira ketika saya mengajar ada beberapa perilaku buruk siswa yang pertama adalah siswa itu ketika saya masuk, tidak memperhatikan pelajaran yang saya berikan walaupun ada beberapa siswa yang juga memperhatikan pelajaran.”

SM/ITTVN/1

In addition to students who did not pay attention when the teacher explained the material, Mr. E admitted that in the language class, there were also students who chatted with their friends, although not many.

“Ada tadi sedikit sekali tadi jarang sekali apa ini diluar konteks ini jarang sekali dengan temanya apa itu jarang sekali. Tapi saya pernah tau apa yg dia bicarakan, dia memberiucarakan kegiatan kegiatan lain di ekstrakurikuler nya seperti kepramukaan seperti apa ini ee mungkin didalam tim sepak bola, bola voli dan sebagainya ekstrakurikuler.”

SM/TKV/15

The language class handled by the teacher was one of the large classes, so that there were students who do not participate in group discussions, although not many, this is also a type of students' misbehavior.

“Kalo pengalaman saya yo, yo mesti ada ya. Mungkin umpannya saya bagi dalam satu kelas itu ada 8 kelompok, satu kelompoknya ada 5 umapanya, atau ada eee berapa.. 6 kelompok kemudian kelompoknya ada 5 hanya didalam kelasnya itu satu kelas ada 35 la itu saya bagi 6 atau 7 rata rata ya 6 ya. La itu didalam1 kelas itu ada 6 kelompok itu yang kurang bekerja sama atau kurang respon itu ada mungkin 1 ya jarang mungkin jarang tapi ya ada yg kurang berpartisipasi.”

SM/OTN/16

The type of misbehavior students who subsequently cheated usually occurred during exams or daily tests.

“Ya mungkin ada ya tak coba saya pikirkan lagi,,, yo mencontek mungkin yaa ketika apa ya ketika ujian atau ulangan atau menyontek dari temannya yang dianggap bisa, kemudian apa ini eee iya pa emm ngga mau atau kurang belajar ngga mau belajar jadi ngga mau mencoba. Jadi diminta untuk menuliskan satu kosata kata kurang mebncoba ngga mau mencoba, ini permasalahan ya.”

SM/CTN/23

Classroom coping strategies used by language teachers in overcoming student misbehavior.

Classroom coping strategies

After knowing the types of students' misbehavior experienced by the teacher during language teaching, the researcher then describes the coping strategies that were used by Mr. E. Coping strategies like talking after class was used when a student was cheating on the exam.

“Iya he’em jadi kalo ada siswa yang nyotek dipelajaran saya ini kemudian setelah selesai saya memanggil siswa itu dan memberi perhatian bahwa kamu harus mau belajar dan mencoba memperbaiki hal tersebut ada rasa percaya diri dan mau belajar.”

CS/TC/24

Coping strategies by calling the name's of the student was also used. This strategy was considered effective because the teacher called the name of the student twice. If a student was called from afar and continued to misbehave, the teacher would call him back and sit in front of him and then gave a warning.

“iya, pertama ya mungkin dipanggil dari jauh untuk memperhatikan, kemudian yang kedua saya menggilnya kalo ia masih tetap begitu saya memanggilnya dan duduk didekat meja saya dan saya berusaha untuk mencari tau lebih apa yang menyebabkan dia melakukan hal seperti itu.”

CS/CN/29

Not only coping strategies talking after class and calling the names, the teacher also gave some rewards to students who did their school assignments well. The teacher provided rewards in the form of motivational words or rewards in the form of items such as money.

“iya disetiap pembelajaran saya berusaha untuk apa ini ee mesti, Mesti ya mesti atau saya selalu memuji memberika reward kepada siwa itu baik ucapan atau beri hadiah tergantung dari materinya, jadi saya beri semangat untuk dia mau berusaha memberikan yang terbaik, untuk apa ini untuk mau belajar terutama pelajaran yang saya ampu atau

pelajaran yang saya berikan atau juga pelajaran-pelajaran yang lain supaya siswa itu senang belajar dan apa ini menambah semangat untuk belajar"

CS/PRS/31

Discussion

The researcher found that there were students who were silent when asked by the teacher, for example the teacher asked the students "Do you understand?" The students were just silent, so the teacher sometimes felt confused whether they understood or not with his explanation. Second, the students were not confident when instructed to move forward to write answers in front of the class when the teacher gave some questions, so the teacher had to appoint the students first, even though they were still reluctant. In addition, it was also found out that the type of students' misbehavior was lazy because they think that English is not used in the community in its environment, English is a second language and considers the language difficult to learn owing to the large number of vocabulary that must be understood, then from this the students become not pay attention to the explanation from the teacher, talkativeness like talking with friends outside the context of the lesson, such as talking about extracurricular activities that are followed, like volleyball, soccer etc, students cheating when exams.

Based on the results of observations with the teacher, the researcher found one misbehaved student who was late in submitting assignments. In addition, at the time of observation, the teacher tried to call students repeatedly to ask about the incomplete assignments or those who did not collect assignments. However, the students did not answer the teacher's telephone (see Figure 1 and Figure 2). Moreover, when online learning was held, other types of misbehavior occurred, such as obtuseness or not attending and not participating in discussion group with a total of eleven students absent and not participating in group discussions (see Figure 3).

Classroom Management Coping Strategies

In this study, researcher found several coping strategies used by the teacher in overcoming students' misbehavior in secondary school when learning offline and online. In offline learning, the coping strategies used were not much different from the coping strategies mentioned by Ding, Li, Li, and Kulm (2010).

Mr. E reported that a coping strategy could be done by calling the students' names when they did not pay attention to the teacher's explanation and when they cheated. First, he called the students from where he was standing or while sitting. If the student remained the same, the teacher would ask the student to sit near the teacher and ask why they did such a thing. the teacher would also say "You have to willingly learn and improve" (line 24. Interview transcription). The next strategy is by talking to the students after class. This is almost the same as the previous strategy, but this strategy was done outside the class hours (during the recess or on other days). The last coping strategy used by the teacher is giving praise. This praise is a reward given to the students when misbehaved students suddenly helped the teacher during the learning process. However, this praise is also given to all students who behaved well when they got good grades in daily tests, quizzes, or semester exams. The giving of these rewards is categorized into two points: praising orally such as saying "good job, you are very good", and giving some amount of money worth five thousand rupiahs or ten thousand rupiahs to students who helped the teacher and who got good marks on assignments. In line 35 of the transcription of the interview, Mr. E added that another strategy used was welcoming the students to study outside the classroom. The students were always welcomed to ask about English lessons anytime. The last coping strategy the teacher used was setting students' seats randomly once a month with the aim that students could socialize more.

Hence, Mr. E used coping strategies by calling students or their parents by telephone (see Figure 1) to find out the reasons why the students did not attend online learning processes, did not collect assignments, and how students got answers from practice questions or tests. For instance, he was asking the students who had submitted assignments, . That way students who really did their assignments would be able to answer the questions asked by the teacher when giving feedback via phone call earlier. On the other hand, students who cheated, if asked questions over the telephone, would say "I do not know.". If the students still did it, then the last resort was to call tell their parents that their kids were absent, did not do the assignment, so that the parents would understand why their kids' scores got worse and why their kids did not understand some lessons. Calling the names via telephone had two uses; to ask for attendance and to give feedbacks., This feedback was also via WhatsApp chats to ensure that the answers to

questions were eligible to be sent back to Google Classroom and to be assessed (see Picture 4).

It is not much different from coping strategies from the findings of previous research which states that one of the strategies used is increasing the volume and calling the names of these students. In addition, Debreli and Ishanova (2019) states that classroom management strategies in handling student misbehaviour can be done using body language, increasing volume, and being positive. This method has been used by some teachers in dealing with disruptive student behaviour, even though not all students will obey the teacher's instructions. By using body language methods, such as using hand gestures when describing subjects, teachers can make students focused and pay more attention to the explanation of the material provided. It is recommended that teachers adjust the volume or increase it. Debreli and Ishanova (2019) reports that "intonation refers to teachers, increasing the volume of their voice, often as a means of indicating to students that their actions are inappropriate" (pp. 12). When the student's voice is louder than the teacher's voice when explaining the material or in other cases, it can be assumed that many students are chatting with their friends. In this case, the teacher can sound out and ask them what they are talking about or they are doing, so that they can pay attention to the explanation again. The last step by Debreli is being positive., although teachers are positive all the time, this does not mean that anyone could break the rules which have been set (Debreli & Ishanova, 2019).

CONCLUSIONS AND SUGGESTIONS

Conclusions

This study finds that there are four types of students' misbehavior which are in accordance with the result of the previous research by Debreli and Ishanova (2019) which include inattentiveness, obtuseness, talkativeness, moving around the room, annoying other, stealing, and cheating. The four types found in this research are inattentiveness, obtuseness, talkativeness and cheating. However, when learning online, based on the results of researcher's observations, students do not talk much, move around the room, and annoy others. Talkative students usually keep silent when asked by the teacher, lack of confidence, and are lazy. Misbehavior is found by the teacher when teaching offline in class or face-to-face., this was confirmed by the students during the interview.

Responding to many types of students' misbehavior, Mr. E used coping strategies such as giving praise, talking after class with students, and calling the names. The coping strategy is the same as some other strategies used by teachers in China to overcome students' misbehavior. Ding, Li, Li and Kulm (2010) mention seven coping strategies including praise, talking after class, staring at the students so that students will be aware, raising their voice, calling their names, making student rules, and standing on a chair. Even so, the teacher has other coping strategies besides these things, such as giving students assignments to read a lot so that the vocabulary increases and the students can learn the language more easily and pay more attention to explanations given by the teacher; evaluating the learning model used to make it easier for students to understand the lessons and learning not only in the classroom. and the coping strategies used by the teacher are changing the seats of students once a month with the aim that students gain new knowledge, a new atmosphere and are more familiar with his friends.

Suggestions

Based on this research, the researcher has suggestions for research that will be carried out in the future., as the research has a small scope (one participant), and at the time of observation the researcher can only observe the participant when giving online lessons. due to the fact that the school applies online learning, result does not reach a wide range of teachers' experiences in handling students' misbehavior in secondary schools. Therefore, future research is expected to reach more participants.

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