

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

This chapter contains conclusion and recommendation which are based on the findings and discussion of the study.

#### **5.1. Conclusion**

As has been stated in Chapter One, the purposes of this study are to discover the most common behavioral problems that X Primary School students often do during the class, to find the suitable strategies that teachers in X Primary School use to handle the students who misbehave, and to know the responses of the students in X Primary School towards the teachers' strategies to handle the students' behavioral problems.

Based on the results of the analysis, the most common behavioral problems that the students often did in X Primary School were walking around the class (included in being out of their students' seat), followed by cheating during quizzes and exercises, attention seeking, going to the restroom during the lesson (included in being out of their students' seat), drinking water in front of the class (included in

being out of their students' seat), playing with their own stuff (included in inattentiveness), doing verbal threats, looking outside the class during the lesson (included in inattentiveness), and doing physical threats.

The teachers in X Primary School have their own strategies for handling the students' behavioral problems. The most common strategies that the teachers in that school used are praise, rules, punishment, and reward. Based on the results of the analysis, the most suitable strategy to handle the fourth grade students in X Primary School is reward because this strategy has decreased the number of students who misbehaved in class and has also triggered positive responses from the students. Many students became obedient after the teachers applied this strategy. As can be seen in the Appendices II, total of students who misbehaved is the fewest among the others. The second suitable strategy is punishment. Punishment is quite effective to handle the fourth grade students because it makes the students feel reluctant to misbehave again. As can be seen in the Appendices II, total of students who misbehaved is more than rewards and fewer than praise. Praise is the third suitable strategy that the teachers use to handle the students' behavioral problems, as can be seen in the Appendices II, the students responded well towards this strategy because total of students who misbehaved decreased. This strategy made the students complain too much to the teacher. Rules is the last strategy that the teachers use to handle the fourth grade students. This strategy is not really effective, but sometimes it can prevent the students from misbehaving. As can be seen in the Appendices II, total of students who misbehaved is the highest after the first day of the observation (no strategy).

In conclusion, choosing the suitable strategies for handling the students' behavioral problems is very important because applying the suitable strategies can help the students reduce their misbehavior and prevent it from becoming a habit. In addition, choosing the suitable strategies can prevent the students from imitating or applying the teachers' inappropriate strategies, such as shouting at their students or other people in the future.

## **5.2. Recommendation**

Based on the findings of this study, there are several recommendations that I would like to address to the teachers in X Primary School, the headmistress of X Primary School, and the future researchers who will collect data in X Primary School.

There are three recommendations for the teachers in X Primary School. First, the teachers in X Primary School might try to contact the students' parents to discuss the students' attitude and performance in school because this can motivate the students to do their best in learning and to misbehave less. Second, the teachers in X Primary School might try to make rules concerning the permission for the students to go to the restroom. For example, the students are given five minutes to go to the restroom after the bell rings and are not allowed to go out of the class afterwards. Last, the teachers in X Primary School might try to change the rule concerning the placement of the water bottles in front of the class. The teachers are recommended to allow the students to bring their bottles to their seats, thus preventing them from walking around in the class.

There are also some recommendations for the headmistress in X Primary School and the future researchers who will collect data in that school. The headmistress might try to divide the fourth grade students into two classes because there are some teachers who complain that having too many students in one class makes it difficult for them to run the teaching-learning process smoothly. Meanwhile, the future researchers who will collect data in X Primary School might try to do some research on the impact of family background on the students' learning at school due to the reason that many of the students in X Primary School come from broken home families or an orphanage.

