

CHAPTER IV

CONCLUSION

In the previous chapters, I have explained three causes, three effects, and three potential solutions of my problem. The first cause is I did not inform the children of the rules before the class starts. The second is I did not have any previous experience in teaching children in a class. The third is I just gave rewards to good students, and never given penalties to the undisciplined ones. The first effect is I became stressful. The second one is the classroom situation became unmanageable. The last effect is I did not feel comfortable. There also three potential solutions. The first potential solution is I set the rules before the class starts. The second is I must be firm and consistent in giving rules to the students. The third is I should read more books on students' behavior in learning a new language.

In this paragraph, I will choose the best potential solution of the problem. The difficulty in managing students' behavior in the Butterfly class can be solved by setting the rules before the class starts, and being firm and consistent with them. According to Russel in "How Are Clarity & Consistency Related to Good Classroom Management?" , it is stated "Consistent

enforcement will make the rules and consequences standard, which means that the students will eventually stop trying to make excuses and will do what is expected of them” (par. 4). Setting the rules, being firm, and being consistent cannot be separated because rules is the teacher’s expectation of students’ behavior, and being firm and consistent are the ways to reach the expectation.

Usually, the teachers expect that rules can manage students’ behavior. When the teacher sets the rules, he or she has to be firm and consistent in applying them. The teacher does not need to make many rules, but choose some that are appropriate with the students and condition. It is better if the rules are simple, but meaningful. For example, students must come on time. It is a simple rule, but it can teach students to be disciplined. Another example is students should raise their hand if they want to talk. It teaches students to be patient. The teachers have to remind the students every time they break rules, and give the penalty if the students still break them.

I do not choose the third potential solution because, based on my experience when I taught a summer program that has wide range of students’ ages, the third potential solution will not be effective. This is because I have to read some classroom management books. It will be difficult to choose which books are appropriate with my class that has wide range of students’ ages, and it will take too much time, and it is not effective. Some teachers may feel it is difficult to manage students’ behavior because not all the students can be treated the same way. If the teachers cannot manage the

students' behavior, it will make the classroom become chaotic. My suggestion for managing students' behavior is setting the rules before the class starts, try to think of a list of appropriate rules for the students, remind them of the rules at the beginning of every meeting, and be firm and consistent in every rule.

