

CHAPTER IV

CONCLUSION

During my internship, I found the problem at ACES. There is 17-year-old male student who has problematic behavior in class at ACES. There are three causes of the problem. The first cause of the problem is he had a problem in building relationship with other students. The second cause is his teacher at ACES was lack ability to manage student behavior at class, especially in being assertive. The third cause is he assumed that he was smarter than his teacher and other learners at group class. There are three effects of the problem. The first effect is he distracted other students from learning and made them dislike him. The second one is his teacher felt disrespected and ignored by the student. The third effect is the process of teaching and learning was not effective. There are three potential solutions of the problem: In the first meeting the teacher has to set the rules and the consequences, and then enforce them consistently, the teacher will discuss the problem privately with the student after study time,

and the principal will be the mediator by discussing the problem with the student, his parents and his teacher.

I choose the combination of three solutions to handle a 17-year-old male student who has problematic behavior in class at ACES. The chosen solutions: In the first meeting the teacher has to set the rules and the consequences, and then enforce them consistently, the teacher will discuss the problem behavior privately with the student after study time is over at ACES, and the principal will be the mediator by discussing the problem with the student, his parents and his teacher. Being a teacher is not only teaching, but also educating the students. The teacher has to be able to manage and control the classroom, especially in handling problematic student behavior. Creating an orderly class needs clear rules and consequences. On the other hand, teachers cannot also just force students to follow the rules without explaining the purpose. For the problematic student behavior, private talk and discussion can help him understand about acceptable behavior and teacher's expectation. The principal as the mediator will help the teacher to solve the problem.

These three solutions are the best for handling a 17-year-old male student who has problematic behavior in class at ACES. Emmer, Evertson, and Worsham state,

When a student's inappropriate behavior has become chronic or a problem is severe and must be stop immediately, try an individual contract. You will have to discuss the problem with the student and try

to understand the student's perspective. Then you and the student can identify appropriate solution and agree on which course of action to take. (179)

It is clear that talking and discussing the problem with the student is very useful. Furthermore, they state, "You should also make the clear consequences that will occur if the plan is not followed, and you can identify some incentive to encourage the student to follow through with the contact" (179). It is clear that there are rules and consequences which have to be made. On the other hand, Johnson states, "Mediation exists when a neutral and impartial third party actively assists two or more people to negotiate a constructive resolution to their conflict. A mediator is a neutral person who help two or more people resolve their conflict" (820). The principal as a third party will be the mediator to help solving the problem.

I believe that the three solutions that I choose can help the teachers at ACES to handle the problematic student behavior, especially the teacher who teaches Reinaldy, the 17-year-old-male student who has problematic behavior in class at ACES. I suggest that the teachers at ACES improve their ability in managing student behavior, especially in being assertive. I hope the teacher at ACES can apply the suitable way in handling problematic student behavior in class to overcome the problem and to make the students become a better one.