



Instructors' Reflection on Positive Behavior Support in RULES Foundation's EFL Classroom

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ABSTRACT

Students' challenging behavior becomes one of the big issues in education nowadays and language education is not an exception. Therefore, preparing teachers insight towards the issue is essential as the first step to prevent the issue grows in the future. Positive Behavior Support appears as one of the solutions to this issue in developing countries such as Australia and Singapore in 2011. Supporting this system, the researcher perceived that it is vital to apply this system in the EFL classroom in Indonesia. This paper aims to investigate the instructors' Reflection using Positive Behavior Support (PBS) in EFL classroom. The research used qualitative study and involved 3 instructors in an institution which applies EFL teaching as the program, also conducted an interview after the workshop and teaching to find more detail information in the data obtained. The finding of the study indicated that PBS in form of workshop positively supported the instructors' teaching application when they were experiencing real teaching class situation using the support system. The instructors also perceived that having PBS workshop added their knowledge to support students' behavior in their classroom and in the future positively. Unfortunately, two instructors denoted that they could not apply all the PBS parts in their teaching application since most of the students are adult learners. However, the instructors reported that through the workshop and teaching period they perceived a change in students' positive behavior and PBS changes their paradigm toward teaching management system.

1. Introduction

Facilitating students in language classroom as a teacher for some people creates a big challenge especially because of the needs of students to construct communicative and collaborative ways. This challenge appears in many kinds of forms, one of them is students' challenging behavior such as disruptive classroom, harassing or insulting words. These challenges could even worsen the situation since they can impede the social skills as well as the growth of the academic development for all student. Moreover, most teachers argued that they are unprepared toward the strategies and methods to prevent these challenges (McIntosh, Bennet, & Price, 2011). In fact, teachers become a key in the development of students and even research indicated that sensitive, mental exhaustion along with burnout of teachers influences on the connection of teachers to students and reflects the quality of the teaching as well (Johansen, Little, & Akin-Little, 2011). Along with issue of the students challenging behavior, the proliferation of classroom management and the unsettling behavior subject has become a big matter to individuals who work in the field of education and

psychology. This issue has been examined through some outlooks such as the most troublesome disruptive behavior, the most frequent one as well as the most concern to the teacher (Arbuckle & Little, 2004). It cannot be denied that the challenging behavior (i.e. disruptive classroom) has been a big dilemma for language teachers nowadays, therefore this demand then brings the idea for the stakeholder needs to provide a set of preparation regarding the issue appeared. It is to prepare teachers for every situation they will have in the future as well as a crucial step to creating a better professional teacher.

The preparation toward challenging behavior prevention especially for teachers needs to be implemented either in the form of subject or workshop. A research in 2011 found that there were 35 programs contained a total of 1650 units in primary education programs all across Australia had already started to insert positive behavior management content in the standard of four-year structures (O'Neill & Stephenson, 2011) which also supported that the program is vital in order to prepare teachers' psychology in managing the classroom situation. This fact led the writer to start examining the program in Indonesian classroom context. As the aim of PBS to prevent unwanted distractive behaviors, the writer also intends to conduct a Positive Behavior Support workshop for teachers/ instructors in EFL classroom education. This workshop is expected to prevent unwanted distractive behaviors in the effort of creating a productive language classroom. Furthermore, this workshop also will be used to get the additional skill to create a positive atmosphere where students feel comfortable and accepted to speak up their mind. Through this workshop, teachers in their role as instructors will be expected to have an ability to prevent themselves to have burnout of mental exhaustion facing some challenging students in the future, the writer intends to apply Positive Behavior Support Workshop for instructors in EFL Classroom. The writer also wants to see the reflection of the teachers/instructors after following the session, therefore, the result of Positive Behavior Support application can be examined through Indonesian classroom context.

Literature Review

This chapter analyses the most the theoretical and empirical literature about positive behavior support system, the English language teacher education, the teacher knowledge and its relation to the reflective teaching practice; and relevant research that has been conducted about teachers and their development in reflective teaching practice. The intention is to establish an analytical framework for this present study.

a) *Positive Behavior Support*

Positive Behavior Support is a behavior management system that is applied to recognize the existence maintenance of an individuals' challenging behavior. It is also said that Positive Behavior Support terms can be defined as the application of positive behavioral involvement and arrangement to achieve significant changing behavior positively in the social context (Sugai & Horner, 2002). Moreover, these interventions are planned to reduce or even block the challenging behaviors by modifying the atmosphere before the problems develop and drive them to the appropriate choices that the students could have (Safran & Oswald, 2003). Which also means that this system will try to prevent every burdensome problem that probably happens in the classroom as soon as possible by maintaining a positive relationship with the students or strict reinforcement systematically if it is needed. Positive Behavior Support (PBS)

tries to support teachers and staff especially and the school generally to create a positive environment for the students, therefore, the positive atmosphere can be created to achieve the goal of the school itself.

b) *Features in PBS*

PBS is an effort to provide students with a positive environment. It definitely has elements or features as the support system of the students, teachers, and staffs. Positive Behavior Support consists of four main integrations, they are (a) behavioral science, (b) practical interventions, (c) social values, and (d) a systems perspective. These integrations are vital elements that can be applied to help the system running. To help the reader comprehend the features, the researcher prepared the description of each element.

c) *Implementation of PBS in EFL Classroom*

There is still a gap towards this research about implementing PBS in Language class specifically, However, O'neill et.al. (1997); Sugai, Lewis-Palmer, and Hagan (1998); and Tilly et al. (1988) provided the guidelines for implementing the process that could be applied universally including language classroom. The detail of the guidelines can be seen in the table below:

(Table 1. Guidelines of PBS implementation)

Step	Tools/Procedures	Outcome
1. Collect information regarding conditions under which problem behavior is & is not observed & more appropriate behavior is required.	Archival review, analysis of routines, interviews, direct observation	Descriptions of possible setting events, triggering antecedents, problem behavior response classes, maintaining consequences
2. Develop testable (manipulable) hypotheses.	Team analysis of information from Step 1	Testable hypotheses
3. Collect direct observation information.	Direct observations	Verified summary statements
4. Design behavior support plans.	Team development	Specification of (a) desired and acceptable alternative behavior, (b) antecedent strategies and manipulations, (c) consequence strategies and manipulations, (d) strategies for teaching desired and acceptable alternative behavior, & (e) setting event/establishing operation strategies and manipulations

5. Develop implementation scripts.	Team development	Scripts that specify how, when, where, etc. behavior support plan to be implemented & by whom
6. Collect information on effectiveness & efficiency of behavior support plan & redesign based on evaluation information	Team development	Data on student progress & plan implementation, & redesign/updated plan

These steps are expected to be a problem solving for improving productive language classroom for the candidate teacher in their internship program.

d) *Reflection*

Moon (2005) stated that “Reflection is a form of mental processing that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and, possibly, emotions that we already possess.” It is also supported that reflection is quite essential for a profession like teacher since the role of teaching and facilitating students need to be developed for the sake of better understanding and positive relationship toward students or vice versa.

Donald Schoèn (1983) developed the idea of reflection in action and reflection on action. He argued that facilitating learning means plan, prepare, be aware and at the same time monitor the development of the learning itself constantly. This system could help you to change the challenging situation and see your weaknesses as well as your strength.

2. Method

The study would provide a depth analysis of the participant reflection after experiencing the workshop. In this study, it would use the qualitative design, which would solve a problem by searching for data on the issue investigated. The participant of this study was the EFL instructors in RULES Foundation. This institution was taken since it applies the EFL teaching context in the learning process. It is important to make sure whether the EFL implementation was truly done by the institution. Furthermore, through the prior investigation, the researcher found that the institution applied EFL teaching context in the teaching system. In addition, there were 3 participants of this workshop involving all instructors in the institution. Furthermore, the school also adequate English instructors who had known the concept of EFL as the participant of the study. After the identification, the next step to do was a centralized workshop. Centralize workshop means conducting a workshop with all the instructors to come and share their thought about their teaching experiences in the classroom. The workshop itself would be divided into two sections. The first session would be conducted in the morning from 09.00 am until 12.00 in the morning. This session would focus on the presentation and introduction of Positive Behavior Support and how to apply it in the class. The amount of time was perceived sufficient by the researcher to share their knowledge about PBS. In addition, the workshop would be

sequenced to the afternoon session which held micro teaching by instructors or participant of the research. This session would be started at 13.00 until 15.00 Central Indonesian Time (WITA). The micro teaching as the content of the session aimed to give a picture to the researcher about the real application of PBS in the classroom. While a teacher conducted the microteaching using any material they were comfortable with, the other teacher would act out as the representative of students groups in the class (i.e motivated students, passive students, disruptive students, etc). This roleplay aimed to see whether instructors were ready to apply and support positive behavior students by implementing some step that had been discussed in the first session in the morning. After the last session, the researcher would conduct a brief meeting to share the follow-up activities after the workshop including teaching practice, reflection and interview session

2.1. Procedure of Data Collection

The procedures of data collection in this research were: first, the researcher would prepare the administrative documents for the research. Second, the researcher would find out the exact and available instructors/ teachers as the participants in the workshop. Third, the researcher would discuss the time, place and rundown of the workshop to the program director and instructors. Fourthly, the researcher would prepare research instruments such as questionnaire, and guideline personal interview. Before conducting the research, the questionnaire would be examined through the pilot test. Fifthly, the researcher would conduct a two-day workshop, one day for piloting questionnaire and one day for the research. The researcher then would give a questionnaire and interview with the instructors. Lastly, the researcher would analyze the data based on the questionnaires and the interview.

2.2. Technique data collection

Questionnaires. In this research, the researcher provides 20 questions to be responded to as the data collection technique. The main purpose of the questionnaire is to get a picture of what is happening through the answer obtained and also it has advantages in the use. In this study, the questionnaire will use both open and close-ended questionnaire, the series of questions will be formed as multiple choice questions and essays. The questions can be used to measure opinions, attitudes, and knowledge of the subjects.

Interview. The interview was used to gain deeper information which is not available in the questionnaire. The question of the interview is based on the aspects of (1) The instructors' reflection on their future teaching activities. It would give the instructors an idea of whether PBS is applicable for their teaching in the future or not. (2) The instructors' preparation related to Positive Behavior Support. The preparation toward the system that of the classroom using PBS including the using of rules in the very first beginning of the lesson. (3) Their reflection of classroom challenge when they are teaching in the future. There were many problems that occurred in the teaching. The reflection plays a role as an evaluation for teachers in their current teaching and their future teaching. And (4) Their opinion on Positive Behavior Support Workshop. This point includes the instructors' opinion on PBS strengths and weaknesses as well as their renewal paradigm in teaching as well.

2.3. Technique of Data Analysis

The researcher uses content analysis steps according to Powell and Renner (2003) as the analysis. This analysis used to give the study more detail information about the teachers' reflection.

3. Findings

3.1. Research Process

After finishing the first step after the approval of the research proposal that is proposal revision and the letter of research, the researcher then firstly met the program director of RULES Foundation to talk about the continuation of Positive Behavior Support workshop that has been discussed previously. Since the researcher works as the Strategic and Managing Director of the Institution, he has an authority to plan and conduct a program for maintaining the quality of the institution. The workshop had been planned as a series of 2018 professional development for the instructors. However, since the time did not meet the schedule of the researcher, the workshop was then conducted as the first professional development in 2019. As has been discussed previously, the program director, as well as the other instructors, were pleased to be involved in the research. The schedule of the workshop then was decided to be conducted in the second week of January (Wednesday, January 9th, 2019) with a total of 6 participants. The number of participants was decreased since three of the instructors were away for the family business. In addition, the program director also added that the teaching time after the workshop could only be done for seven meetings since after seven meetings the new classes would be opened and the instructors would take other new classes.

3.2. Pilot Questionnaire

After getting permission from the institution, the researcher also contacted another English course to conduct a pilot test to make sure the process of the real workshop after. The pilot test was conducted in Briton International English School at also the second week of January (Tuesday, January 8th, 2019) with a total of 2 participants. The pilot workshop was running with only two participants since there were only two teachers who had time for the piloted workshop at that time. The piloted workshop run from late afternoon until about 9 PM and the participants showed good enthusiasm during the presentation and micro-teaching. The participant also gave their support to conduct the same workshop for other teachers and were pleased to share the knowledge with their other officemates.

After the workshop, the researcher gave the questionnaire to the participants. The purpose of this pilot activity was to conduct evaluation whether or not the questionnaire could be understood by the participants and whether or not there were some reflection questions that needed to be revised or deleted.

A day after the pilot workshop, the researcher conducted a workshop in RULES Foundation. The workshop is done as what was planned in the research proposal. The first session was conducted at 10.15 since there were two teachers had a business before coming to the workshop. There were 3 instructors that could not come to the workshop. Two of them were having some business regarding the campus administrative (they also work as a lecturer in university) and one of them was sick. Therefore, there were only 3 people attending the workshop. The workshop started with the direction of the program director as well as describing the professional

development that would be conducted by the institution for the first semester of the 2019 academic year. Before conducting the workshop, the researcher has discussed the importance of applying for Positive Behavior Support in the classroom. The researcher shares his knowledge about PBS since the researcher had experienced in attending a similar workshop. After the discussion and sharing session about PBS, the researcher found some information from the instructors that they were very interested to join the workshop and thought that the workshop will be a valuable addition for the professional development day in January at that time. This information was gained when the researcher asked whether giving a workshop about classroom management insight especially PBS would be helpful or not and the institution showed a positive response to it.

The researcher then divided the workshop into two sessions. The first session was PBS presentation and the later was micro teaching for rolling play the situation in the class using PBS.

→ ***Morning Session (10.15 – 12.00 AM): PBS Presentation***

The first session in the morning started at 10.15 (it was planned to be conducted at 9.30) by the presentation of Positive Behavior Support. The session was firstly opened by the discussion of students' behavior of each instructor in the group. An instructor reported that there were some challenging behaviors happened in young learner class (age 9-11 years old/ Elementary level). She also added that the behavior happened since the students were exhausted after finishing their school session. Other teachers who were taking an adult class (age 19-30) had a little bit difficult to motivate passive students in the class especially for speaking class (English Conversation Class) and TOEFL Preparation. They added that the possible factors coming from their confidence to start involving in the class activities. After the discussion, the presenter started to respond to the issues by introducing Positive Behavior Support as one of the solutions for the issues happening at the moment. The presentation session runs smoothly and the instructors looked enthusiast to follow the session.

→ ***Afternoon Session (13.15 – 14.30 AM): Micro Teaching***

After having lunch and a short break time, the workshop was continued by the second session that was Micro Teaching. Each teacher was given 15 minutes to present their material with PBS as an additional supporting system to the teaching application. When a teacher took a role as the teacher in the classroom, the other participants will act as the students with different characters such as passive student, active student, disruptive student, motivated and demotivated student. The microteaching aimed to see whether the teacher can apply PBS to handle each kind of students' behavior represented by the participants. The microteaching run very well and the instructors enjoy the last session of the workshop.

After the sessions, the presenter gave further instruction to teachers to try applying PBS in their classroom for ten days of teaching. The presenter also mentioned that there would be a questionnaire that they need to fill out after the ten days of teaching time. The last session was closed by thanking the instructors and giving the courage to the application of PBS in their classroom.

Overall, the workshop run quite well even with some obstacles happened such as the time set was not administered as what it was planned previously. Fortunately, the participants of the workshop were an enthusiast to follow the session and they had

a good time sharing their experiences and their thoughts toward their teaching time in the institution. The presenter also felt that the workshop run a bit too informal since the presenters and the participants have known each other as the officemates.

At the end of the workshop, the participants agreed to report their teaching (by adding PBS as the teaching system) after 7 meetings since after that period of time the new class would be started.

4. Discussion

Based on the findings, the researcher divides this discussion into two categories based on the research questions addressed. The main objective of this research is to find out the reflection of instructors toward PBS in the EFL classroom.

First, the questionnaire results reported that most of the participants involving the research subject perceived that PBS application can be applied in the speaking improvement based classes both in adult learners and young learners level. They also reported that in their seven days of teaching time using PBS their students responded to the system positively. However, there are some parts in PBS for test preparatory and adult level class that can be applied properly (i.e giving physical rewards and strict rules) since they are an adult learner that is not appropriate to be given such things. Moreover, some parts that can be applied in this type of classroom was oral encouragement/ compliment as well as the application of the observation and evaluation of the problems occurred. Moreover, the questionnaire also shows that through the PBS workshop, all of the participants get a clear picture about how to manage the class properly, therefore, they can also get positive feedback from the students in term of motivation, confidence and positive behavior. In addition, the participants also reported that they gain many information and experiences through joining the workshop. They also could share their thoughts regarding the problem happened in their class and share them with the other fellow teachers.

Based on the result, the researcher draws a line to the research conducted by Susan Main and Lorraine Hammond (2008) from Edith Cowan University, Australia. The research investigated Pre-service teachers' beliefs about effective behavior management strategies and reported self-efficacy. The research revealed that the majority of the respondents interviewed had a high level of self-efficacy in behavior management and practice toward the experience of facilitating classroom. It also revealed that basic experience with children in educative, recreational and parental circumstances could give impact on the higher level of self-efficacy.

Second, based on the questionnaire result, the researcher did an in-depth interview to investigate and correlate the answers from the questionnaire (both open and close ended). There is some information coming up from the interview result. The first information gained is about their understanding of PBS after involving in the workshop and conducted seven days teaching with PBS. All the participants showed consistent answers with their responses in the reflection form. They admit that by involving themselves through PBS workshop, they perceived that they gain some information regarding positive classroom management. They also reported that through the workshop, instructors can share their problem and contribute to the process of their teaching in the future. It is important since the workshop or professional development becomes a vital part of education. As Desimone in Alberth

(2018) stated that "It is generally accepted that effective teacher PD is critical to educational improvements of any educational institution".

In addition, the participants also reported that the workshop provided good content which can help them to face some unpredictable situation regarding the students' behavior in the future. The workshop also gave them some new ideas to experiment in their classroom. There were some parts also that become the highlight of the program that the participants mentioned in the interview such as evaluation and observation to not the instructors but also the students and their teaching system.

Finally, the participants also delivered their positive responses to the importance of PBS in classroom application. Most of the participants agreed that PBS system changed students' behavior from passive to be more motivated, from being disruptive to be more respectful. By applying PBS, the teacher also applied evaluation to their teaching to be assessed and remodified in their future teaching. All in all, the instructors admitted that there was a positive change from their students after the application of PBS. As the research from Anggi Indayani, Gede Sedanayasa, and Ni Nengah Madri Antari (2014) from Universitas Pendidikan Ganesha, Indonesia managed to research about positive behavioral counseling to minimize truancy behavior in high school students. The research resulted in a significant reduction of truancy behavior for 2 (out of 3 samples) in cycle 1, and in cycle 2 the system successfully reduced the truancy behavior of all samples treated even the system stopped the behavior. This research supported the result of the data collected.

In short, the Positive Behavior Support workshop was perceived as important by the participants in the institution. This kind of professional development should be conducted more often to add instructors' insight toward the evolution of teaching and learning elements. The participant of the workshop also noticed that this positive system could be used to help them in their teaching management especially in handling students' behavior. The importance of this program was also perceived by Alexander Seesing Yeung (2009) from National Institute of Education, Singapore and Mary Mooney, Katrina Bakker, and Brenda Bobla (2009) from University of Western Australia who organized a study about School-wide Positive Behavior Support in improving learning in primary school. The research indicated that Positive Behavior Support did not make any significant effect in the students' perception of their capability in doing schoolwork but it did impact on the attendance and motivation of the students in school after the implementation of the system. The research also indicated that Positive Behavior Support tended to motivate the students to make planning of their schoolwork and study.

4.1. Positive Behavior Support Role in EFL classroom

To answer the second research question about the influence of PBS workshop on the instructor's role in teaching. The researcher divided this question based on the research framework on page 13 that are PBS strength and weakness as well as the renewal paradigm from the instructors.

4.1.1. Positive Behavior Support Strength

To start with, Positive Behavior Support workshop in case of EFL teaching in RULES Foundation creates a good opportunity for the EFL instructors to share their thought and problems related to students' behavior in the classroom. Based on the instructors' reflections and interview responses, the researcher can draw some

information about Positive Behavior Support strengths from EFL instructor' point of view. The strengths that the instructors reported were first, by involving in PBS workshop instructors found out some information related to teaching application using PBS such as supporting students' positive behavior such us showing effort, sharing, and waiting by also responding them with positive feedback such as a good job, I am impressed and so on. In addition, the instructors also gained some information from the speaker and fellow teachers regarding classroom management such as voice intonation and classroom monitoring in the presentation and micro-teaching session. Secondly, the instructors found out that by involving in PBS workshop they could share thought and problem solving toward teaching methodology or process they found in their teaching process. Thirdly, through PBS workshop also contributed positively to instructors' education insight in relation to positive behavior support system through seven-days application in the classroom.

4.1.2. *Positive Behavior Support Weakness*

Like two sides to coin, It is inevitable that PBS has weaknesses in the application especially in the case of EFL in RULES foundation. The explanation of the system weaknesses are: (1) There are several parts of PBS that can be applied especially for adult learners. Some participants reported that the use of strict rules and physical rewards were not necessarily used in PBS workshop since they have known how to behave in academic levels. And (2) PBS will probably work more effectively in a big number of the classroom since in the small group, teachers can divide their attention to each student they have.

4.1.3. *Renewal Paradigm*

Talking about renewal paradigm, the researcher can draw the conclusion by reflecting on the last questions in each questionnaire and interview. It can be concluded that most of the participants get a renewal paradigm toward positive classroom management it can be seen from the interview and questionnaire that stated that through PBS they know several things that can be used to face some problems such as giving positive feedback, rules and reward to students that showed positive responses in their future teaching.

4.2. Problem in conducting the research

Although every researcher expects the best result of her/his research. In fact, there is always some potential problem could occur. First, the number of participants in the study seem very small. There are many factors affecting this number. It has been mentioned previously that some instructors had some problems and businesses, therefore, they could not attend and involve in the research

Second, the duration of teaching time that was planned to be ten days changed into seven days since the opening class will be started soon. The researcher will be better if the preparation took half a year before it is conducted.

Finally, since the participants were limited, the number of responses was quite limited. It is going to be better if the participants of the study can reach 15 or more participants so there are various responses that can be analyzed.

5. Conclusion

Based on the finding and discussion above, the researcher may conclude that the PBS does influence instructors' teaching process proved by positive responses they

made. In addition, the instructors also perceived that through the workshop instructors had a picture of applying PBS in the classroom and the result of the teaching was also good. Moreover, it can also be concluded that PBS workshop changed instructors' paradigm toward how to manage and face some problems in the classroom. To describe the responses of the research questions, the researcher divided the conclusion into two parts.

In general, the researcher is satisfied with the result of the research. The researcher also enjoyed the series of conducting the research in the institution. However, there are some parts of the study that could have been done better in the researcher's point of view. First of all, the researcher perceived that the number of participants could have been more than what it was planned. This condition limited the number of responses that the researcher could analyze. In addition, the researcher also expects longer teaching time (more than seven days) to see the longer application of teaching EFL using PBS. Lastly, the researcher hopes that the study could be conducted in a bigger institution such as public school (both primary and high school level) since the challenging behavior happens majorly in those levels of education. Therefore, it is expected that the further researcher can do this study by using a bigger number of participants in order to generalize the result more easily and properly, be applied in bigger institutions with a homogeneous type of students, apply longer time of teaching after the workshop to measure the effectiveness of the workshop.

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