PRE-SERVICE EFL TEACHER'S STRATEGIES IN MANAGING STUDENT'S MISBEHAVIORS DURING TEACHING PRACTICUM
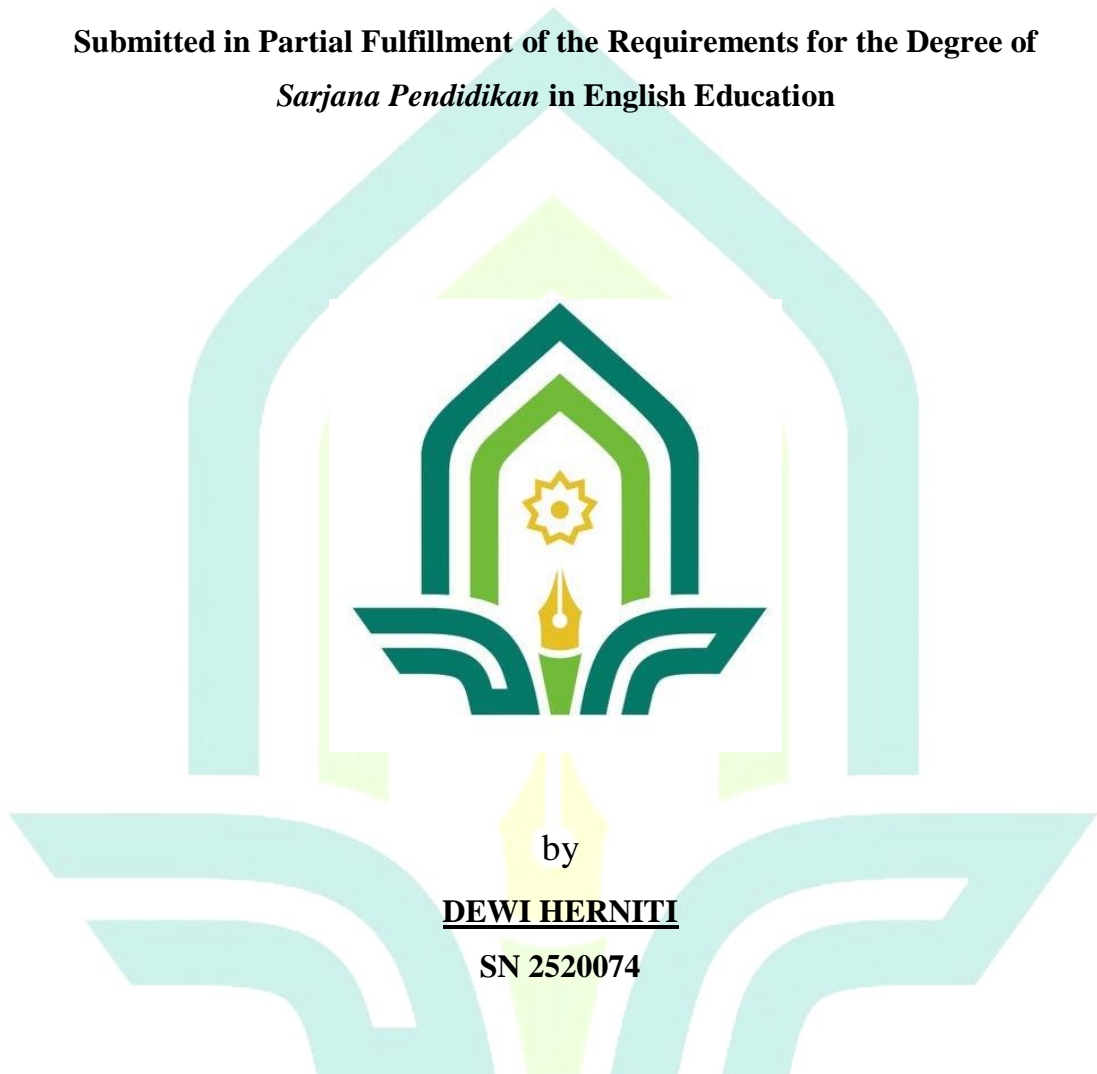
A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education

by

DEWI HERNITI

SN 2520074

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY

K.H. ABDURRAHMAN WAHID PEKALONGAN

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i

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Dengan ini menyatakan bahwa skripsi yang berjudul **"PRE-SERVICE EFL TEACHER'S STRATEGIES IN MANAGING STUDENT'S MISBEHAVIORS DURING TEACHING PRACTICUM"** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Judul   : PRE-SERVICE EFL TEACHER'S STRATEGIES IN

                    MANAGING STUDENT'S MISBEHAVIORS DURING

                    TEACHING PRACTICUM

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

       Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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iv

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MOTTO

"Other people won't be able to understand our struggles and hard times, all they want to know is the success stories. Fight for yourself even if no one applauds, our future selves will be very proud of what we strive for today"

"It's fine to fake it until you make it, until you do, until it true"

(Taylor Swift)

"The possibility of all those possibilities being possible is just another possibility that can possibly happen"

(Mark Lee)

ABSTRAK

Perilaku buruk siswa adalah segala tindakan yang mengganggu lingkungan kelas atau menghalangi proses belajar mengajar. Selain itu, perilaku buruk siswa juga dapat membuat guru merasa tertekan, terutama guru bahasa Inggris yang masih dalam masa praktik mengajar. Jika guru PPL mengelola kelas bahasa Inggris dengan tidak tepat, ada risiko kekacauan dan menyebabkan perilaku buruk. Oleh karena itu, guru PPL bahasa Inggris harus mengelola kelas mereka dengan tepat melalui penerapan strategi disiplin untuk mengurangi perilaku buruk yang ditemukan. Hal ini mendorong peneliti untuk melakukan penelitian untuk mengetahui perilaku buruk siswa yang ditemukan khususnya di kelas Teknik Otomotif Sekolah Menengah Kejuruan dan strategi guru PPL untuk mengelolanya. Penelitian ini bertujuan untuk mengetahui strategi yang digunakan oleh guru PPL bahasa Inggris dalam menangani perilaku buruk siswa selama praktik mengajar di Sekolah Menengah Kejuruan. Penelitian ini menggunakan desain deskriptif kualitatif dengan pendekatan naturalistik. Secara khusus, ada 92 siswa yang diobservasi untuk mengetahui perilaku buruk yang mereka lakukan di kelas bahasa Inggris dan tiga guru PPL bahasa Inggris yang diwawancarai untuk mengetahui strategi yang digunakan untuk mengelola perilaku buruk siswa. Perilaku-perilaku tersebut antara lain: mengurusi barang pribadi, menggunakan alat elektronik, memanggil teman, mengganggu teman atau berbicara di luar topik pembicaraan, menggoda teman sekelas, menyerang dan bertengkar dengan teman sekelas, melamun dan bermalas-malasan, tidur di kelas saat pembelajaran, berpindah tempat duduk, melucu, bermain game online, tidak memperhatikan, makan dan minum saat pembelajaran berlangsung, serta bersikap pasif. Temuan ini juga menunjukkan bahwa strategi guru PPL dalam menangani perilaku buruk siswa adalah dengan menggunakan bahasa langsung, menyelesaikan masalah dengan cepat, memberikan penghargaan dan hukuman, dan melakukan tindakan.

Kata kunci: Bahasa Inggris sebagai Bahasa Asing , Strategi Guru PPL, Perilaku Buruk Siswa

ABSTRACT

Student's misbehaviors is any action that disrupts the classroom environment or prevents teaching and learning from happening. Moreover, student's misbehaviors can also be distressing for teachers, especially pre-service EFL teachers. If the pre-service teacher's manages the English class inappropriately, there is the risk of chaos and cause misbehaviors. Therefore, pre-service EFL teacher's should be precise manage their classes through adopting discipline strategies to reduce misbehaviors found. This leads the researcher to conduct the research to know the student's misbehaviors found especially in Automotive Engineering Class of Vocational High School and the pre-service teacher's strategies for managing it. This study aims to investigate the strategies employed by pre-service EFL teachers in managing students' misbehaviors during teaching practicum in Vocational High School. This study is qualitative descriptive design with naturalistic approach. In particular, there are 92 students who were observed to know the misbehaviors they did in English class and three pre-service EFL teacher's were interviewed to know the strategies used for managing student's misbhehaviors. They were dealing with personal stuff, using electronic device, calling out friends, having disruptive conversation or talking out of turn, teasing classmates, attacking and quarrelling with classmate, daydreaming and Idleness, sleeping in class during learning, changing seats, clowning, playing online game, not paying attention, eating and drinking during learning, and act passively. The finding also showed that the pre-service teacher's strategies to managing student's misbehaviors were used direct language, solve the problem quickly, reward and punishment, and pre-empting.

Keywords: *EFL, Pre-service Teacher's Strategy, Student's Misbehaviors*
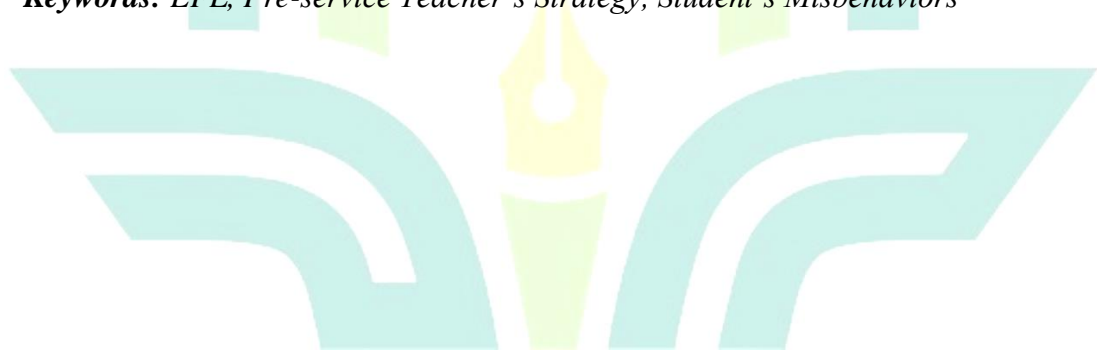
PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled **"PRE-SERVICE EFL TEACHER'S STRATEGIES IN MANAGING STUDENT'S MISBEHAVIORS DURING TEACHING PRACTICUM"** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid to fulfill one of the requirements of the Final Project Course. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion, I would like to express my sincere gratitude to:

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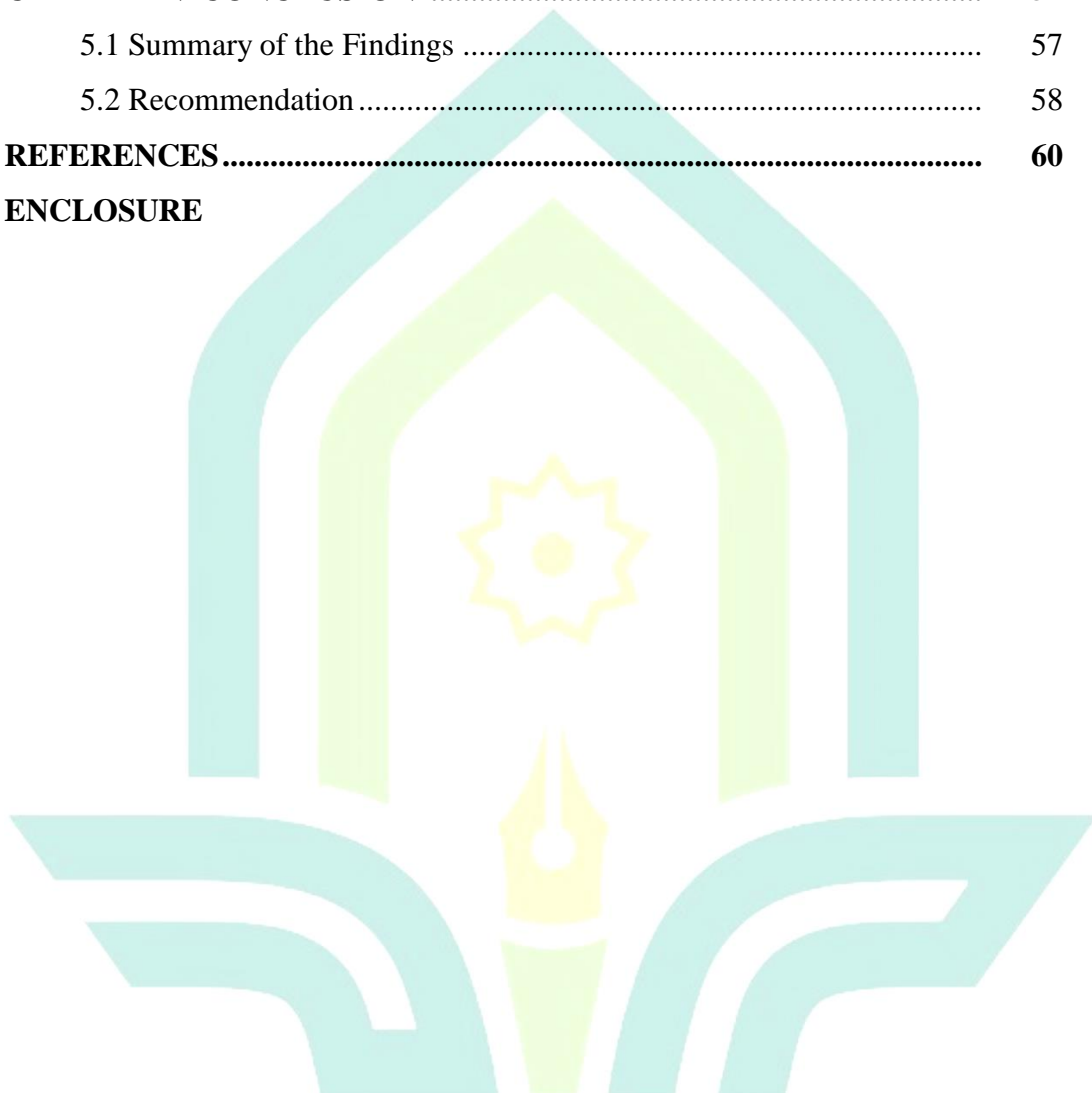5. My dearest friends who fight through the journey together since the very beginning.

Pekalongan, November 8th 2023

The Author

TABLE OF CONTENTS

LIST OF TABLES

LIST OF PICTURES

ENCLOSURE LIST

Enclosure 1: Interview Questions for Pre-service EFL Teacher's

Enclosure 2: Transcript Interviews

Enclosure 3: Documentation

Enclosure 4: Letter

Enclosure 5: Curriculum Vitae

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching practicum plays a central role as part of the training and learning process for student teachers (Gebhard, 2009; Tang, 2004). This practicum has the main purpose of helping student teachers to develop a deeper understanding of teaching, as well as better preparing them to deal with real classroom situations in the future (Fang, 1996; Grudnoff, 2011). Teaching practicum itself as a major requirement in the English department requires pre-service teachers to apply their theoretical knowledge and pedagogical skills in an actual classroom. However, one of the significant challenges faced by pre-service EFL teachers during their teaching practice is managing students' misbehavior, especially in vocational high schools.

One of the most difficult components of managing a classroom in the modern era is dealing with disruptive students. According to Cotton (1990), successful classroom management is a teacher whose classroom is organised, who has the fewest instances of students misbehavior, and who spends the most time on task. Misbehavior in the classroom can interfere with learning, make it more difficult to teach optimally, and change the tone of the room. Vocational high schools, in particular present a unique context that can contribute to student misbehavior. These schools frequently accept students with a variety of interests, goals, and learning preferences, which can lead to different degrees of

involvement and focus during EFL courses.

Cimen and Cepik (2015) emphasizes the ability of pre-service EFL teachers to properly address and manage students' misbehavior is crucial for creating a conducive learning environment that promotes academic progress and fosters positive student-teacher relationships. Recognizing the importance of this issue, research focused on investigating the strategies utilized by pre-service EFL teachers in managing misbehavior during their teaching practicum in Vocational High Schools is necessary.

In order to address student misbehavior, teachers must criticsm employ various strategies. Poulou and Norwich (2000) highlight the use of different approaches, including positive and negative incentives, to manage classroom misbehavior. According to Weinstein's (1996) classification, teachers utilize intervention strategies that can be grouped into two categories: verbal and nonverbal strategies. Verbal strategies encompass techniques such as ignoring the misbehavior, implementing rewards and punishments, making adjustments to the lesson, engaging in conversations with students, and more. Nonverbal strategies involve interventions such as maintaining eye contact, using gestures, and approaching students directly. Altınel (2006) emphasizes the commonly employed teacher intervention strategies, ranking them as verbal warnings, communication with parents, issuing threats, holding conversations with students, utilizing eye contact, and assigning responsibilities.

Dealing with student misbehavior poses a significant challenge, even for experienced teachers. Consequently, this task is equally demanding for pre-

service teachers. In an observational study conducted by Wragg (1993), it was concluded that pre-service teachers encounter more instances of noisy chatter and inappropriate movement compared to experienced teachers. In the context of classroom management research, Sayin (2001) analyzed the most commonly encountered problems among primary school teachers, which included complaints about classmates, shouting at others, creating noise, and talking out of turn. Turnuklu (1999) conducted a comparative study between British and Turkish primary school teachers, revealing that both groups commonly encountered misbehaviors such as making noise and talking out of turn.

This study seeks to fill the gap of previous research highlighted by Cimen and Cepik (2015) on pre-service EFL teachers' perceptions and strategies in dealing with misbehaviour in their classrooms. Given the limited research conducted on classroom management regarding pre-service EFL teachers' strategies in addressing student misbehavior in Vocational High Schools. Therefore, there is a need for further research in this area. This study aims to investigate the strategies employed by pre-service EFL teachers in managing students' misbehavior during teaching practicum in Vocational High Schools.

1.2 Formulation of Problem

Based on the above research background, the research questions of this study are formulated as follows:

1. What are the types of students' misbehaviors with reasons for misbehaviors found by pre-service EFL teachers during teaching practicum in the Vocational High School?

2. What are the strategies used by pre-service EFL teachers in managing students' misbehaviors during teaching practicum in the Vocational High School?

1.3 Operational Definitions

1. Teaching Practicum

   Teaching practicum is a central component in any teacher education program regardless of the level of the program. It is also a time for student teachers to experiment with the knowledge obtained and put it into practice (Jusoh Zailani, 2014).

2. Pre-Service Teacher

   Pre-service teachers are students who are studying to become teachers and have not yet completed their teacher education program (Michelle A. Bacchiocchi, 2020).

3. Students Misbehavior

   In the most general sense, Kyriacou (1997) defines student misbehavior as "Any behavior that undermines the teachers' ability to establish and maintain effective learning experience in the classroom".

1.4 Aims of the Study

   This study aims to investigate the strategies employed by pre-service EFL teachers in managing students' misbehaviors during teaching practicum in Vocational High School.

1.5 Significance of the Study

1. Theoretical Use

   This research provides insights into students' misbehaviors and strategies used to handle disruptive behavior in foreign language classrooms using the theory developed by Sun and Shek (2012).

2. Empirical Use

   This study provides additional evidence on how EFL teachers' strategies for dealing with students' misbehavior were implemented during the teaching practicum.

3. Practical Use

   This research provides information to pre-service teachers on how to handle students' misbehaviors in English class and the classroom management strategies applied during the teaching practicum.
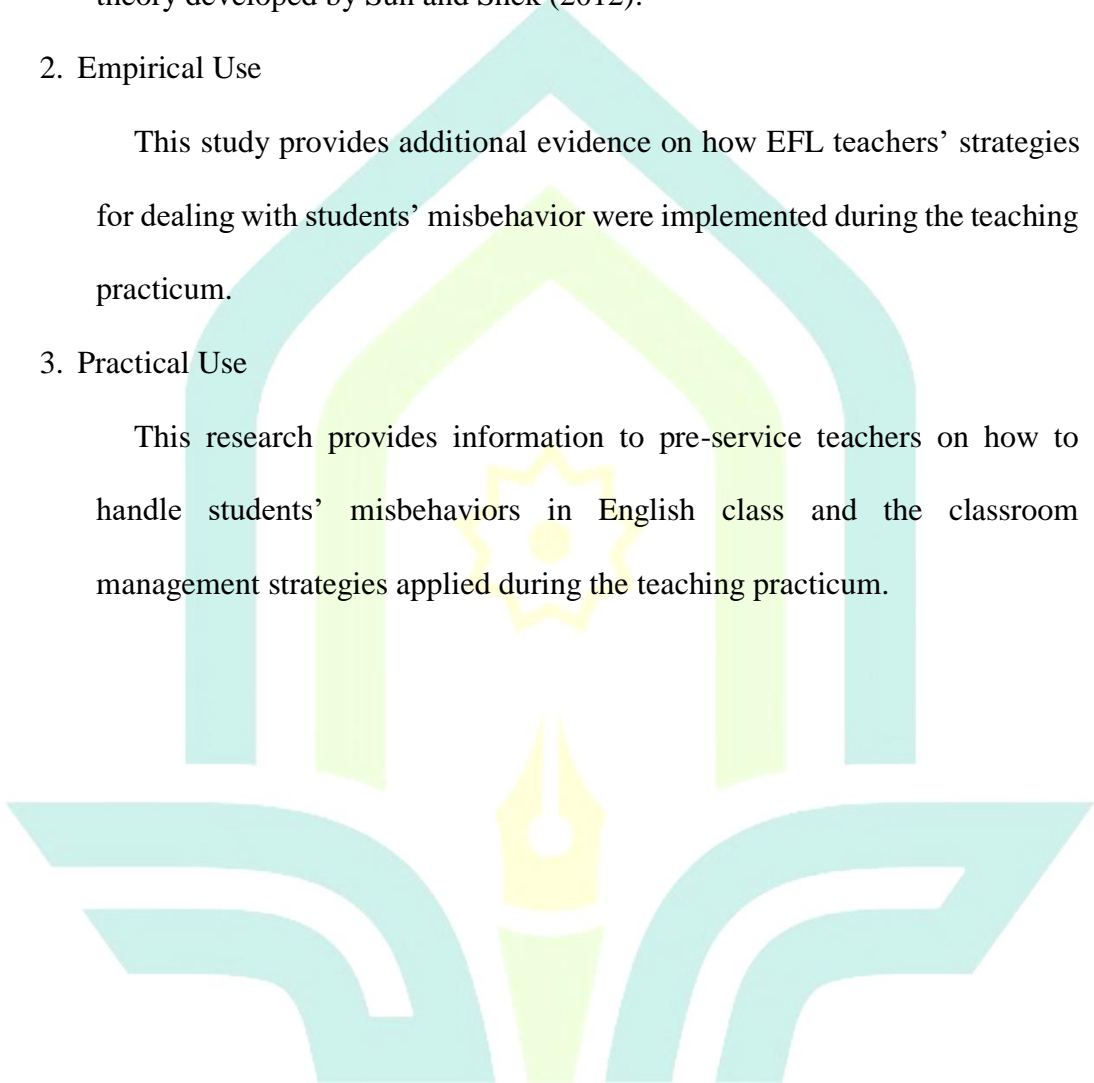
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Concept of Students' Misbehaviors
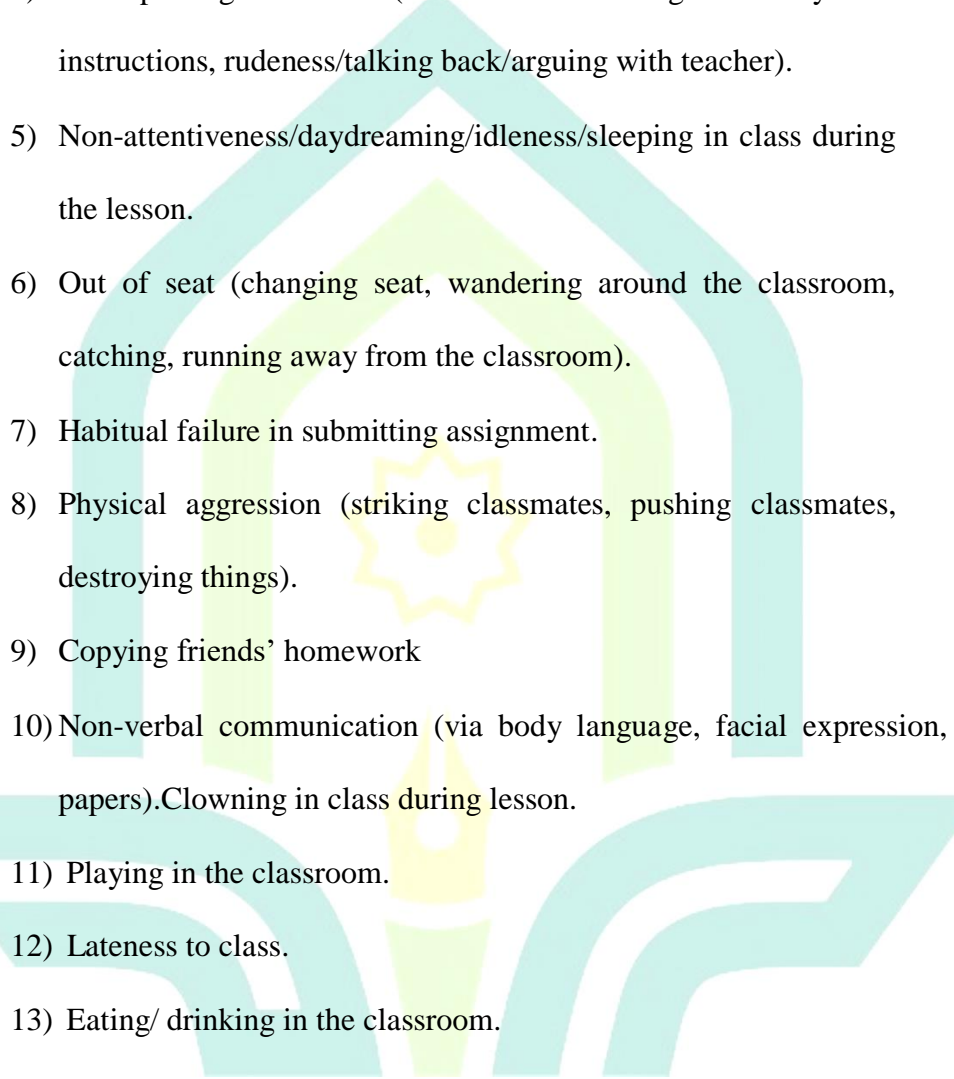
2.1.1 The Definition of Students' Misbehavior

Kyriacou (1997) stated that student misbehavior is any behavior that undermines the teacher's ability to establish and maintain effective learning experience in the classroom. The ranges of student misbehavior are from simple non-compliance (e.g. not paying attention) to overt disruptive behavior (e.g. throwing a missile across the room). He also points out that serious misbehavior, including direct disobedience, physical aggression or damage, is much less frequent. According to Charles (2008) misbehavior is defined as behavior that is considered inappropriate for the setting or situation in which it occurs. While misbehavior in this study is can be defined as any kind of behaviors that violate in the classroom, interfere with the classroom order and interrupt the process of teaching and learning that did by the students in English class.

2.1.2 The Categories of Students' Misbehavior

Types of classroom misbehavior has became a focus for number of researchers. Sun Rachel C. F. And Shek Daniel T. L (2012) is divided in to 16 categories in which six of them have their own subcategories. Those chategories are:

1) Doing something in private which was unrelated to the lesson (dealing with personal stuff, doing homework, using electronic device, irrelevant reading, irrelevant drawing).

2) Talking out of turn conversation (calling out, making remark, having disruptive conversation).

3) Verbal aggression (teasing classmates, attacking classmates, quarreling with classmates, speaking foul language).

4) Disrespecting teachers (disobedience/refusing to carry out instructions, rudeness/talking back/arguing with teacher).

5) Non-attentiveness/daydreaming/idleness/sleeping in class during the lesson.

6) Out of seat (changing seat, wandering around the classroom, catching, running away from the classroom).

7) Habitual failure in submitting assignment.

8) Physical aggression (striking classmates, pushing classmates, destroying things).

9) Copying friends' homework

10) Non-verbal communication (via body language, facial expression, papers).Clowning in class during lesson.

11) Playing in the classroom.

12) Lateness to class.

13) Eating/ drinking in the classroom.

14) Have not yet prepared textbook well.

15) Passive engagement in class.

Among the misbehaviors reported by teachers, talking out of turn was the most common misbehavior and followed by non-

attentiveness, daydreaming, and idleness. Then, the most unacceptable misbehavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression.

In a study conducted by Dalgic and Bayhan (2014) in Nigeria, there were nine types of misbehavior were identified. The types of misbehavior identified are: aggression, fighting, self-failure, interfering with the work of other children, damaging own property, bullying, vandalism, running around the class and damaging class furniture. Meyers (2003) also classifies student misbehavior as being overt and covert. Overt is open and observable behaviors like students talking during class, using cell phones, eating or drinking. Covert is passive behaviors like sleeping during class, coming late, leaving class early, acting bored and disengaged.

In this study, the reseacher uses the theory from Sun and Shek (2012). The theory is chosen because it has many varieties than another theory. It can be seen from the table below, from each categories it is divided into some sub-categories. In summary, it is clearer and make the reseacher easy to use in collecting the data.

Table 2.1 Modified Students Misbehavior Categories by Sun Rachel C. F.

And Shek Daniel T. L (2012)

No	Aspect	Category	Sub Category
1	Doing something in private which was unrelated to the lesson	a. Dealing with personal stuff. b. Doing homework. c. Using electronic device. d. Reading text. e. Drawing.	a. Playing eraser, book, pencil, pen or other stuff. b. Doing English homework or other lesson. c. Texting, playing games, surfing webpage, or listening to music. d. Reading novel, newspaper, or other lessons. e. Drawing everything that students imagine in English textbooks or other books.
2.	Talking out of turn Conversation	a. Calling out. b. Making remarks. c. Having disruptive conversation or talking out of turn.	a. Calling out friends b. Making remarks in teacher explanation and friends talking.
3.	Being verbally aggressive	a. Teasing classmate. b. Attacking classmates. c. Quarrelling with classmates d. Speaking foul language.	Holding uniform, hair, or other part of body.
4.	Disrespecting teachers	a. Disobedience b. Rudeness.	a. Refusing teacher's instructions b. Arguing to the teacher
5.	Not paying attention	a. Sleeping b. Daydreaming c. Idleness	Students displaying non-attentiveness, daydreaming, or idleness during class are not actively participating in the lesson.
6.	Moving lots	a. Changing seats. b. Wandering around the classroom. c. Running away from the classroom.	Involves changing seats, wandering around the classroom, or trying to leave the classroom during the lesson.

7.	Assignment submission	Not submitting the assignment Punctual.	Students who consistently fail to submit assignments on time are not meeting their academic responsibilities.
8.	Physical aggression	a. Striking classmates. b. Pushing classmates. c. Destroying things.	Destroying desk, clock, or other things in class
9.	Copying Homework	Via body language, facial expressions.	Copying homework is a form of academic dishonesty. It can deprive students of the opportunity to learn the material and can also lead to unfair advantages in tests and assignments.
10.	Non-verbal communication	Via body language, facial expressions.	Rolling one's eyes, making faces, or talking to other students without raising one's hand can all be considered disruptive non-verbal communication.
11.	Clowning in class during lesson	Via body language, facial expressions.	Making jokes, telling stories, or pretending to be someone else.
12.	Playing in the classroom	Via body language, facial expressions.	Playing games
13.	Lateness to class	Via body language, facial expressions.	Lateness to class can be disruptive because it interrupts the flow of the lesson and can also be seen as disrespectful to the teacher and other students.
14.	Eating/drinking in the classroom	Via body language, facial expressions.	Eating/drinking in the classroom can be disruptive if it is done in a messy or noisy way.
15.	Have not yet prepared the textbook	Via body language, facial expressions.	Not having yet prepared the textbook can be disruptive because it can prevent the student from participating in the lesson.
16.	Act passively	Via body language, facial expressions.	Failure to complete assignment, lack of enthusiasm and motivation.

From the table above, the reseacher modified the categories in order to make clearer the researcher to get the data. In this study, the categories above is used to identify the students' misbehaviors in English class in each skill; reading, listening, writing, and speaking. This is because identifying student's misbehaviors across various English language skills provides a more comprehensive understanding of the problem and allows for targeted interventions that promote overall language development and create a supportive learning environment for all students.

2.1.3 Teacher's Strategies in Managing Students' Misbehaviors

Students' misbehavior is always found in class. That is way pre-service EFL teacher's should effectively manage their classes through adopting appropriate discipline strategies to reduce misbehaviors found. Here is some strategies to handle student's misbehaviors in English class by some expert:

Acccording to Xinrui Yuan (2012) there some ways that can do to managing students' misbehaviors, they are:

1. Pre-empting Misbehavior

    Pre-empting means that the teacher monitors the students' behavior and appropriateness during the learning activities and sustains students' academic engagement when she faced problem during the lesson, so that misbehavior can be avoided. Teacher usually used classroom rules to prevent students' misbehaviors. Classroom rules should be very clear, it

usually given when first meet in new class.

In summary, pre-empting misbehaviour can make the teaching and learning progress smoothly and effectively and also help to establish an appropriate relationship between teacher and students.

2. Teacher Behaviour Continuum

Regarding the misbehaviour at the individual level, teachers should find out the reasons of the improper behaviour first and then the response should move along a continuum according to the perceived seriousness of the interruption. If the student misbehaviour becomes a little bit more serious than non-verbal misbehaviour, for example, fiddling or doodling and not paying attention, then the verbal intervention through non-directive statements, questions and directive statements will reflect progression along the continuum.

3. Rewards and Punishments

Kyriacou (2005) defines punishment as in essence a formal action which the student is intended to experience as unpleasant as a means of helping them to behaviour appropriate in the future. If reminding the students' misbehavior is not enough, the one which the teacher could do is giving punishment. Punishment was given when the misbehavior was chronic and disruptive the classroom a lot.

According to Jim Walters and Shelly Frei (2007), there are six guidline for handling common misbehavior. They are :

1. Structure

   For handling serious students interruptions in class, structure is needed. Structure does not mean rigidity. A structured approach is one in which students know exactly what is expected of them, which behaviors are acceptable or unacceptable, what the consequences are for each misbehavior, and what the time frame is for each expected behavior.

   Many teachers find that their most difficult students crave routine because it might be lacking otherwise in their lives. Once students are familiar with teacher routine, the problems will only arise when changes are made to that routine. This gives a wellplanned teacher much more control in his/her overall classroom management.

2. Negotiate

   Consider negotiating with a struggling student. This is often an unwelcome word to teachers, but it can really work with certain students. When there is a problem, everyone wants to feel a measure of validation and control, including the students. Give them guidelines and then let them choose what to do. Sometimes teacher may need to adjust some expectations and negotiate with students to reach common understandings, such as when and how assignments need to be done. When students have the opportunity to express their voices in classroom processes, they share in decision making and the construction of knowledge being learned. Always calmly discuss

which areas, such as content required by standards, are nonnegotiable.

3. Deal With Problems Quickly

   In order to remind the students that they misbehaved, the teacher often gave a code and reminded the students easy. Saying "focus" is a quick way to tell a child to stop daydreaming and get to work. By those reminder, it means that the teacher responded the students' misbehavior quickly in order the students behave nicely again.

4. Direct Language

   Direct language is used because the teacher could directly tell the students that what they did could disturb the teaching and learning process. It can be used specific mention of the behavior teacher want to see or the behavior do not want to see. Don't rely on "knock that off" or "cut that out". It's better to say, "Put your sharpener away and read the chapter". Therefore, directly reminding the students to behave nicely in the classroom is one of the best strategies to solve the problem quickly.

5. Know Your Bottom Line

   All teachers need to know where they draw the line between working with a student and deciding that the student has misbehaved enough. The teacher should beaware of school policy and have a plan for when to send a student to another teacher's classroom, when to call the parents, when to send a student to the principal, or even

when to call the police. Remember, a bottom line is just that. It is for serious offenses. Teachers should never threaten these actions unless they are ready and willing to follow through.

6. Follow Up

Finally, follow up on the problem. Once a crisis has passed, make a point of talking to the offending student during the day. If possible, express something positive but make a connection, even if it is neutral. With every problem, it is important to keep a log. This will a teacher if problems involve more parties in thefuture. If the problem is very serious, make sure the administration knows what happened and what teacher did.

2.2 Previous Studies

There are several studies regarding the handling of student's misbehaviors in EFL Classroom. Yusuf Ozturk (2017) explores the perceptions of pre- and in-service teachers on student's misbehaviors in the EFL (English as a Foreign Language) classroom in a Turkish context. The study aimed to identify the types of misbehavior that were most commonly observed, the reasons behind such behavior, and the strategies that teachers used to address it. The results of the study showed that student misbehavior was a common problem in the EFL classroom, and that it was perceived as disruptive to the learning process. The most common types of misbehavior identified by the

teachers included talking to friends, making noise, and dealing with other things. The study also found that teachers attributed misbehavior to a range of factors, including the characteristics of parents, socio-economic level, media, class size, and students' indifference.

Debreli and Ishanova (2019) investigates the types of student's misbehaviors exhibited in foreign language classrooms and the strategies preferred by foreign language teachers to prevent them. The study additionally explores whether foreign language teachers' preferred strategies correspond with their actual classroom practices. The study aimed to leave the types of student misbehaviour and the strategies that can be used by teachers open, without limiting them to a pre-arranged set of questions. The study also intended to gather data from a relatively small number of participants, but that would provide a holistic picture of the phenomenon. The results of the study revealed seven common types of student misbehaviour, cited by most of the teachers in their interviews. These included using mobile phones, talking in class, not paying attention, being disruptive, not doing homework, being late, and not participating. The study also found that teachers' preferred strategies for handling misbehaviour differed from their actual classroom practices. While teachers preferred to use positive reinforcement and praise, they often resorted to punishment and reprimands in practice. The study identified several effective strategies that teachers use to manage disruptive behaviour in foreign language

classrooms, including building positive relationships with students, setting clear expectations and consequences, and using a variety of instructional strategies to engage students.

Rosilawati Sueb, Hamimah Hashim, Khadijah Said Hashim, and Munirah Mohd Izam (2020) also discusses the strategies used by Excellent Teachers or *Guru Cemerlang* in managing students' misbehavior in the classroom. The objective of this research is to explore the effective strategies used by Excellent Teachers or *"Guru Cemerlang"* in managing students' misbehavior in the classroom. The result of the study indicated that there were three main strategies or themes used by Excellent Teachers in managing students' behavior: the first category pertaining to the preparation and activities that excellent teachers carried out in the classroom, the second category is interaction, which is the communication and reaction of excellent teachers towards student misbehavior and the third category is the presentation of treatment pertaining to pleasant or unpleasant consequences. The study also found that the Excellent Teachers exhibited exceptional qualities in their personality and leadership, such as being passionate, caring, and having a positive attitude towards their students. The potential implications of this study for teacher training and professional development programs include the need to incorporate effective classroom management strategies into teacher training programs and to provide ongoing professional development opportunities for teachers to

enhance their skills in managing students' misbehavior in the classroom.

Tai, K.W.H. (2023) conducted how teachers can manage unexpected student behaviors that disrupt the flow of classroom interaction in Hong Kong English Medium Instruction secondary classrooms. The study aimed to identify the types of student misbehaviors that EMI teachers encounter, the strategies they use to address them, and the sociocultural factors that influence their responses. The results of the research showed that EMI teachers in Hong Kong use a variety of multilingual and multimodal resources to manage student misbehaviors, including code-switching, gestures, facial expressions, and body language. The study identified several types of student misbehaviors, such as off-task behavior, talking out of turn, and disruptive behavior, and found that EMI teachers used different strategies to address them, such as verbal reprimands, nonverbal cues, and positive reinforcement. The research also highlighted the importance of sociocultural factors, such as teacher-student relationships, cultural norms, and language proficiency, in shaping EMI teachers' responses to student misbehaviors. Overall, the study provides insights into how EMI teachers can effectively manage classroom misbehaviors in multilingual and multicultural contexts.

Another similar research was done by Tilahun Yohannes (2016) in Ethiopia have conducted the research entitled "Classroom Misbehavior Management In Phsysical Education Classes of East Badewacho Wodera

and Shone Administrative City in Selected Secondary and Preparatory School". He identified the main causes of students' classroom misbehavior and tried to suggest some possible solution to minimize the students' classroom misbehavior in physical education (P.E) class. The study finding concluded that regarding to the causes of classroom misbehavior were related to students' include; no positive relationships between teachers and students, lack of interest, dislike to a teacher, ignorance of the classroom rules, and less attention of family. While the causes from the teachers' were lake of planning and preparation, poor teaching, failure to enforce rules, failure to use appropriate teaching aids, and lack of interest.

This study seeks to fill the gap of previous research highlighted by Cimen and Cepik (2015) on pre-service EFL teachers' perceptions and strategies in dealing with misbehaviour in their classrooms. Given the limited research conducted on classroom management regarding pre-service EFL teachers' strategies in addressing student misbehavior in Vocational High Schools. Therefore, there is a need for further research in this area. This study aims to investigate the strategies employed by pre-service EFL teachers in managing students' misbehavior during teaching practicum in vocational high schools.

2.3 Theoretical Framework

Based on the theory above, the researcher investigates the strategies employed by pre-service EFL teachers in managing students' misbehavior during teaching practicum in Vocational High School. The figure below is an analytical construct in investigating students' misbehavior and how teachers repond do it.

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          ┌─────────────────────────┐
          │   Teaching Practicum    │
          └─────────────────────────┘
                      │
                      ▼
          ┌─────────────────────────┐
          │  Pre-Service EFL Teachers │
          └─────────────────────────┘
                      │
                      ▼
          ┌─────────────────────────┐
          │   Student's Misbehaviors │
          └─────────────────────────┘
              ╱               ╲
     ┌──────────────┐   ┌──────────────┐
     │    Types     │   │  Strategies  │
     └──────────────┘   └──────────────┘
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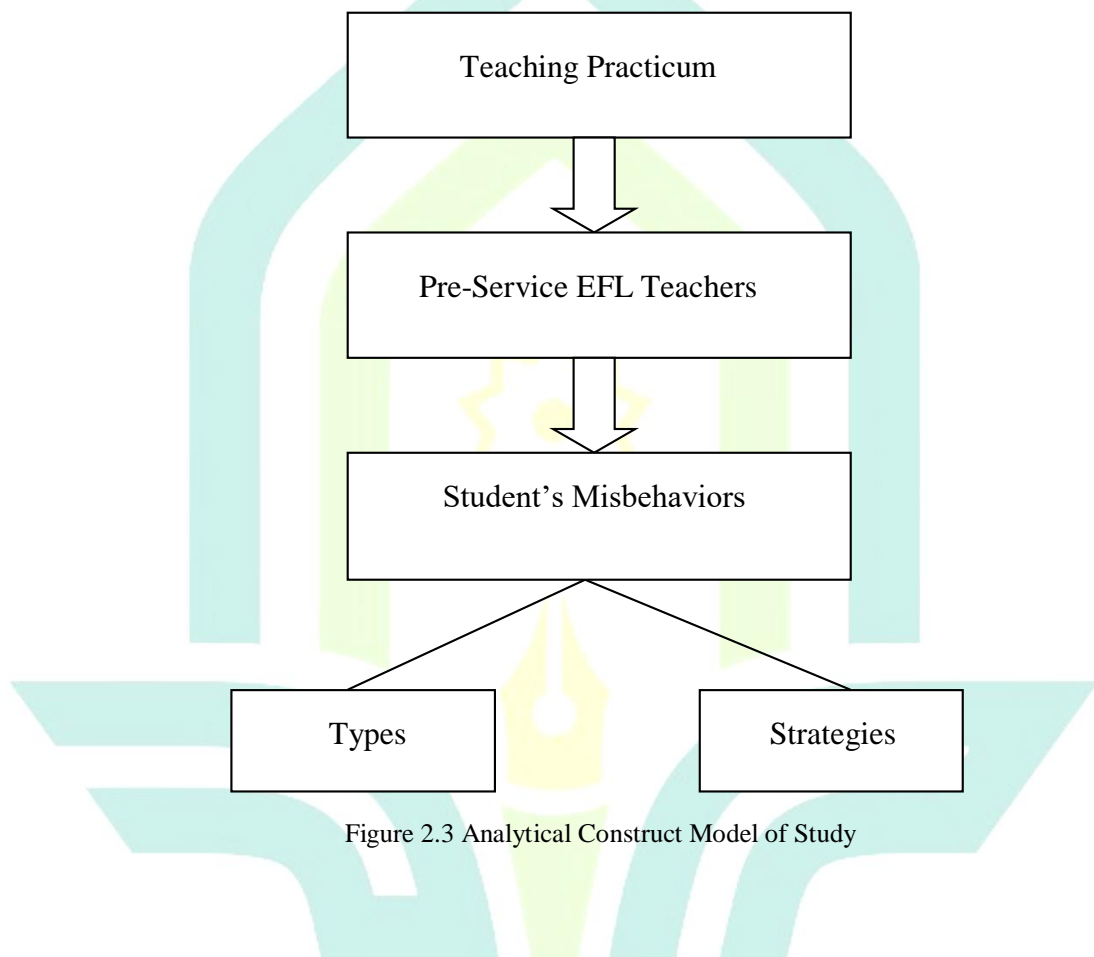
Figure 2.3 Analytical Construct Model of Study

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this study, the researcher tended to use qualitative descriptive to find out the result find out the result of first and second research questions. Qualitative methods are used when the research aims to describe phenomena. Cresswell (2010) stated that a qualitative research is an inquiry process of understanding a social or human problem, it based on building a complex, holistic picture, formed with words, reporting detailed views of information and conducted in a natural setting. This study attempted to describe the phenomena of natural setting related to the real situation in English class, whether classroom misbehaviors are found in English four skill; reading, listening, writing and speaking and the appropriate teacher's strategies that is used to handle. In this study, the researcher tended to use qualitative descriptive to find out the result find out the result of first and second research questions. This study attempted to describe the phenomena of natural setting related to the real situation in English class, whether classroom misbehaviors are found in English four skill; reading, listening, writing and speaking and the appropriate Pre-service teachers' strategies that is used to handle students' misbehaviors appear in each of four skills; reading, writing, listening, and speaking.

3.2 Setting and Participant

In this study, the researcher conducted at Vocational High School in Pekalongan. This school was chosen because Vocational High School have specific characteristics that set them apart from public schools. This is where students receive training in a variety of technical and practical skills. Therefore, student behavior in this environment may be different and needs to be understood in more depth due to the unique characteristics of these schools, including their hands-on learning environment, specific skills focus, career preparation emphasis, diverse student population, and unique school culture. Understanding these factors is essential for educators and counselors to appropriately manage student behavior and promote a positive learning environment.

In this research, the researcher chose purposive sampling. According to Christensen and Johnson (2008), purposive sampling procedure is a non-random sampling technique in which the researcher choose person or participant with specific characteristics to participate in research study. The participants are selected based on the following condition:

7. The pre-service teachers were the teachers at Vocational High School in Pekalongan.

8. The pre-service teachers were English teachers.

9. The pre-service teachers were teachers who teach at the Automotive Engineering class of Vocational High School

10. The researcher found out pre-service teachers that suitable with criteria, the

researcher contacted them and also asked them to be the participants in this research.

In this study, the research participants consisted of three pre-service teachers out of a total of nine pre-service teachers because only three pre-service EFL teacher's who teach automotive engineering classes fit the respondent criteria and pre-service EFL teacher's who are currently studying in a program related to English language teaching at a university. In addition, the object of this study is the teaching and learning process in the three automotive engineering classes studied, namely grade 10 with 36 students, grade 11 with 27 students, and grade 12 with 29 students for a total of 92 students at Vocational High School in Pekalongan in the 2023/2024 academic year. However, only a few students engage in misbehaviors when learning in English classes and only those students. It is validated by the respondents that one of the strategies used is to record the names of students who engage in misbehaviors and memorize them.

3.3 Research Instrument

The research instrument aimed to get the data to answer first and second research question. Therefore, the instrument used in this research were observation and interview.

1. Main instrument

In this study, the main instrument was the researcher. The researcher did class observation and took some pictures in teaching English related to four skills; reading, writing, listening and speaking in English class for knowing

the misbehavior did by students. The researcher also did semi-structured interviews for knowing the pre-service EFL teacher's strategies in managing student's misbehaviors. The pre-service teacher's strategies during managing misbehaviors is used as the data.

2. Instrument Tools

These particular tools are needed for collecting the data in this study:

a. Observation Guideline

The student's misbehaviors analyzed by observation guideline. The observation guideline was depend on the categories of misbehavior by Sun and Shek (2012) that state in Scientific World Journal.

b. Interview Guideline

The researcher interviewed the pre-service teacher's, it became the instruments in making sure about the strategies that teacher used in class. It is also used as the additional information related to the teacher's strategies used in order to answer second research question. The strategies might be different from both the observation class and the days before, it was depends on the misbehaviors did by the students at the time. So, pre-service teacher's might be used the most appropriate strategies for each misbehaviors. In interviewing the pre-service teacher's, the researcher used the interview guideline.

3.4 Data Collection

For collecting the data, researcher used Cresswell (2010) theory. He stated that there were variations on qualitative data collection such as

observations, interviews, documents, and audiovisual materials. In this study, for answering the research question, the researcher used observation for knowing the real situation and interaction both students and pre-service EFL teacher's. Interview was also needed for knowing the pre-service EFL teacher's opinion related the appropriate strategies used by the pre-service teacher's in managing student's misbehaviors.

The direct observations were done by the researcher while taking a pictures during pre-service EFL teacher was teaching. After class, the researcher did interview in order to check the strategies that pre-service EFL teacher's used during observation class.

a. Observation

Observations represent a frequently used form of data collection, with the researcher able to assume different roles in the process. In this study, researcher observed the students and pre-service teacher's during teaching to know the real situation in English class while students were misbehaving and how teacher managed it. When the teacher was teaching in each skill, the researcher noted several things did by students and pre-service teacher's interaction in English class. The researcher also lists misbehavior strategies did by the teacher in English class uisng observation guideline.

The researcher noted several things did by students and pre-service teacher's interaction in English class. The researcher also lists misbehavior strategies did by the teacher in English class uisng

observation guideline.

b. Interview

The interview was done orally between the researcher and the pre-service EFL teacher's. In interviewing the teacher, researcher use a mobile phone to record the pre-service teacher's answer, it was very important to make sure that the data wasn't lost. The interview result was used as the main data in answering second research question related to strategies managing classrom misbehaviors using interview guidline.

3.5 Data Analysis

According to Cresswell (2010), there were six steps that can be done for data analysis techniques. It was important to help the researcher to conduct the research in order to get a valuable meaning to answer both the research questions.

1. Collecting Data

The researcher collected data. It involved the observation result and field note and teacher's interview results.

Reading All the Data

In this step, the researcher collected the data. The researcher read all the data to get the information needed. The researcher gave sign the important data needed.

Preparing and Organizing Data for Analysis

The reseacher orginized the data depend on the information. Here, the data were arranged into different type realate to student's misbehaviors and pre-

service teacher's strategies.

Coding the Data

Here, the researcher analyzed all the data got. The researcher identified which data that needed to be used or needed to be reduced.

Coding to Build Descriptions/Theme

The researcher analyzed the misbehavior found by using theory of Sun and Shek (2012) and the teacher's trategies by using the theory of Xinrui Yuan (2012) and Jim Walters (2007).

Interpreting the Findings

The analyzed data explained in the chapter four of this study; finding and discussion. The findings related to the theory mentioned above. Finally, the last step of analyzing data was to conclude the whole research.
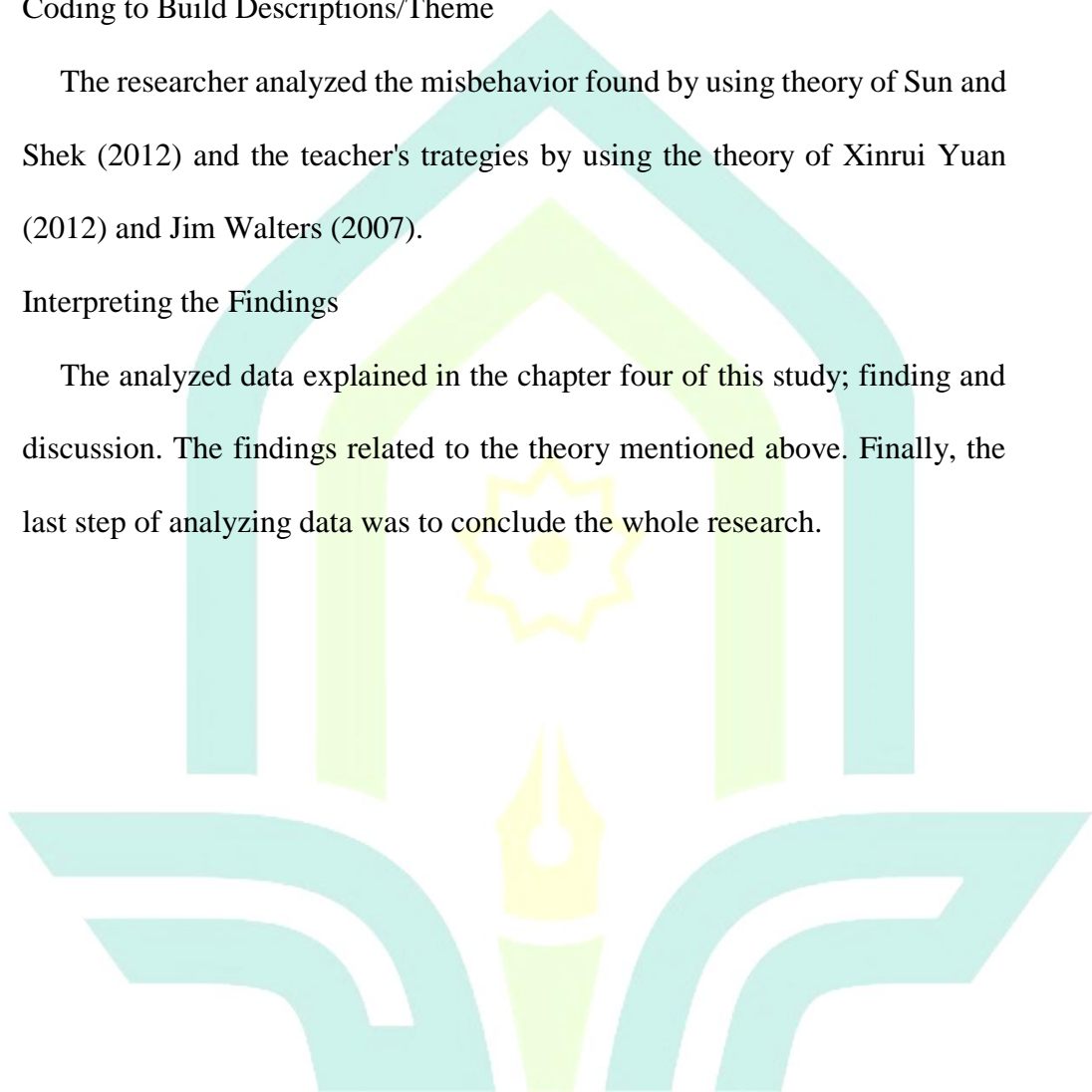
CHAPTER IV
RESULTS AND DISCUSSION

This chapter presents the research results and discussion about student's misbehavior in English class and pre-service teacher strategies to handle it. This chapter presents the collected data from observation class and pre-service EFL teacher's interview to answer the second research question. Furthermore, the analyzed data is categorized based on the aspect of misbehavior in discussion part.

Research results present the information that was discovered by the researcher through research instruments which had been validated by the expert lecture from English Education Department. The research was conducted of direct observations class on 3rd and 4th October 2023. The data was gained from the students and pre-service EFL teacher's of Automotive Engineering class. The researcher did the observation and take some pictures to analyze the misbehaviors which was done by the students. The researcher also interviewed the pre-service EFL teacher's to know the appropriate strategies in managing student's misbehaviors on 26th September 2023. The researcher explored the findings in detail by explaining kinds of misbehaviors which was done by students based on categories of misbehaviors stated by Sun and Shek (2012). Theories related to strategies to handle misbehaviors were used as the guidance in analyzing the strategies applied by pre-service teacher's when the pre-service teacher's was teaching in English class.

4.1 Student's Misbehaviors in English Class

The student's misbehaviors were found from direct observation and take some pictures during the teaching process. The student's misbehaviors were analyzed using the observation guidelines. Observations were made of reading, writing, speaking and listening activities in three meetings for one lesson hour for a total of three lesson hours for the three classes observed, namely automotive engineering classes 10, 11, and 12.

4.1.1 Student's Misbehaviors in Reading and Writing Activity

The researcher observed the student's misbehaviors in reading and writing activity. After explaining the material, pre-service teacher's asked students to do some questions related with reading comprehension (reading activity) and create a paragraph about a student's unforgettable personal experiences (writing activity). Here researcher observed the student's misbehaviors during reading and writing activity activities. It was described below:

1. **Doing Something in Private**

   In reading and writing activities of narrative texts, the researcher found a male student sitting at the very back who was holding a smartphone in his right hand. The smartphone was pointed downwards, so only the top of the screen was visible. The student was opening a social media application and appeared to be scrolling. He seemed unfocused on learning English and more interested in his

smartphone. On the other hand, the researcher also found a male student at the back bench who was holding a cell phone in his right hand and appeared to be scrolling through social media applications while moving the broom in his left hand. In addition, the researcher found a male student who was twirling a pen between his fingers during writing activities. The pen was held with his right hand, and his fingers moved quickly to twirl the pen. The student also sat at the back of the class. The reason they do this misbehaviors is because they don't really like English lessons and feel bored when learning takes place.

Picture 4.1 Using electronic device

Picture 4.2 The student holds the pen

2. Talking out turn

The researcher found male students who were calling friends who were outside the classroom from behind the window. This action can disrupt learning because it disturbs the concentration of other students and makes the classroom atmosphere noisy. This action can also interfere with pre-service teacher's in delivering the subject matter. In addition, the researcher also found a couple of students who seemed to be busy talking to themselves in the middle of a calm and focused classroom atmosphere, ignoring the ongoing English lesson. Their whispering voices sounded like the buzzing of bees among the silence, breaking the concentration of their classmates who were immersed in the activity of reading and writing narrative texts. They talk to themselves during the lesson because they want to shake off the drowsiness. That's why they do this misbehaviors.

Picture 4.3 calling out to friends who are outside the classroom

Picture 4.4 Distruptive Conversation

3. Being verbally aggressive

The researcher found a student who teased a classmate by throwing a rubber band so that it hit the friend's back where this behavior could disrupt the concentration of other students. In addition, the researcher found students attacking and fighting with classmates in reading and writing narrative text activities. These behaviors can also be considered bullying, especially if they are repeated or if they cause the victim to feel uncomfortable or threatened.

In the context of English learning, teasing classmates by throwing rubber bands and attacking classmates can disrupt the learning process in several ways. First, it can distract the victim from the lesson. Second, it can create a hostile environment in the classroom, which can make it difficult for students to feel comfortable and focus on learning. Third, it can cause conflict between classmates, which can further disrupt the learning process. They do these misbehaviors

because it is fun and just for fun so that the class does not look quiet and they want to create an exciting classroom atmosphere.

Picture 4.5 Teasing a classmate by throwing a rubber band so that it hits the

friend's back

Picture 4.6 Attacking & quarrelling with classmate

4. **Playing**

The researcher found a male student sitting in the middle seat and a female student sitting in the front corner seat playing *Mobile Legends* online games with a position facing her seatmate. This behavior can disturb other students in the class. Their voices shouting and cheering can disturb the concentration of other students who are learning, especially those who are reading and writing narrative texts. The

reason they play games during class is because they feel bored and want to finish the English class as soon as possible.

Picture 4.7 Playing online game *Mobile Legends*

5. **Not paying attention**

The researcher found male students sitting on their benches and leaning against the wall with their eyes closed. They were daydreaming and lazing around. The pre-service teacher was explaining the subject matter, but the male students were not paying attention. They were more interested in thinking about other things or just resting. They don't even do the pre-service teacher's instructions to read and write narrative texts. The reasons they are idleness and sleep in class during learning is due to their lack of interest in learning English and spending a lot of time outside of school.

Picture 4.8 Daydreaming & Idleness   Picture 4.9 Sleeping

6. **Eating and Drinking In Class Breaks Focus**

The researcher found a male student sitting on the second bench. He was drinking from his mineral water bottle while stalking the pre-service teacher who was explaining in front of the class. This made the student not fully focused on learning English. Meanwhile, in front of the classroom door, another male student was eating ice cream. The eyes of the other students in the class were on him. According to them, when they eat and drink in class during learning, they are not sleepy and do not yawn.

Picture 4.10 Eating and Drinking in Class Breaks Focus

4.1.2 Student's Misbehaviors in Speaking and Listening Activity

The researcher observed the student's misbehaviors in speaking and listening activity. After explaining the material, pre-service teacher's asks the students to demonstrate their unforgettable personal experience stories (speaking activity), the other friends should listen carefully (listening activity).Here researcher observed the student's misbehaviors during speaking and listening activity activities. It was described below:

1. Dealing with personal stuff

In this activity, the researcher found male students who put their caps on their foreheads and flicked their books for a fan because the weather was too hot while listening to their friends who demonstrated their work in front of the class. In addition, researchers also found male students who shoved tumblers in their mouths and male students who were engrossed in pulling out rubber bands on the back bench. This behavior shows that students are not fully focused on learning English. They do these misbehaviors because they are not interested in learning English and they feel bored during the learning process.

Picture 4.11 Put the caps on foreheads   Picture 4.12 Flicked the book for a fan

Picture 4.13 Put a tumblr in the mouth   Picture 4.14 Pull out the rubber band

2. Talking out of turn

The researcher found students calling each other's names to come forward and demonstrate their work. In addition, students also pointed to each other in recommending their friends to come forward first. This made the classroom atmosphere uncontrollable and very noisy in speaking and listening activities. They call their friends and point to each other to come to the front of the class because they like the lively classroom atmosphere and so they don't get bored when learning English.

Picture 4.15 Calling out friends and point to each other to come forward first

3. Moving lot

In the midst of talking and listening about students' unforgettable experiences, the researcher saw a male student moving around in his seat. The student seemed uncomfortable with his seat in the middle row of the class. He looked restless and often glanced at his friends sitting in the corner of the class. The reason for the student's shifting seats was because he wanted to be in the circle of his friends.

Picture 4.16 Changing seat

4. Clowning

The researcher found a male student who made a joke when demonstrating his work on his unforgettable experience. The student delivered his story in front of the class by holding back laughter and his body shook. This made all students laugh and the class became noisy and less conducive. The reason the student joked was because he was nervous when demonstrating his work and finally his joke made other students laugh.

Picture 4.17 Clowning

5. **Passive engagement in class**

The researcher found students who were passive during speaking activities. The reason is that this student does not want to come forward to the front of the class to demonstrate his work because he is shy and lacks confidence. The student only wanted to listen to the work of his friends but did not want to share his own work in front of the class even though he knew that it was his turn to come forward. This made other friends disappointed and cheered him so that the class became crowded.

Picture 4.18 Passive engagement in class

From the explanation above, the misbehaviors that found in reading and writing activity are; Doing something in private; that is using electronic device and the student holds the pen, Talking out of turn; that is calling out to friends who are outside the classroom and distruptive conversation, Being verbally aggressive; that is teasing a classmate by throwing a rubber band so that it hits the friend's back and attacking & quarrelling with classmate, Playing online game *Mobile Legends,* Not paying attention; that is daydreaming & idleness and sleeping, Eating and drinking in class breaks focus. While the misbehavior that is found in speaking and listening activities are; Dealing with personal stuff; that is put the caps on foreheads, flicked the book for a fan, put a tumblr in the mouth, pull out the rubber band, Talking out of turn; that is calling out friends and point to each other to come forward first, move lots; that is changing seat, clowning and act passively in class.

4.2 Pre-service Teacher's Strategies in Managing Student's Misbehaviors

One reality that continues to challenge even the most experienced teachers is how best one can deal with persistent misbehavior in the classroom. Here is the following table presents the student's misbehaviors and pre-service teacher's strategies based on the class

observation and pre-service teacher's interviewed in four activities;

reading, writing, speaking and listening:

Table 4.1 Student's Misbehaviors and Pre-service Teacher's Strategies

Used in Managing Misbehaviors

No.	Students' Misbehaviors	Pre-service teacher's strategy
1.	Dealing with personal stuff : a. Student use electronic device. b. Student holds the pen. c. Student put the caps on foreheads. d. Student flicked the book for a fan. e. Student put a tumblr in the mouth. f. Student pull out the rubber band.	Used direct language
2.	Taking out of turn : a. Calling out to friends who are outside the classroom. b. Disruptive conversation. c. Student pointing to each other to come forward first.	Direct language and Reward & punishment
3.	Being verbally aggressive: a. Teasing a classmate by throwing a rubber band so that it hits the friend's back. b. Students attacking & quarrelling with classmate.	Direct language and solve the problem quickly
4.	Playing online game *Mobile Legends*	Solve the problem quickly
5.	Not paying attention : a. Daydreaming during lesson. b. Idleness in classroom. c. Sleeping in classroom during lesson.	Solve the problem quickly

6.	Eating and drinking in class breaks focus.	Pre-empting
7.	Student who made a joke when demonstrating his work.	Used direct language
8.	Student act passively.	Reward and Punishment
9.	Student moving around in his seat.	Used direct language

From the table above, the pre-service teacher applied some strategies that they are dicribing below:

c. Pre-empting

Pre-empting is taking action to prevent misbehavior. To prevent misbehavior, pre-service teachers take pre-empting action by recording and memorizing the names of students who are naughty during learning. The list of names of these naughty students will later be used as an example of pre-service teachers in explaining learning materials and references to come to the front of the class. This action aims to prevent students' naughty behavior from disrupting the learning process. Pre-service teachers also ensure that this action does not have a negative impact on students, such as making students feel intimidated or suspected. This was stated by SAR:

"Friends, there is someone sleeping in class, who is he?" Then all students simultaneously answered, "Resnan" (for example). Now, because we are discussing material about suggestion, let's relate it, "Friends, is there any suggestion for Mr. Resnan not to fall asleep in class?". So when I overcome students' bad behavior during the lesson, I mention the student's name and connect it to the lesson. *("Teman-teman ada yang tidur di kelas nihh, siapakah dia?" Lalu semua siswa serentak menjawab, "Resnan" (misalnya). Nah, karena sedang membahas materi mengenai suggestion kita kaitkan nih, "Teman-teman, adakah saran untuk mas Resnan agar tidak tertidur*

di kelas?). Jadi saat saya mengatasi perilaku buruk siswa saat pembelajaran berlangsung yaitu dengan mention nama siswa tersebut sekalian sambungkan ke pelajaran.")

d. Used Direct Language

Pre-service teacher's stated that saying exactly when students do misbehavior is the best way when students do something privately. When students fiddle with personal items, use electronic devices, and fiddle with books, pre-service teacher's use direct language to address the misbehaviors. This was stated by RJ:

> (... Use the cellphone only to search for references on the internet, not to open social media, children....)
> *(... Gunakan handphone hanya untuk mencari referensi di internet bukan untuk membuka sosial media ya anak-anak....)*
> (...Put the broom back and focus on the lesson...)
> *(...Letakkan sapu ke belakang dan fokus ke pelajaran...)*

The direct language above was used by pre-service teacher's when they saw a student using an electronic device to scroll social media while moving a broom in his left hand. This was found when the researcher made direct observations in the classroom. This is also evidenced by the results of the pre-service teacher interview by LN and she was stated below:

> (...I usually reprimand directly if students do something that makes them not focus on following my lesson, for example when students make noise in class, I immediately give a sign, "don't make noise, please collect your work when it's finished...)
> *(Saya biasanya menegur secara langsung jika ada siswa yang mengerjakan sesuatu yang membuat mereka tidak bisa fokus mengikuti pelajaran saya. Misalkan banyak siswa yang berbicara sangat keras di kelas, saya segera memberi peringatan secara lisan, "jangan ramai, tolong kumpulkan tugasnya jika sudah selesai").*

e. Deal with the problem quickly

Deal with the problem quickly is alike code which the pre-service teacher's gave to the students when the students did the misbehaviors. The misbehaviors become resolved soon if the teacher deals with the problem quickly. It becomes appropriate strategy to all misbehaviors. If the misbehaviors were solved quickly, it might be true the others misbehavior will not appear. The interviewed result also showed that teacher used this strategy in managing students' misbehaviors in English class. Here is the example of the pre-service teacher's solved the misbehaviors quickly: This was stated by SAR:

> (... I directly say to the student, and say "focus" which mean the student is forbidden to playing online games).
> *(Saya segere menghampiri jika ada anak yang melamun di kelas, saya berkata"ayo nak fokus").*

f. Reward and Punishment

Pre-service teacher's applied reward and punishment in class. The reward was given when the students were active in class. Pre-service teacher's gave the additional score to students who active to participate in the lesson. A reward can help students have high self-confident and avoid their misbehaviors. In the other hand, pre-service teacher's also applied punishment to the students who did not participate actively in class. In this case, while giving a punishment pre-service teacher's chose an activity that made them active in class. The punishment was given when the students calling out or disturb their friends. Pre-service

teacher's pointed out and asked the disruptive students to answer the question or participate actively in class. This was stated by RJ:

> ... Do not be noisy, please come forward and demonstrate your task... *(jangan ramai, ayo silahkan maju dan sampaikan ke depan kelas hasil tugasmu).*

4.3 Discussion

In this section researcher analyzes the students' misbehaviors in English class and pre-service teacher's strategies in managing those kinds of misbehaviors. It analyzes by using the theory that has presented in chapter II. The are two sections in this part. First the researcher discusses the types of the student's misbehaviors. The second, researcher discusses the common strategies in managing students' misbehaviors in English class.

4.3.1 The Student's Misbehaviors in English class

In this section, researcher discusses the first research question, "What are the types of students' misbehaviors found by pre-service EFL teachers during teaching practicum in the Vocational High School?".

Classroom misbehavior is a major source of classroom wasted time and a situation that negatively interferes with students' opportunity to learn. While student misbehavior is described as a set of inappropriate behaviors that can disturb learning in the classroom and seems to be a challenging issue for teacher especially pre-service EFL teacher's. The result of direct observation in English class, almost all aspects of

misbehavior were found in this class. Those misbehavior were doing something in private (e.g using electronic device, the student holds the pen, put the caps on forehands, flicked the book for a fan, put tumblr in the mouth, and pull out the rubber band), talking out of turn (e.g calling out friends who are outside the classroom, distruptive conversation, and pointing to each other to come forward first), Being verbally aggressive (e.g teasing a classmate by throwing a rubber band so that it hits the friend's back and attacking & quarrelling with classmate), Playing online game Mobile Legends, Not paying attention (e.g that is daydreaming & idleness and sleeping), Eating and drinking in class breaks focus, moving lots (e.g changing seat), clowning, and passive engagement in class.

a. Doing something in private

Pre-service teacher's reported that the students did something in private which was unrelated to the lesson, such as dealing with personal stuff (e.g using electronic device, the student holds the pen, put the caps on forehands, flicked the book for a fan, put tumblr in the mouth, and pull out the rubber band). This finding is affirmed by Sun and Shek (2012) theory that doing something in private is an off- task behavior in which students are doing something irrelevant to classroom learning. It can be said that doing something in private makes the learning process disturbed.

b. Talking out of turn

The second category of misbehaviors found were talking out of turn. In this category, the researcher found some students who were calling out friends and did disruptive conversation. This finding is affirmed by Sun and Shek (2012) theory that talking out of turn was another problem behavior which was mainly referred to students chatting among themselves on irrelevant topics that disrupts the lessons,calling out friends who are outside the classroom, and pointing to each other to come forward first. This result of the study is in line with the result of Alberik's (2017) research entitled *"English classroom management strategies in SMP Maria Immaculata Yogyakarta"* which was about English teacher classroom management strategies. Alberik (2017) stated on his research that talking out of turn is one of the common misbehavior in class.

c. Being verbally aggressive

This misbehavior mainly referred to more hostile verbal expression, such as teasing, attacking, quarrelling, and speaking foul language. This finding is affirmed by Sun and Shek (2012) theory that the researcher found a student who teased a classmate by throwing a rubber band so that it hit the friend's back where this behavior could disrupt the concentration of other students. In addition, the researcher also found students attacking and quarelling with classmates. This result of the study is in line with the result of Sella's (2015) research

entitled *"Classroom management in English class of Pangudi Luhur Elementary School Yogyakarta"* which was about classroom management in English class. The finding showed that there were some students who teased his friends by seeing their friends' work. In summary, teasing friend is mostly appeared in being verbally aggressive misbehavior.

d. Playing

The result of the study shown that a male student sitting in the middle seat and a female student sitting in the front corner seat playing Mobile Legends online games with a position facing her seatmate during learning process. This finding is affirmed by Sun and Shek (2012) theory that playing is one subcategory of the misbehavior. This result of the study is in line with the result of Sella's (2015) research entitled *"Classroom management in English class of Pangudi Luhur Elementary School Yogyakarta"* which was about classroom management in English class. The finding of the research stated that playing is one of the physic misbehavior that she had found.

e. Not paying attention

Not paying attention includes a student's disregard of directions; the lack of attention to directions is indicative of lack of attention because it does not require another individual to enact. This finding is affirmed by Sun and Shek (2012) theory that the researcher found male

students sitting on their benches and leaning against the wall with their eyes closed/sleeping, daydreaming and Idleness.

f. Eating and drinking in class breaks focus

The researcher found a male student sitting on the second bench. He was drinking from his mineral water bottle while stalking the pre-service teacher who was explaining in front of the class. This made the student not fully focused on learning English. Meanwhile, in front of the classroom door, another male student was eating ice cream. The eyes of the other students in the class were on him. This result of the study is in line with the result of Sella's (2015) research entitled *"Classroom management in English class of Pangudi Luhur Elementary School Yogyakarta"* which was about classroom management in English class. The finding of the research stated that drinking is one of the physical misbehavior that she had found. This finding is affirmed by Sun and Shek (2012) theory that eating and drinking in classroom during learning is subcategory of the misbehaviors.

g. Moving Lots

In this study, the researcher found a male student moving around in his seat. The student seemed uncomfortable with his seat in the middle row of the class. He looked restless and often glanced at his friends sitting in the corner of the class. It would affect students learning and classroom atmosphere. The reason is because when the

students move a lot, they disturb their friends and make the class becomes noisy. This finding is affirmed by Sun and Shek (2012) theory that moving lots is subcategory of the misbehaviors.

h. Clowning

Clowning was also would affect students learning. It makes classroom atmosphere so crowded. In this study, the researcher found a male student who made a joke when demonstrating his work on his unforgettable experience. The student delivered his story in front of the class by holding back laughter and his body shook. This made all students laugh and the class became noisy and less conducive. This finding is affirmed by Sun and Shek (2012) theory that moving lots is subcategory of the misbehaviors.

i. Passive engagement in class

Passive engagement in class is when students are not actively participating in learning. This can be a problem because it can lead to poor academic performance. When students are not actively engaged, they are less likely to learn and retain the material. In this research, the findings is shown that some of the students is not active in participating in lesson. This students does not want to come forward to the front of the class to demonstrate his work because he is shy and lacks confidence. The student only wanted to listen to the work of his friends but did not want to share his own work in front of the class even though he knew that it was his turn to come forward. This made

other friends disappointed and cheered him so that the class became crowded. This is affirmed by Sun and Shek (2012) theory that passive engagement in class is subcategory of the misbehaviors.

From those aspect of student's misbehaviors that was found, having disruptive conversation was mostly found and it was very disturb class environment in English class. It can be proven from the class observation, having disruptive conversation was not found in only one activity but it was found in all activities; reading, writing, speaking, and listening.

From those skills, it can be concude that the misbehavior in speaking and listening is less then misbehavior in writing and reading. It is because the pre-service teacher's applied group activity in speaking and listening skills. It is in line with the research finding of Alberik's (2017) research entitled *"English classroom management strategies in SMP Maria Immaculata Yogyakarta"* which stated that using group work is becoming one of the strategy to prevent the misbehaviors.

4.3.2 Pre-service Teacher's Strategies in Managing Student's Misbehaviors

In this section, researcher discusses the second research question, "What are the strategies used by pre-service EFL teachers in managing students' misbehaviors during teaching practicum in the Vocational

High School?". Based on the findings above, there are four strategies which pre-service teacher's applied in solving the student's misbehaviors, they are used direct language, reward and punishment, deal with the problem quickly, and pre-empting.

a. Direct Language

Pre-service teacher's used direct language in some misbehaviors which were done by the students, such as doing something in private (e.g using electronic device, the student holds the pen, put the caps on forehands, flicked the book for a fan, put tumblr in the mouth, and pull out the rubber band), talking out of turn (e.g calling out friends who are outside the classroom, distruptive conversation, and pointing to each other to come forward first), being verbally aggressive (e.g teasing a classmate by throwing a rubber band so that it hits the friend's back and attacking & quarrelling with classmate) and clowning. Doing something in private is misbehaviors which students often did, while calling friend's name and having disruptive conversation includes to verbal interruptions as noted by Levin and Nolan (2000).

Direct language is used because the pre-service teacher's could directly tell the students that what they did could disturb the teaching and learning process during teaching practicum. In addition, Jim Walters and Frei's (2007) theory is in line with this strategies. They said that tell the student exactly what the pre-service teacher's want to see or the behavior do not want to see is the best way when resolving

the problem. Therefore, directly reminding the students to behave nicely in the classroom is one of the most strategies which was used by pre-service teacher's.

b. Reward and Punishment

If reminding the students' misbehaviors is not enough, the one which the teacher could do is giving punishment. Punishment was given when the misbehavior was chronic and disruptive the classroom a lot. Based on the finding, the teacher gave punishment when the students talking out of turn (calling out friend's name, and disruptive) and act passively. The pre-service EFL teacher's wanted the students to pay attention on the lesson instead of being busy with themselves and disturbing their friends. That is why the pre-service teacher gave punishment to make the students aware, stay focus on the lesson, and do not repeat the same mistakes.

Moreover, the students did not participate actively in the class might be caused by having less self-confident. That is way, reward and punishment became the best stategies to handle it. By seeing the passive students, pre-service teacher's should make the punishment that could make the students became active in class. In the direct observation, researcher found that pre-service teacher's asked the passive student to come forward and demonstrate their work in front of the class. By doing that activities, pre-service teacher's hoped that

students was able to have high self-confident and do not act passively anymore during the lesson.

Furthermore, the pre-service teacher's also conducted face- to-face meeting to the students who misbehaved in the classroom. Xinrui Yuan (2012) stated that punishment is formal action which the students is intended to experience as unpleasant as a means of helping them to behavior appropriate in the future. In summary, the pre-service teacher's might choose the strategy depend on the level of the student's misbehaviors.

c. Deal with the problem quickly

In order to remind the students that they misbehaved, pre-service teacher's often gave a code and reminded the students easy by saying "Stay focus or do not play". By those reminder, it means that the pre-service teacher's responded the students' misbehaviors quickly in order the students behave nicely again. It was done when the students teasing classmate, playing *Mobile Legends*, and daydreaming during the class. For instance, when teasing a classmate by throwing a rubber band so that it hits the friend's back, the pre-service teacher's said "Do not do that". It means that the pre-service teacher's dealt with the student's problem directly. In addition, Jim Walters and Frei's (2007) theory is in line with this strategies. They said that teachers can respond quickly to students' misbehaviors by giving them a code word or reminder, such as saying "focus" to tell the students to stop

daydreaming and get to work. If the pre-service teacher's do not act quickly, the others students would join the student to play. That is way the pre-service teacher's played an important role in class to reduce that misbehaviors.

d. Pre-empting

Pre-empting means that the pre-service teacher's monitors the students' behaviors and appropriateness during the learning activities and sustains students' academic engagement when she faced problem during the lesson, so that misbehaviors can be avoided. In the real action, pre-service teachers take pre-empting action by recording and memorizing the names of students who are naughty during learning. The list of names of these naughty students will later be used as an example of pre-service teacher's in explaining learning materials and references to come to the front of the class. In line with that definition it is what the researcher found in the interview section with the pre-service teacher's. The pre-service teacher's said that one of the ways to deal with students' misbehaviors during learning is to record and memorize the names of recalcitrant students, which will later be used as an example by the pre-service teacher's in explaining learning materials and a references for going to the front of the class. In addition, Xinrui Yuan (2012) theory is in line with this strategies which stated teacher monitors students' behavior and appropriateness during learning activities and sustains their academic engagement.

This action aims to prevent students' naughty behavior from disrupting the learning process. Pre-service teachers also ensure that this action does not have a negative impact on students, such as making students feel intimidated or suspected. Thus, pre-empting is important in preventing students' misbehaviors.

From the explanation above, it is very significant to know the variety of student's misbehaviors in English class. It is also important for pre-service EFL teacher's to know the appropriate strategies related to managing all types of misbehaviors. It is very significant because the different misbehaviors come, the different strategies should do. In summary, pre-service EFL teacher's should be able to choose which strategies are suitable for dealing with each misbehaviors.
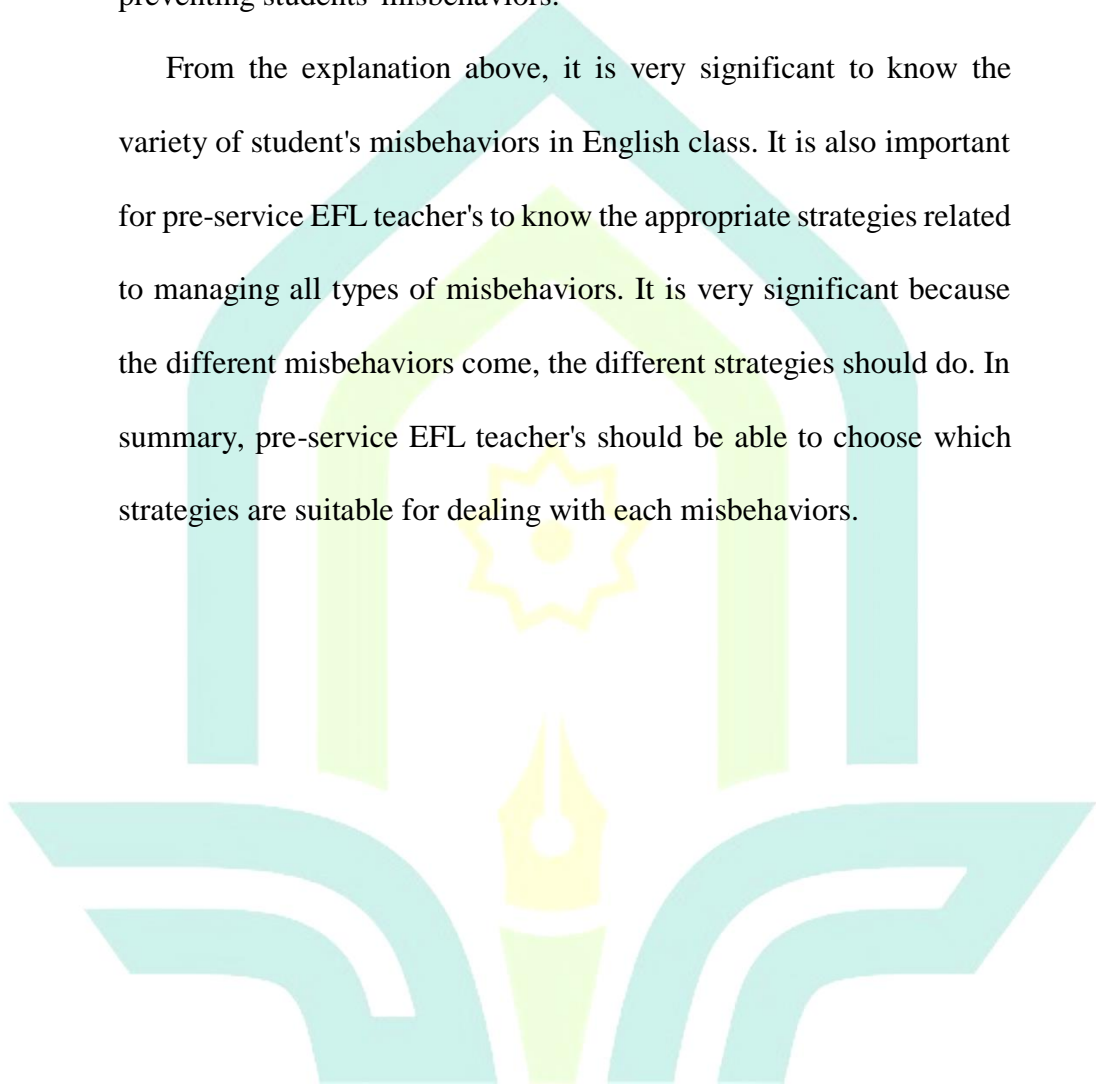
CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the findings and discussion in the previous chapter, the researcher concluded this study as follow:

1. From sixteen aspects of student's misbehaviors according to Sun and Shek (2012), there are nine aspects misbehaviors were found in English class of Automotive Engineering. The misbehaviors that found in reading and writing activity are; doing something in private; that is using electronic device and the student holds the pen, talking out of turn; that is calling out to friends who are outside the classroom and distruptive conversation, being verbally aggressive; that is teasing a classmate by throwing a rubber band so that it hits the friend's back and attacking & quarrelling with classmate, playing online game *mobile legends*, not paying attention; that is daydreaming & idleness and sleeping, eating and drinking in class breaks focus. While the misbehavior that is found in speaking and listening activities are; dealing with personal stuff; that is put the caps on foreheads, flicked the book for a fan, put a tumblr in the mouth, pull out the rubber band, talking out of turn; that is calling out friends and point to each other to come forward first, move lots; that is changing seat, clowning and act passively in class.

From four skills; reading, writing, speaking and listening, it can be conclude that the misbehavior in speaking and listening is less then misbehavior in writing and reading. It is because the pre-service EFL teacher's applied group activity in speaking and listening skills. It is because using group work is becoming one of the strategy to prevent the misbehaviors.

2. There are four appropriate strategies that the pre-service teacher's do in managing student's misbehaviors. They are using pre-empting misbehaviors; it is taking action in order to prevent the misbehavior, direct language; the pre-service teacher's tell exactly when the student do misbehavior, solve the problem quickly; the pre-service teacher's used code to solve the misbehaviors, and punishment; the pre-service teacher's uses punishment that could make the students active in class.

5.2 Recommendation

According to the conclusion above, there are some recommendation are intended to the pre-service EFL teacher's and the futher researcher who has similar topic. The suggestions are as follow:

1. The pre-service EFL teacher's

Secondary students are very active, it makes them do variety of misbehaviors. Those variety of misbehaviors also should be managed by variety stategies. It is because every misbehavior have different strategies used. In this research, it is better for pre-service teacher's to pay more attention to whole class conditions, sometimes the pre-

service teacher's needs to walk arround, so that misbehaviors can be minimalized.

2. Futher researcher

Futher research can conduct the some topict but different subject. It might be conduct in islamic boarding school which separate male and female class or futher researcher can do research in disability students. So, it will be known the different misbehavior found. While the different misbehaviors found, futher researcher will know the new variety of pre-service teacher's stategies used.
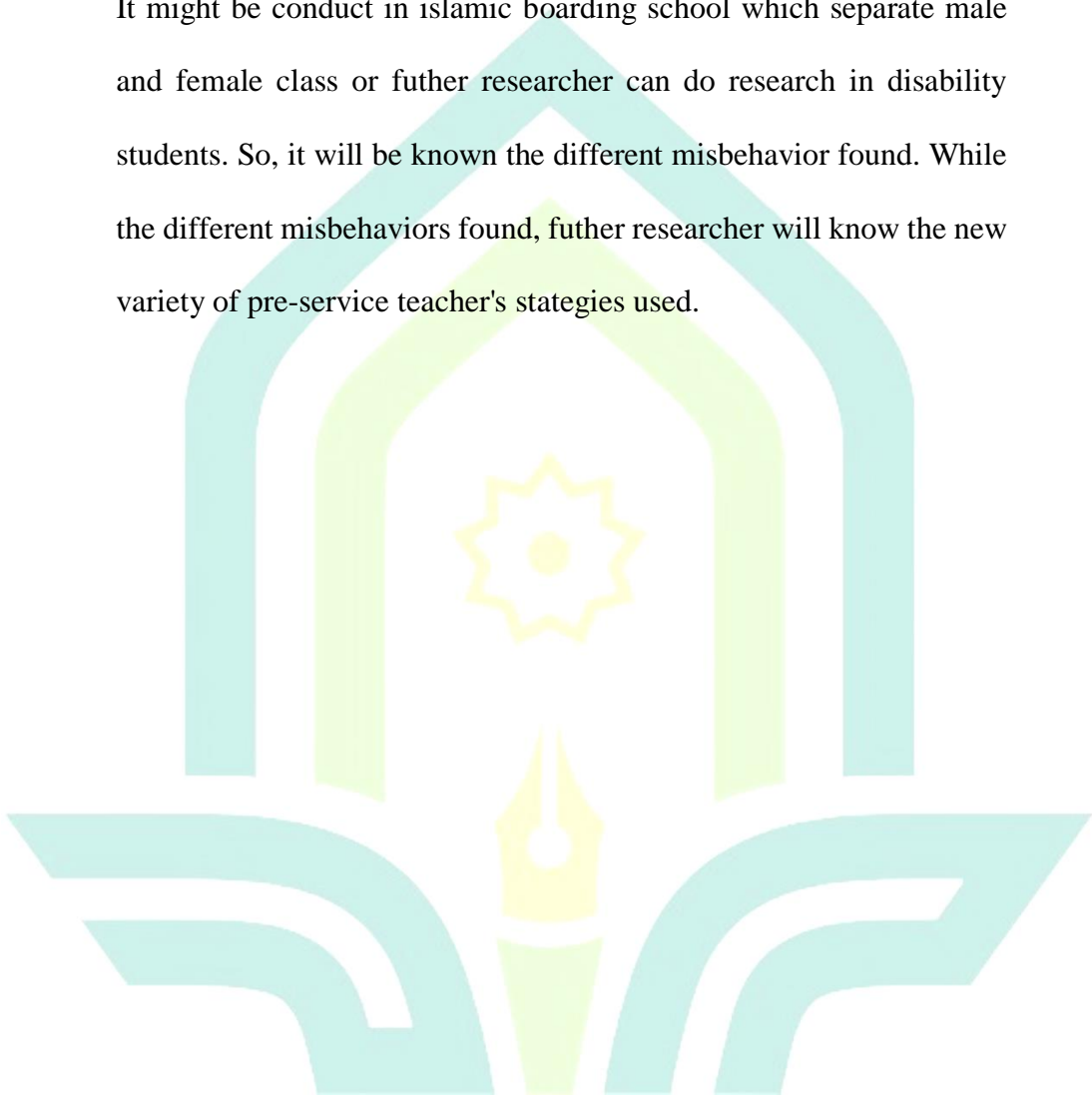
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