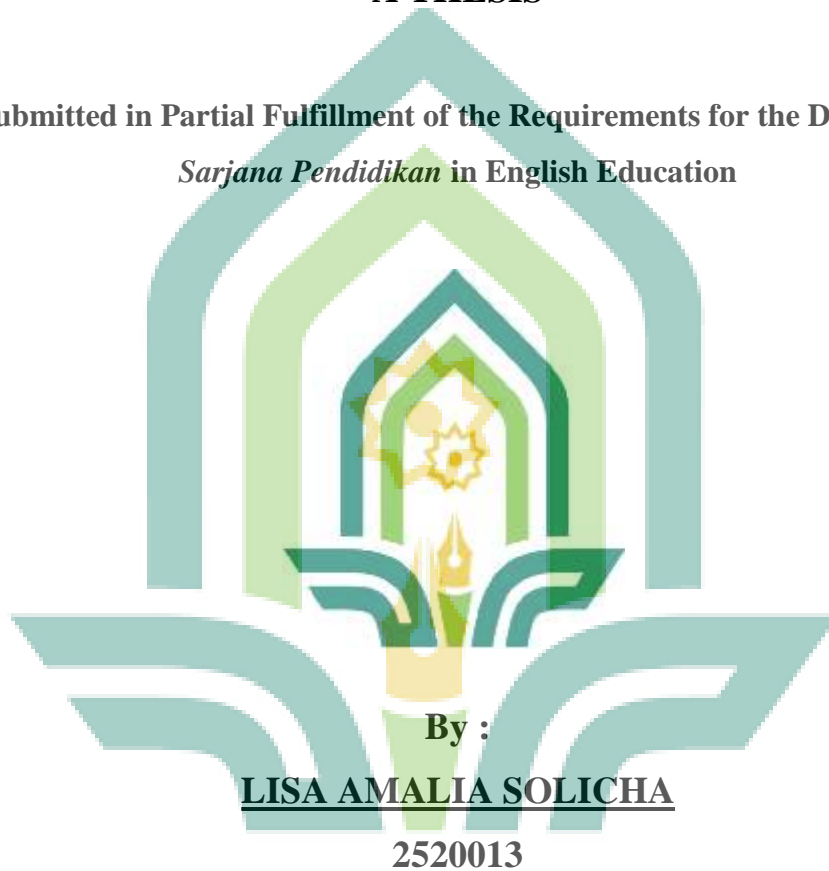


**USING PHOTOVOICE TO DOCUMENT
PRE-SERVICE EFL TEACHERS' DIFFICULTIES
IN MANAGING STUDENT'S MISBEHAVIOR DURING
TEACHING PRACTICUM**

A THESIS

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



By :

LISA AMALIA SOLICHA

2520013

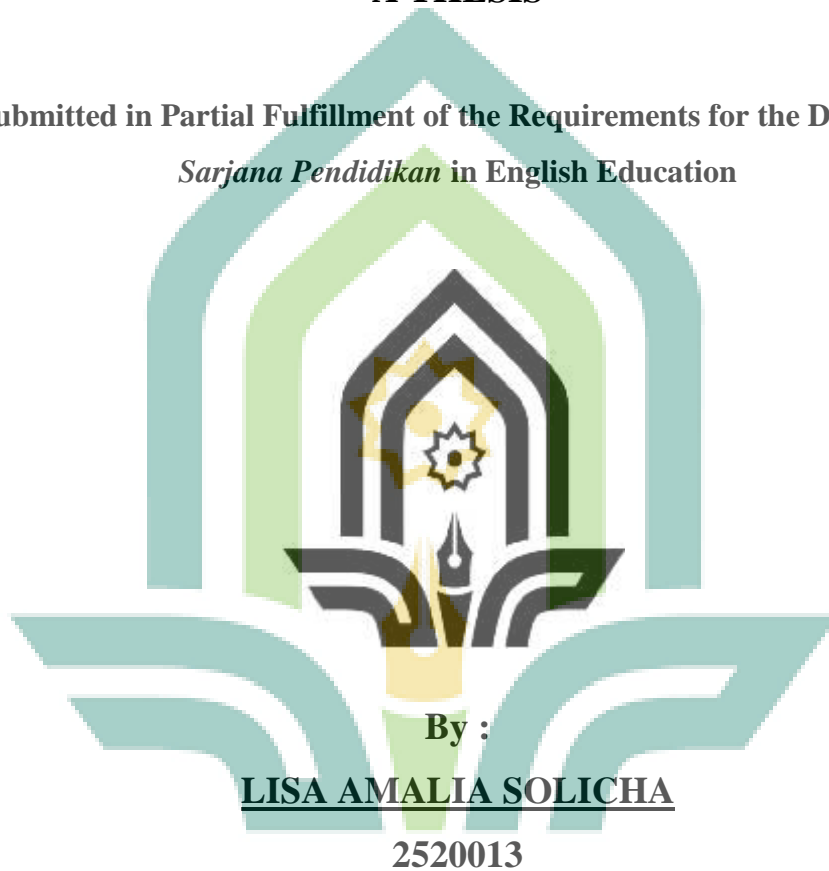
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2024

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2024

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

“Believe in yourself and you will be unstoppable”

(Oh Sehun – EXO)

“In life we need courage to get better results”

(Huang Renjun – NCT Dream)



ABSTRAK

Meskipun classroom management sudah banyak diteliti oleh penelitian sebelumnya, managing students misbehavior didalam kelas bahasa inggris masih mendapatkan sedikit perhatian. Penelitian ini bertujuan untuk menginvestigasi jenis – jenis student misbehavior dan kesulitan yang dialami oleh pre-service EFL teacher dalam menangani students' misbehavior selama kegiatan praktik mengajar di sekolah menengah pertama dan sekolah menengah atas. Penelitian ini dirancang sebagai studi photovoice, dengan empat EFL pre-service teacher sebagai partisipan dalam penelitian ini. Pengalaman mengajar mereka dalam menangani students misbehavior selama kegiatan teaching practicum didokumentasikan dengan menggunakan photovoice. Hasil penelitian menunjukkan bahwa terdapat tiga jenis students misbehavior yaitu socially disruptive behavior, authority challenging behavior dan self-disruptive behavior. Temuan lainnya menunjukkan bahwa pre-service teacher mengalami beberapa tantangan dalam menangani students misbehavior yaitu kesulitan dalam mengatasi siswa yang susah diatur, kesulitan dalam menjaga fokus siswa, kesulitan dalam menangani siswa yang membuat keributan, kesulitan dalam menangani siswa yang melanggar peraturan. Penelitian ini dapat disimpulkan dengan beberapa implikasi pedagogis terhadap bagaimana pre-service teacher menangani students misbehavior didalam kelas agar terciptanya kegiatan belajar mengajar yang baik.

Keywords : *Students Misbehavior, Pre-service EFL Teacher, Teaching Practicum, Photovoice*



ABSTRACT

Despite classroom management has been widely investigated by previous studies, managing students' misbehavior in English classes still receives scanty attention. This study aims to investigate the types of student misbehavior and pre-service EFL teachers' difficulties in managing students' misbehavior during their teaching practice in junior high school and senior high school. This research was designed as a photovoice study, with four EFL pre-service teachers recruited to participate in this research. Their teaching experience in dealing with student misbehavior during teaching practicum activities was documented through photovoice. The research findings demonstrated that there were three types of student misbehavior, namely socially disruptive behavior, authority-challenging behavior, and self-disruptive behavior. Another finding reported that pre-service teachers encountered several challenges in managing students' misbehavior, namely difficulties in managing hard-control students, difficulties in maintaining students' focus, difficulties in managing students who make noise, and difficulties in managing students who break the rules. This study concludes with some pedagogical implications regarding how pre-service teachers handle student misbehavior in the classroom to create good teaching and learning activities.

Keywords : *Students Misbehavior, Pre-service EFL Teacher, Teaching Practicum, Photovoice*



PREFACE

Praises and grateful 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 “USING PHOTOVOICE TO DOCUMENT PRE-SERVICE EFL TEACHERS’ DIFFICULTIES IN MANAGING STUDENT’S MISBEHAVIOR DURING TEACHING PRACTICUM” can be finished. Therefore, in this occasion, I would like to express my sincere gratitude to :

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Pekalongan, 11 Juni 2024

Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Classroom management is one of the things that a teacher must pay special attention to when conducting learning in the classroom. Classroom management is one of several important elements that are considered to determine the success of the teaching and learning process in the classroom (Cruickshank et al, 2006). Classroom management can be interpreted as an environment that is a place where a process of teaching and learning activities is carried out by paying attention to various aspects to create a good and conducive learning environment (Evertson & Weinstein, 2006). The learning environment is everything around students and can have a certain influence on students (Hamalik, 2001). One example of a learning environment in a school is the classroom; classroom conditions can influence on students. If the environment is conducive, it will be easier for students to carry out learning activities optimally.

Managing classroom conditions is something that a teacher must pay attention to because the classroom is a place where teaching and learning activities take place. A teacher must be able to condition the classroom so that learning can run well. Managing the class is an effort made by the teacher so that students can carry out learning activities effectively to achieve learning goals (Fathurrohman, 2011). For a teacher and pre-service teacher, there are two things that are of particular concern because sometimes they often

experience difficulties in dealing with them, including classroom management and disciplining student misbehavior (Arends, 2007). According to Mudasir (2011), the problems experienced by teachers in managing the classroom are as follows: (1) the level of material achievement of students, (2) learning facilities in the class, and (3) student conditions. Based on these three problems, students' conditions are the most frequent and difficult problems experienced by teachers because controlling student misbehavior is not an easy thing because it requires appropriate handling.

Student misbehavior is one of the challenges most often faced in managing a classroom. Student misbehavior can be defined as all types of behavior or actions carried out by students and are considered to disrupt the process of teaching and learning activities in the classroom (Doyle, 2006). According to Purwanto (2015), student misbehavior is a bad attitude carried out by students that can harm other people. There are nine types of student misbehavior, including aggression, fighting, self-failure, interfering with the work of other friends, damaging property, bullying friends, vandalism, playing around the class, and damaging class furniture (Dalgic & Bayhan, 2014). According to Debreli and Ishanova (2019), there are several students misbehavior in the foreign language classroom, including playing with cell phones, talking to friends, asking questions outside of the learning material, using their mother tongue, and lack of motivation to learn English. According to Raslinda (2021), there are several types of student misbehavior that occur at the senior high school level, including cheating, lack of performance,

unawareness, and lack of attention. Other misbehavior carried out by students include skipping class, changing seats, talking to friends, not doing assignments and cheating (Finn et al., 2008).

Pre-service teachers who are new in the world of education and are not yet accustomed to the conditions of teaching and learning activities will certainly face various challenges. Koca (2016) said that pre-service teachers often experience difficulties in motivating and implementing programs for students, one of which is managing the class so that it remains conducive and controlling student behavior so that they do not engage in misbehavior in the classroom during the learning process. Managing the class so that it remains conducive and avoids student misbehavior is one of the most challenging problems for pre-service teachers (Caughen & Fine, 2013). According to Djamaroh (2006), the challenge most often experienced by pre-service teachers when carrying out teaching and learning activities is managing the class. Pre-service teachers need to train themselves in dealing with students' misbehavior so they can determine how to deal with this behavior correctly.

Managing student misbehavior is the challenge most often experienced by pre-service teachers when carrying out teaching practicum. According to Abdullah et al., (2020), the cause of problems in classroom management, especially in managing student misbehavior, is due to pre-service teachers' lack of knowledge about how to manage classes and deal with student misbehavior properly and correctly. Pre-service teachers must have in-depth knowledge of classroom management, especially in dealing with student misbehavior to

determine the right strategy for dealing with problems regarding student misbehavior (Emmer & Stough, 2001). Pre-service teachers are students who are in the learning phase regarding education for approximately five years and are considered to still have deficiencies in terms of direct teaching practice due to a lack of experience (Koehler & Kim, 2012). Therefore, pre-service teachers still often face difficulties in managing student misbehavior due to lack of experience in managing learning so that it runs well.

Managing student misbehavior is one of the difficulties that is most often considered for pre-service teachers. Managing student misbehavior is not an easy thing because pre-service teachers need knowledge and experience to be able to overcome this problem. This research investigates the difficulties experienced by pre-service teachers in dealing with students' misbehavior during their teaching practicum. In obtaining the data needed in this research, the photovoice method will be used. Photovoice is a photography technique that can be used as a tool to identify and express something through photos (Wang & Burris, 1992). Wang and Pies (2004) said that photovoice was created based on a theory of critical thinking awareness. Many studies have used the photovoice method to increase attention to a problem being researched (Wang & Burris, 1997). The photovoice method will document and be used as a tool to interpret the difficulties experienced by pre-service EFL teachers in dealing with students' misbehavior through a photo.

1.2 Formulation of Problem

This study provides two research questions which will be the researcher focus in this research :

1. What are the types of student misbehavior encountered by EFL pre-service teachers during teaching practicum?
2. What are the difficulties experienced by EFL pre-service teachers in managing students' misbehavior during their teaching practicum?

1.3 Operational Definition

1. Student misbehavior is behavior that is considered to disrupt the process of learning activities and make learning run in a non-conductive manner (Doyle, 2006).
2. Pre-service teachers are students who are studying to become professional teachers (Berkup, 2014).
3. Teaching practicum is a teacher preparation program that students take part in to practice directly at school (Nemtchinova, 2018).
4. Classroom management is a skill that teachers must have to be able to manage the classroom effectively (Sternberg & Williams, 2002).
5. Photovoice is a method that emphasizes documentation and interpreting meaning through photographic technology (Wang, 2006).

1.4 Aims of the Study

This study aims to investigate the type of student misbehavior and pre-service EFL teacher's difficulties in managing students' misbehavior during their teaching practicum in junior high school and senior high school.

1.5 Significance of the Study

1. Theoretical Use : This research strengthen the theory from Cameron (2012) about student misbehavior that occurs in the classroom during learning.
2. Empirical Use : This research provide additional knowledge for pre-service EFL teachers about the difficulties experienced by pre-service teachers in managing students' misbehavior in teaching practice.
3. Practical Use : This research provides benefits to students as pre-service teachers in dealing with student misbehavior during learning activities and also provide benefits to the campus to improve the quality of pre-service teachers in developing their professional abilities.



CHAPTER II

THEORETICAL BACKGROUND

2.1 Literature Review

2.1.1 Classroom Management

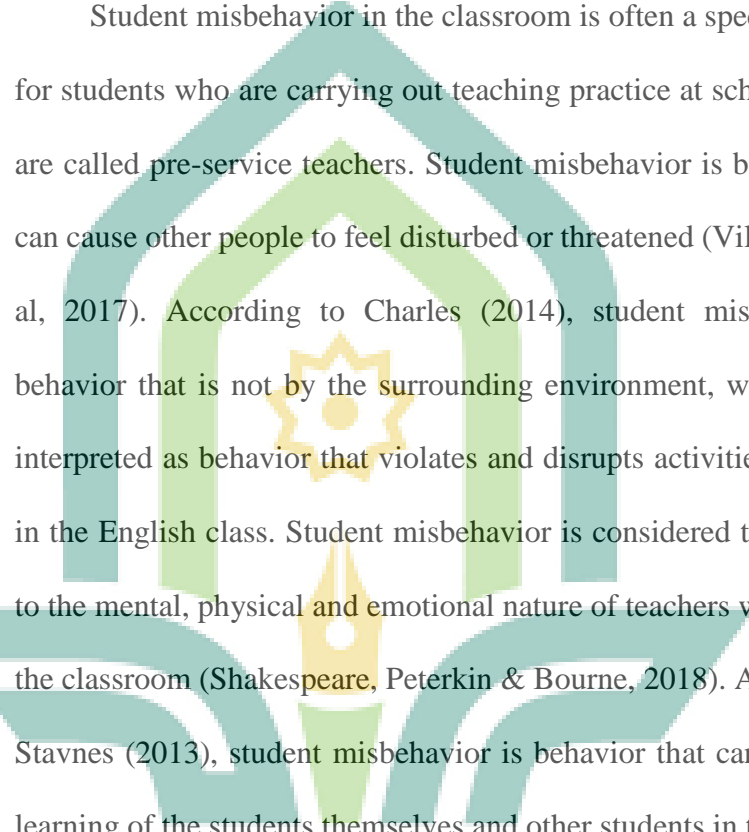
Classroom management is one of the main keys to achieving effective and optimal teaching and learning activities at school (Sugiyono, 2014). Classroom management has a very important role in creating a conducive learning environment and is considered to be able to increase student participation and achievement in classroom learning (Gemnafle & Batlolona, 2021). According to Garret (2014), classroom management is an effort carried out by teachers that aims to create a conducive learning environment. According to Fauziati (2015), a brief definition of classroom management is the way a teacher organizes everything in the classroom during classroom learning.

Classroom management is something that must be done by teachers to be able to regulate class conditions, including setting the classroom environment, monitoring students, and anticipating problems that might arise in the classroom (Sartika, 2014). Classroom management is one of the problems that teachers often face when teaching in the classroom, especially in terms of managing classroom situations so that they run conductively (Caughen & Fine, 2013). According to Setyowati (2017), the problem most often experienced by teachers in classroom management is student discipline problems in the classroom. Classroom

management has the aim of creating effective and conducive learning activities, so that better learning quality will be achieved (Kurtianti, 2017).

2.1.2 Students Misbehavior

a. Definitions of Students Misbehavior



Student misbehavior in the classroom is often a special concern for students who are carrying out teaching practice at school or what are called pre-service teachers. Student misbehavior is behavior that can cause other people to feel disturbed or threatened (Villanfranca et al, 2017). According to Charles (2014), student misbehavior is behavior that is not by the surrounding environment, which can be interpreted as behavior that violates and disrupts activities and order in the English class. Student misbehavior is considered to be related to the mental, physical and emotional nature of teachers who teach in the classroom (Shakespeare, Peterkin & Bourne, 2018). According to Stavnes (2013), student misbehavior is behavior that can hinder the learning of the students themselves and other students in the class.

Student misbehavior refers to all types of student behavior that can hinder learning activities in the classroom (Setyadi et al, 2020). According to Cohen (2016), student misbehavior is defined as behavior that fails to adapt to its environment. According to Hayde (2009), student misbehavior is a several behaviors related to disruption of teacher performance in teaching and disruption of other

students in teaching and learning activities. Misbehavior carried out by students can also be said to be an act that violates or does not comply with the rules that have been made by the school to maintain order and security in the school environment (Marais & Maeier, 2010).

b. Types of Students Misbehavior

According to Cameron (2012), students misbehavior at school is divided into five classifications, including :

- 1) Aggressive behavior is behavior carried out to cause physical or mental harm to other people (Wettstein, 2008). The behavior carried out by these students is considered to be able to hurt or endanger other students, such as hitting, kicking, pulling their friends and so on.
- 2) Physically Disruptive Behavior is behavior carried out by students such as destroying or damaging objects and property at school or in the classroom. According to Cohen (2015), the behavior of carelessly damaging or destroying things can be said to be misbehavior.
- 3) Socially Disruptive Behavior is students behavior that relates to other students. Social behavior is an action that arises naturally when interacting or connecting with other social creatures (Walgito, 2011). Social behavior can be positive and negative, in this case the social behavior carried out by students is an example

of negative social behavior such as shouting at each other, running around and fighting with friends.

- 4) Authority Challenging Behavior is students' behavior that shows resistance to order, for example refusing when asked to do something by the teacher, showing a defiant attitude and so on.

Challenging behavior can be defined as behavior that can disrupt learning activities because it does not obey the rules. According to Langley (2009), challenging behavior is all types of behavior carried out by students and can disrupt teaching and learning activities at school.

- 5) Self Disruptive Behavior is a behavior that is considered not to disrupt learning in the classroom but this behavior can be self-defeating, for example daydreaming, skipping classes, being late for class and so on. According to Yuan and Che (2012), this misbehavior can be caused by students feeling bored with learning activities so students feel they lose interest and choose not to pay attention to learning.

c. Characteristic of Students Misbehavior

According to Huskey et al., (2014), student misbehavior is divided into 3 levels of characteristics, including :

- 1) First level : Students' misbehavior at this level is usually considered not too serious or does not have a big impact on

classroom learning. At this level, the teacher can handle it informally between the teacher and students (Huskey et al., 2014).

2) Second level : Students' misbehavior at this level involves problems or incidents that are considered more serious in the classroom. At this level teachers need consultation with the student affairs sector to resolve these problems (Huskey et al., 2014).

3) Third level : Students' misbehavior at this level is behavior that is considered the most serious or can be said to be the most dangerous compared to the previous levels. At this level, teachers need to ask for help from guidance and counseling teachers who are tasked with resolving problems that are considered serious or dangerous (Huskey et al., 2014).

d. Difficulties in Managing Students Misbehavior

According to Nagler (2016), the most difficult aspect of managing a classroom is managing students' misbehavior. Some problems with student misbehavior that often occur in class are talking a lot in class, leaving class without the teacher's permission, fighting with friends, walking around in class and so on. According to Mauliya (2018), there are several difficulties experienced by pre-service teachers in managing student misbehavior, including the following :

1) Taking control over the students who always make noise

Controlling students who make noise in the classroom is something that pre-service teachers often experience when doing

teaching practice at school. Making noise is one example of student misbehavior in teaching and learning activities. According to Lapp (2018), making noise has a negative impact on students performance during learning activities. Thus, pre-service teachers need to have full control over their class to avoid students behavior that makes noise during teaching and learning activities.

2) Dealing with hard-control students

Student misbehavior can be very difficult for pre-service teachers to control because younger students will have more energy because they are still physically healthy. Students will tend to be more active and sometimes very difficult for pre-service teachers to control. According to Brewster, Ellis and Girard (2002), students have active behavior because they have a lot of energy. Therefore, sometimes pre-service teachers will experience difficulties in dealing with student behavior that is considered too active in class and can disrupt teaching and learning activities.

3) Taking control over the students who do not listen material

In classroom learning activities, some students do not pay attention when the teacher explains the material in front of the class, this can also be called an example of student misbehavior. Students who do not want to listen to the material provided by the teacher are considered to be disrupting learning activities and can have a negative impact on both the teacher and other students.

Several factors cause students not to pay attention to the teacher's explanation, including: (1) the teacher's personality is not good, (2) inappropriate learning materials, (3) uninteresting and inappropriate learning methods (Dimiyati & Mulyono, 2002).

4) Maintaining students focus

Another challenge experienced by pre-service teachers when carrying out teaching practicum is maintaining students' focus during learning so that class conditions remain conducive. Students often lose their focus on learning which will ultimately create a commotion and disturb other students who are focused on listening to the learning material. Student focus in learning is a student's ability to focus and concentrate their thoughts during learning activities (Sati & Sunarti, 2021). Student focus in learning is very important because with focus students will be able to understand the learning material presented by the teacher.

2.1.3 Teaching Practicum

Teaching practicum activities are an opportunity for pre-service teachers to train and carry out direct practice in transferring theory, knowledge and skills as a teacher to their students which have previously been obtained while studying at a university with an education study program (Prabjandee, 2019). In the English language education study program, teaching practice activities are an activity that has an important role in providing opportunities for pre-service teachers to carry out direct

practice regarding the knowledge of teacher competencies that they have gained by teaching students in real life (Kosar, 2021). All English language education study program students must take part in practical teaching activities directly at a school (Kim, 2020). This teaching practice program will have a positive impact on pre-service teachers where they can find out how to become a teacher and this program can help train pre-service teachers to improve their abilities as professional teachers.

There are several causes of student misbehavior which are the main challenges for pre-service teachers namely external factors including classroom noise, and uncomfortable seating arrangements (Macias & Sanchez, 2015). According to Rozimela (2016), the biggest challenge experienced by pre-service teachers is overcoming student misbehavior. Pre-service teachers find it difficult to deal with student misbehavior, disciplining students, and other behaviors that can disrupt learning activities in class. Abdullah and Bustomi (2020) found that students' current behavior is considered to lack respect for other people, including a lack of respect for pre-service teachers because they think that pre-service teachers are not their teachers.

2.2 Previous Study

In this study, the researcher provides several previous studies that are in accordance with this research. The most recent study conducted by Maharani et al. (2023) aims to find out how pre-service teachers experience carrying out

their teaching practice activities by focusing on the challenges they face during teaching and learning activities. This research used as participants five 7th-semester English language education students who had carried out teaching practice activities. Data collection was carried out using interviews and reflective notes which were then analyzed in more depth to obtain the data needed for the research. This research shows the results that pre-service teachers experience several obstacles when carrying out teaching practice activities, including classroom management, the tension between vision and reality in the field, dividing time between lecture assignments and teaching practice assignments and so on. Based on the research above, it shows that pre-service teachers need to find solutions and apply appropriate strategies to overcome the problems they experience during practical teaching activities at school.

The second research was conducted by Jayadi et al. (2022) which aimed to find out various kinds of problems experienced by pre-service teachers in managing classes and how they solve these problems. This research used a interviews and questionnaires to obtain the required research data with 56 pre-service teacher participants who had carried out teaching practice activities at the senior high school level. This research shows the results that pre-service teachers experience various kinds of difficulties in managing class discipline and class procedures, including : dealing with students who make noise in class, students who come late to class, and students who do not pay attention to learning. There are several ways that pre-service teachers can face difficulties

in managing classes, including motivating students, developing fun learning methods and providing personal consultations to students. Based on the research above, shows that pre-service teachers experience various kinds of problems in managing the class and need several appropriate strategies to overcome problems in managing the class, especially students misbehavior.

The third research is conducted by Serliana et al. (2021) which aims to find out what challenges pre-service teachers face in managing classes. This research uses interviews to collect the data needed for the research from participants who are four English language education students. The results of this research show that pre-service experiences several difficulties in managing classroom management during practical teaching activities at school including : overcoming student misbehavior such as not respecting teachers, sleeping in class, and a lack of student enthusiasm and activeness during learning. This research shows that the difficulty most often encountered by pre-service teachers in managing classes is overcoming student misbehavior, which can disrupt learning activities in the classroom.

The fourth research was conducted by Mkhasibe et al. (2020) which aims to investigate the skills possessed by B.Ed pre-service teachers in managing the classroom to create an appropriate classroom environment and support teaching and learning activities. This research is qualitative research using observation and interviews to obtain research data. The results of the research show that pre-service teachers feel less confident in their ability to manage the class, they also find it difficult to manage the class when carrying out learning,

such as setting rules in the class to prevent students who show misbehavior. Based on the results of this research, it shows that pre-service teachers find it difficult to manage the classroom, especially overcoming student misbehavior in the classroom due to their lack of self-confidence and lack of experience in teaching in the classroom.

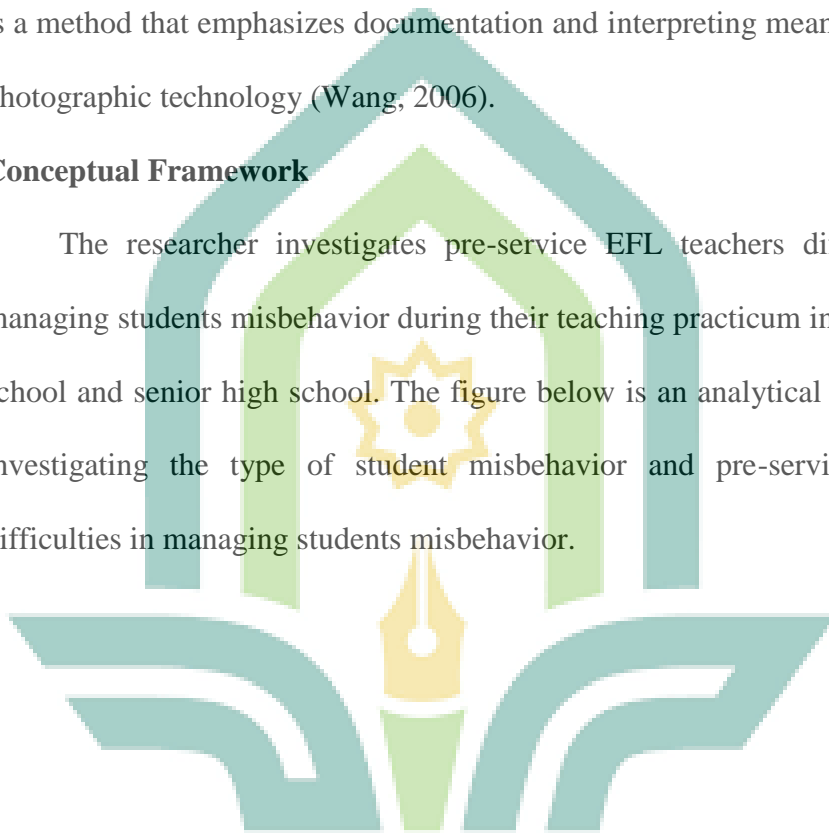
The fifth research was conducted by Tustyanindya (2018) which aims to obtain data regarding teaching difficulties experienced by pre-service teachers who are carrying out teaching practice activities in three different junior high schools. This research uses classroom observations to obtain the required research data. The results of the research show that pre-service teachers experience many difficulties during practical teaching activities at school, including : using teacher speech in English during class, making assignments that suit students' abilities, determining the appropriate learning media suitable with the teaching material, managing learning activities in class, managing student activity during learning, managing student time, managing student movement, dealing with student misbehavior during learning. Based on the results of the data analysis carried out, it shows that the difficulties most often experienced by pre-service teachers are dealing with student misbehavior in the classroom and using teacher speech in English.

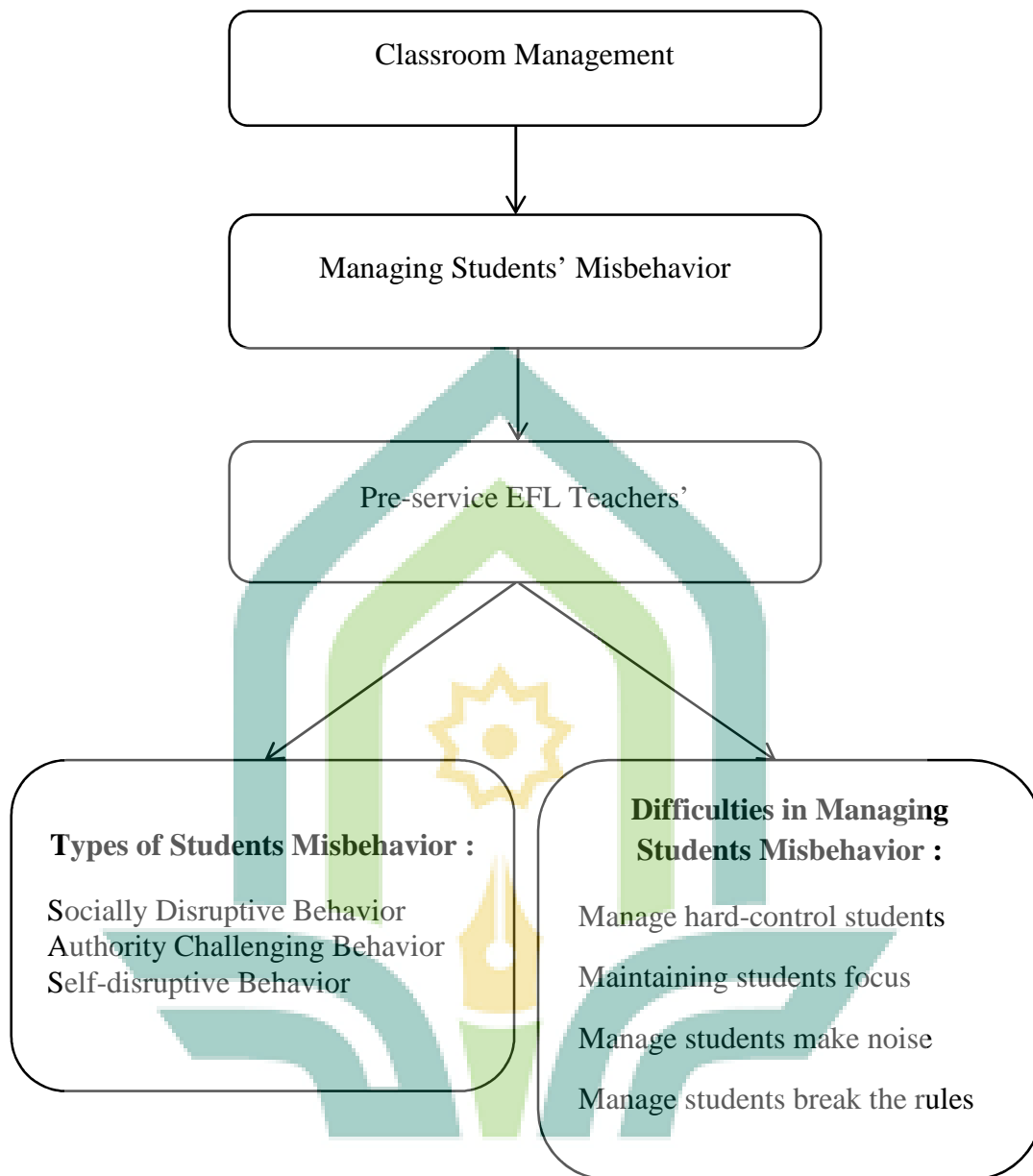
Even though the previous studies (Jayadi et al., 2022; Maharani et al., 2023; Serliana et al., 2021; Mkhasibe et al., 2020; Tustyanindya, 2018) have investigated the issue of classroom management experienced by pre-service teachers during their teaching practicum. The similarity of the present study

with previous research is that the research investigates the scope of classroom management. To fill this gap, the present study documents the problems experienced by pre-service teachers in managing classroom management by focusing on the difficulties in managing student misbehavior. This study used photovoice as a method to collect the data needed for the research. Photovoice is a method that emphasizes documentation and interpreting meaning through photographic technology (Wang, 2006).

2.3 Conceptual Framework

The researcher investigates pre-service EFL teachers' difficulties in managing students' misbehavior during their teaching practicum in junior high school and senior high school. The figure below is an analytical construct in investigating the type of student misbehavior and pre-service teachers' difficulties in managing students' misbehavior.





CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research explains the types of students misbehavior and the difficulties experienced by pre-service teachers who have carried out teaching practicum activities in schools at secondary high or senior high school levels. In this research the researcher use a qualitative approach using the photovoice method. Photovoice is an approach by taking photos in the surrounding environment with the aim of obtaining information about participants' ideas and feelings about a phenomenon that occurs (Wang, 2006). According to Malka (2020), photovoice is a critical dialogue carried out by someone to phenomenologically describe certain social realities. This research used photovoice to identify and interpret the types of students misbehavior and the difficulties experienced by pre-service teacher who carry out teaching practicum activities at school in dealing with student misbehavior in the classroom during English learning

3.2 Setting and Participant

This research carried out at one of the Islamic Universities in Pekalongan, Central Java. The reason for choosing this university is because this university has courses intended to prepare pre-service teachers so that they have the ability and competency to become professional teachers and are ready to carry out practical teaching activities. This research involve four participants to obtain the data needed for this research, namely in the form of their difficulties

experience as Pre-service teachers who are currently carrying out teaching practice directly at school in managing students misbehavior in the classroom during English learning. The criteria for selecting participants are as follows : have carried out teaching practicum held by universities in schools, either junior high school or senior high school, The participant sign a consent form to participate in this study and willing to provide information by the research objectives.

3.3 Data Collection

This research use the photovoice method as data collection method. Photovoice is one of the various types of qualitative methods in research where this method emphasizes identifying, documenting and interpreting meaning through photography technology in the form of a photo (Wang, 2006). This photovoice method be carried out on pre-service teachers who have carried out practical teaching activities at school to obtain data regarding the difficulties they experience in controlling students misbehavior. This research adopts the theory from Wang (2006) there are several steps in doing photovoice, as follows :

1. Select and determine participants who fit the criteria and then search in-depth for the information needed in the research about the types of students misbehavior and difficult experience encountered by pre-service teacher.
2. Introducing the photovoice method to participants so that they better understand how to carry out the photovoice method correctly and that the data collected is by what is needed in the research.

3. Ask participants for permission regarding the information found in the research.
4. Inform participants about the theme of the shooting which is related to the type of students misbehavior and their difficulties in managing students misbehavior, so that the resulting images match what is needed and do not expand into things that are not needed in the research.
5. Plan a format with participants to share photos and stories they experience during teaching practicum about the type of students misbehavior and their difficulties in managing students misbehavior as the main data in the research.

After taking photos, participants were asked to narrate their difficulties in managing students misbehavior during teaching practicum using Kolt's (2010) theory, as follows :

1. What is the context of the photo ?
2. The reason why this photo was captured ?
3. What emotional impression do you feel when you see the photo ?

3.4 Data Analysis

The data analysis technique used in this research is based on the theory proposed by Broun and Clarke (2006). Thematic analysis is a method used to analyze research data that aims to find themes that are appropriate to the research topic through data obtained from research results (Braun & Clarke, 2006). The stages of thematic analysis are as follows :

1. Familiarizing with the data : At this stage, the researcher re-reading all the data that has been obtained from participants using the photovoice method. This data collection aims to make it easier for researchers when analyzing further because Researchers have a better understanding of the research data collected from participants
2. Generating initial codes : All data that has been collected then be coded according to the types of categories. The data will then be arranged according to categories to make it easier for researchers to take the next steps.
3. Defining and naming themes : At this stage, researchers will specifically analyze each theme that has been determined based on research data that has been collected from participants
4. Producing the report : At this stage, the researcher carried out analysis of the data that has been obtained through the photovoice method carried out by participants. The data presented in this research is by narrating a photo that contains a collection of information regarding the difficulties of pre-service teachers in dealing with student misbehavior which is arranged systematically and neatly so that it is easy to understand. The researcher also make conclusion from by looking at the results of the data that have been reduced and presented.

In this research, the author uses theory from Cameron (2012) to analyze the results of data found from participants so as to avoid misinterpretation of research data regarding types of student misbehavior and the difficulties

experienced by pre-service teachers in dealing with student misbehavior during teaching practice.

3.5 Research Steps

The research steps included the implementation of the steps from the start to the end of the research. There were four steps in this research :

3.5.1 Finding related theories

In this stage, the researcher find related reviews through the literature review about students misbehavior and the difficult experience encountered by pre-service teacher in managing students misbehavior during teaching practicum.

3.5.2 Collecting data

The next step is to collect data. Data was obtained from participant namely pre-service teacher using a photovoice method.

3.5.3 Analyzing data

The next step is to analyze the data. Data were analyzed using thematic analysis proposed by Braun & Clarke (2006) as a guide for determining the theme.

3.5.4 Reporting research results

The final step is to report the research results. This step has been done by writing down the results of data analysis to make a thesis.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

In this section, the researcher collected data from several participants using the photovoice method. The researcher analyzed the data using thematic analysis from Braun and Clarke (2006) and two themes were obtained, namely several types of student misbehavior and difficulties experienced by pre-service teachers in managing student misbehavior in the classroom during practical teaching activities at school. In this way, the researcher describes the types of student misbehavior and the difficulties experienced by pre-service teachers in managing student misbehavior. The analysis of the data is shown below :

4.1.1 Types of Students Misbehavior Encountered by Pre-service Teacher

After the researcher collected data from participants, the first theme was found namely the type of student misbehavior, there were three types of student misbehavior that pre-service teachers encountered directly when they carried out teaching practicum activities in the classroom, including socially disruptive behavior, authority challenging behavior, and self-disruptive behavior. Below is a detailed explanation of the types of student misbehavior :

a. Socially Disruptive Behavior

Based on research data sourced from participants using the photovoice method, this socially disruptive behavior is the student

misbehavior most often encountered by pre-service teachers in the classroom, including the following :

Asa took this photo to show the type of student misbehavior she found when teaching, namely socially disruptive behavior.



Figure 4.1 Students are making a noisy atmosphere, taken by asa

“At that time I was taking part in teaching practice activities at a high school. In the classroom where I teach, the atmosphere is very lively with enthusiastic students scrambling to come forward and answer the questions on the whiteboard. I feel trapped in a state that is full of enthusiasm but difficult to manage”.

Based on Figure 4.1 pre-service teachers encountered various types of student misbehavior during practical teaching activities at school. Dealing with student misbehavior is certainly not an easy thing for pre-service teachers who do not have experience in carrying out teaching activities. In this figure the noisy atmosphere in the classroom that the pre-service teacher faces directly during classroom teaching activities. This student behavior is a type of student misbehavior because it is difficult for them to be orderly and they prefer to fight each other and no one wants to give in when they come

to the front of the class to answer the questions given by the participants. This behavior is included in the category of socially disruptive behavior because this behavior is related to social interaction between one student and another.

Another experience from Rora when carrying out learning in class, Rora took this photo to share her experience when dealing with student behavior that showed student misbehavior.



Figure 4.2 Students are sitting on the classroom floor, taken by Rora

“This photo was taken by my friend when I was writing learning material on the blackboard. From the photo, you can see what the classroom atmosphere was like at that time. Several students did not want to sit in their own chairs and preferred to sit on the classroom floor”.

As shown in Figure 4.2 the pre-service teacher found two students who liked to move around the classroom during learning, they did not want to sit in their desks and chose to sit on the classroom floor. The student was too active and difficult to be advised by the pre-service teacher that his behavior could disrupt teaching and learning activities. This misbehavior can be categorized as one type of socially disruptive misbehavior. This behavior can disrupt ongoing learning

activities can be a bad example and can be imitated by other students. If this continues, learning activities in the classroom will not be conducive because the students are difficult for the pre-service teacher to manage.

A similar experience was shared by Karina while learning, Karina shared the photo as evidence of students showing socially disruptive behavior during learning activities.



Figure 4.3 Students are refusing group learning method, taken by Karina

“This is a picture of student discussion activities. I took the photo during the discussion. One of the misbehaviors that I encounter in students is rejecting the group learning system”.

Based on Figure 4.3 in teaching and learning activities in the classroom, pre-service teachers often encounter student behavior that is unified in refusing orders given, for example students who refuse to carry out learning in groups. In this figure, it can be seen that group learning is being carried out consisting of five children. However, when the students found out that group learning would be carried out, they refused for various reasons. They refused and dared to express

their dislike for the learning system. This behavior can be categorized as student misbehavior because students reject group learning in class. Socially disruptive behavior is behavior that can disrupt teaching and learning activities carried out by a group of students or together.

Another finding by other participants also found this misbehavior, Lily took the photo to share her experience when dealing directly with students who showed socially disruptive behavior.



Figure 4.4 Students are busy talking with friends, taken by Lily

“This photo was taken when I was teaching eighth grade in junior high school. This photo shows that I trying to explain while writing material on the blackboard while the students look unfocused and seem busy with other activities, such as talking with their friends and making noise in class”.

As shown in Figure 4.4, one of the student misbehaviors most frequently encountered by pre-service teachers is students who make noise during teaching and learning activities. This figure was taken when the pre-service teacher was teaching in class, but the atmosphere in the class did not look very conducive because many students were talking and joking with each other while learning was taking place. This student behavior will disrupt teaching and learning activities in

the classroom because the classroom atmosphere will become busy and difficult for the pre-service teacher to condition while teaching. Talking and joking between one student and another is an example of socially disruptive behavior in the classroom.

b. Authority Challenging Behavior

Another type of student misbehavior found by pre-service teachers in the classroom is authority challenging behavior, which is behavior carried out by students and is considered to violate the rules implemented by the school, including the following :

Asa took the picture as evidence of student misbehavior during teaching, namely authority challenging behavior.



Figure 4.5 Students are playing on cellphones, taken by Asa

"In this photo, I am feeling confused trying to convey learning material to the students sitting at the table. However, some of them looked disinterested and did not listen to the lesson well. Some of them even chose to play on their cellphones."

Based on Figure 4.5 pre-service teachers often find students playing with cell phones while learning is in progress. This behavior certainly violates school regulations where students are not allowed to

play with cell phones if it is not related to teaching and learning activities. This is of course a misbehavior in the type of authority challenging behavior because it violates the rules made by the school. Playing with a cell phone while the teacher is explaining the learning material will cause the student not to focus on the material being explained by the teacher. This will of course have a bad impact on themselves because they will not understand the material.

A similar experience was also found by Rora when learning in class, Rora shared the picture to immortalize students who behaved in authority challenging behavior by not wearing full uniform attributes.



Figure 4.6 Students are do not wearing complete uniform,
taken by Rora

“I took this photo on Friday when boys and girls are required to wear scout uniforms complete with hasdukes. However, there was one student who did not wear complete uniform when in class”.

As shown in figure 4.6 the pre-service teacher captured this figure to document various kinds of student misbehavior encountered in the classroom while teaching, one of which was students who

violated school rules. School regulations are an effort made by the school to make the school environment orderly, therefore all elements in the school are obliged to obey and implement these regulations. However, some students still commit violations or do not comply with the rules. In the figure, it can be seen that one of the students is not wearing a complete uniform, which is a type of authority challenging behavior because the student does not obey the rules that have been implemented in the school environment.

Another experience by Karina was when she encountered this misbehavior, Karina took the picture to show the misbehavior students encountered, namely authority challenging behavior.



Figure 4.7 Students are cheating on assessments, taken by Karina

“This is a photo taken before the daily assessment. During the exam, several students actively asked questions, even though they had been warned not to ask questions related to the exam answers, some of them still asked. It's not uncommon for them to ask the friend next to them”.

Based on Figure 4.7, when carrying out assessment activities, pre-service teachers often encounter students who ask questions or copy answers from their friends. In this figure, the students are

carrying out daily assessments in English subjects. Class conditions during the assessment were not conducive because there were several students asking each other questions about the answers to the questions. This is of course not allowed and violates the regulations because during daily assessments, students must work on these questions with their abilities, where the results of the assessment will be a benchmark for students' understanding of the learning that has been implemented. Student misbehavior is one of the types that is most often found in the classroom because many students still don't believe in their abilities so they prefer to ask their friends for answers.

Another finding by other participants also found this misbehavior, Lily shared the photo to show student behavior that violates school regulations.



Figure 4.8 Students are do not wear shoes, taken by Lily

“In this photo, you can see two pairs of shoes lying on the floor and the owner is not wearing any footwear at all. School regulations firmly emphasize that students must wear shoes in class. However, this student seemed to ignore these rules”.

As shown in Figure 4.8, managing students to remain orderly is

not an easy thing for pre-service teachers because there are still many

students who often violate the rules made by the school. This figure can represent how pre-service teachers feel when faced with student misbehavior where several students violate school rules by not wearing shoes in class. Every student is required to always wear shoes when in the school environment, therefore this behavior is included in the authority challenging behavior category. School regulations are made to be obeyed and implemented by all elements within the school to create an orderly and orderly situation and conditions.

c. Self-disruptive Behavior

The type of student misbehavior found by the pre-service teacher during teaching practicum activities at school is self-disruptive behavior, which is a behavior carried out by each student that can harm themselves while learning activities are taking place.

Asa took the photo to immortalize student misbehavior that occurred in her class, namely self-disruptive behavior.



Figure 4.9 Students are making conversations unrelated to assignments, taken by Asa

“In this photo, I give assignments to students using a group work system in the classroom. However, among the groups of students working, some were seen engaging in conversations unrelated to their assignments”.

Based on Figure 4.9, when pre-service teachers use group learning methods, during the lesson several students do not focus on the group assignments given, but they prefer to chat with their group friends. This figure shows students carrying out group learning activities. This group learning activity has many advantages, but it also has disadvantages because students can lose their focus on learning and prefer to chat with friends who not related to the group assignment given. Group learning activities can reduce students' focus on the explanations given by the teacher because students are arranged to gather which will trigger them to chat with each other while learning is taking place.

The same experience was also found by Rora in the classroom, Rora shared the picture to show students who behaved in self-disruptive behavior.



Figure 4.10 students are sleeping in classroom, taken by Rora

“In the phot, can see that when I was explaining the material in front of the class, there were students who fell asleep in the class while the lesson was in progress. Sleeping in class is an example of student misbehavior that can harm the student themselves”.

As shown in Figure 4.10, students falling asleep in class is one of the student misbehaviors most often encountered by pre-service teachers. Sleeping in class is an example of self-disrupting behavior that can be detrimental to students because they will miss out on the material being explained by the teacher in front of the class. Pre-service teachers often encounter students who are sleepy or even fall asleep in class while learning is in progress. This shows that the student is not focused, which will cause them to feel sleepy. Therefore, pre-service teachers need to apply special strategies so that the learning carried out in class does not seem boring and it is important to make students actively involved during teaching and learning activities.

Another finding by other participants also found this misbehavior, Karina took the photo to use as evidence of student misbehavior that occurred during learning activities, namely self-disruptive behavior.



Figure 4.11 Students are not paying attention in classroom, taken by Karina

“This is a photo taken during the lesson. Not all, but some students often daydream and don't pay attention to the explanations given by the teacher. There are several things they do, such as daydreaming or being busy with books and pens without paying attention to the learning material”.

Based on Figure 4.11, the pre-service teacher found several students who often daydreamed and did not pay attention to the explanations given by the pre-service teacher. There are several things they do, such as daydreaming or being busy with their books and pens without paying attention to the learning material. This behavior is included in self-disruptive behavior because daydreaming and not paying attention to learning can be detrimental to the student, which will cause them not to understand the learning material being explained by the teacher. This student misbehavior makes it difficult for participants to find solutions to make them more interested in the material being presented.

A similar experience was also found by Lily in the classroom, Lily took the picture to describe the condition of the classroom when self-disruptive behavior occurred.



Figure 4.12 Students are daydreaming in classroom, taken by Lily

“This photo was taken when I was teaching, but you can see a student sitting quietly, and it turns out the student was daydreaming and not paying attention to the lesson”.

As shown in Figure 4.12, when the pre-service teacher was explaining the learning material in front of the class, several students were daydreaming and not listening to the learning material that was being presented. The figure shows that there are students who are daydreaming during teaching and learning activities. Daydreaming is a type of misbehavior, namely self-disruptive behavior. Daydreaming is an activity that can be detrimental to students because they will not focus on the material being explained and can result in students not understanding the material. Therefore, student focus in the classroom is an important factor in achieving learning objectives.

4.1.2 Pre-service Teacher Difficulties in Managing Students Misbehavior

The second theme concerns the difficulties experienced by pre-service teachers in dealing with student misbehavior. In implementing teaching practicum activities at school, pre-service teachers have been directly confronted with various types of student behavior. How students

behave in the classroom will have an impact on teaching and learning activities. Pre-service teachers often experience difficulties in dealing with students who behave badly. Based on data that has been collected using the photovoice method, there are several difficulties experienced by pre-service teachers in dealing with student misbehavior during practical teaching activities at school, including the following :

a. Difficulties to Manage Hard-control Students

Based on the results of the data that has been collected, it shows that pre-service teachers experience difficulties in managing with students who are too active in class. The detailed information will be shown below :

Asa shared the photo to show his difficulties in dealing with students who were too active in class.



Figure 4.13 Ferris wheels are symbol of facing challenges, taken by Asa

“I took this photo while I was at the night market and I suddenly thought about what happened this morning while I was teaching in class. I feel overwhelmed by the pressure to ensure that every

student gets a fair chance to participate, while also keeping the classroom atmosphere orderly and controlled”.

Based on Figure 4.13, the ferris wheel can be said to be a symbol of facing challenges because the Ferris wheel is a vehicle that not everyone can ride because it is a vehicle that is scary and challenging for some people. Pre-service teachers find it difficult to deal with students misbehavior which can cause classroom conditions to become uncondusive. At that time, it showed how the condition of the class was when teaching and learning activities were taking place, where the class atmosphere did not seem conducive. Students compete with each other to come forward and answer the questions on the blackboard. Pre-service teachers find it difficult to deal with classroom conditions that are full of enthusiasm but difficult to manage, resulting in an atmosphere that is not conducive and learning does not progress well. Pre-service teachers remembered how difficult it was to manage the behavior of students who were too active in class during teaching and learning activities. Pre-service teachers feel pressured by the pressure to ensure that every student gets a fair opportunity to participate and also to keep the classroom atmosphere orderly and conducive.

Another experience from Rora also experienced difficulties in dealing with students who were difficult to manage while carrying out practical teaching activities at school. Participants described their difficulties as follows.



Figure 4.14 Emotions are freezing like ice cream, taken by Rora

“I felt emotional and confused about how to deal with students misbehavior, which ultimately caused me to just stay silent. At the time two male students do not want to sit at their own desks even though I have warned them not to sit on the floor, but they are difficult to warn and seem to ignore what I say”.

As shown in figure 4.14, Pre-service teachers feel that their emotions have frozen like ice cream when faced with student misbehavior in the classroom because they feel they don not know how to deal with it. Pre-service teachers feel various emotions when facing student misbehavior while teaching. In a class some students are too active and difficult for the pre-service teacher to manage, which can disrupt teaching and learning activities. Dealing with students who are too active is not an easy thing, especially for teenagers like those in junior high school, they tend to be difficult to advise and do everything they want. At that time two male students did not want to sit at their own desks even though they had been given warnings not to sit on the floor, but they were difficult to warn and seemed to ignore what the participants said. Seeing this, the pre-

service teachers finally allowed their behavior as long as it did not interfere too much with learning activities in the classroom.

A similar experience by Lily took this picture to illustrate her difficulties in dealing with students who were making noise.



Figure 4.15 Messy paper are depicts frustration, taken by Lily

“From this photo can illustrate that I feel frustrated and anxious because it is difficult to get the attention and concentration of the students. Students seem to prefer talking with their friends rather than listening to the learning material being presented in front of the class”.

Based on Figure 4.15, The messy paper depicts the frustration felt by pre-service teachers when they are faced directly with student misbehavior. The most common difficulty experienced by pre-service teachers is dealing with students who are too active and make noise in class. At that time the pre-service teacher was trying to explain while writing the material on the blackboard while the students looked unfocused and seemed busy with other activities, such as talking with their friends and making noise in class. These students looked disinterested and did not listen to the teacher's explanation. The pre-

service teacher had tried to reprimand the students who were making noise in the class and in the end the students were quiet, but a few moments later they would make noise again. In this way, pre-service teachers feel frustrated and anxious because it is difficult to get attention and concentration from students.

b. Difficulties to Maintaining Students Focus in Learning Activity

Based on the data that has been collected, it shows that pre-service teachers also experience difficulties in maintaining students' focus when learning in the classroom. Below is a more detailed explanation :

Asa shared her difficulties in keeping students focused on the material presented by the teacher.



Figure 4.16 Dry tree are a symbol of despair, taken by Asa

“I often feel hopeless when managing students misbehavior. I face difficulties in maintaining students' concentration in group work. I find it difficult to maintain students' concentration and ensure that they can work together productively in group work”.
As shown in Figure 4.16, The despair experienced by pre-

service teachers can be described as a dry tree where there is nothing

more that can be done to save the tree because it is dead.. Keeping students focused on the learning being delivered is not an easy thing for pre-service teachers, which causes pre-service teachers to feel hopeless. At that time, pre-service teachers gave assignments to students using a group work system in the classroom. However, among these groups of students there were several students appeared to be involved in conversations that were not related to their assignments. Pre-service teachers feel stressed and struggle with trying to keep students' concentration and ensure that they can collaborate productively in group work. Pre-service teachers have tried various strategies to maintain students' focus during group learning, but this is not an easy thing to do so that students do not carry out activities outside of learning. In reality, there are some students who carry out other activities that are not related to their group assignments, this can disrupt the smooth running of teaching and learning activities in class.

Another finding by other participants also found this difficulty, Karina shared her difficulties in dealing with students who did not listen to the lesson.



Figure 4.17 Mix feeling is like mixing various colors,
taken by Karina

“I feel various emotions when teaching in the classroom. Some students often daydream and don't pay attention to the explanations given by the teacher. This makes it difficult for me to find a solution to make them more interested in the material being presented”.

As shown in Figure 4.16, Pre-service teachers feel a mixture of various emotions when dealing with student misbehavior in the classroom. Keeping students focused on the learning being delivered is not an easy thing for pre-service teachers, which causes pre-service teachers to feel hopeless. At that time, pre-service teachers gave assignments to students using a group work system in the classroom. However, among these groups of students there were several students appeared to be involved in conversations that were not related to their assignments. Pre-service teachers feel stressed and struggle with trying to keep students' concentration and ensure that they can collaborate productively in group work. Pre-service teachers have tried various strategies to maintain students' focus during group learning, but this is not an easy thing to do so that students do not carry

out activities outside of learning. In reality, some students carry out other activities that are not related to their group assignments, this can disrupt the smooth running of teaching and learning activities in class.

Another finding by other participants also found this difficulty, Lily shared her difficulties in dealing with students who did not listen to the lesson.



Figure 4.18 Deep thoughts are captured in the sunset phenomenon, taken by Lily

“I thought deeply about how to deal with students who ignore learning. A student sits quietly, and it turns out the student is daydreaming and not paying attention to the lesson. I feel sad because it is difficult to maintain students' focus and concentration in learning”.

As shown in Figure 4.18 Pre-service teachers have deep thoughts about how to overcome student misbehavior while they teach in class. Pre-service teachers find it difficult to deal with students who daydream and do not pay attention to learning in class. The challenge that pre-service teachers often face in the learning environment is difficulty keeping students focused on learning. Pre-service teachers feel sad because it is difficult to maintain students' focus and concentration in learning. Pre-service teachers need to implement learning strategies that are more interactive and relevant for students,

so that they feel involved and interested in the learning process. Even though we have found various ways to overcome this, this still often happens in the classroom because some students who are not focused on learning.

c. Difficulties to Manage Students Who Make Noise

Based on the data that has been collected, it shows that pre-service teachers also experience difficulties in dealing with students who make noise during class. Below is a more detailed explanation :

Karina shared her difficulties in dealing with student misbehavior, namely students who make noise in class

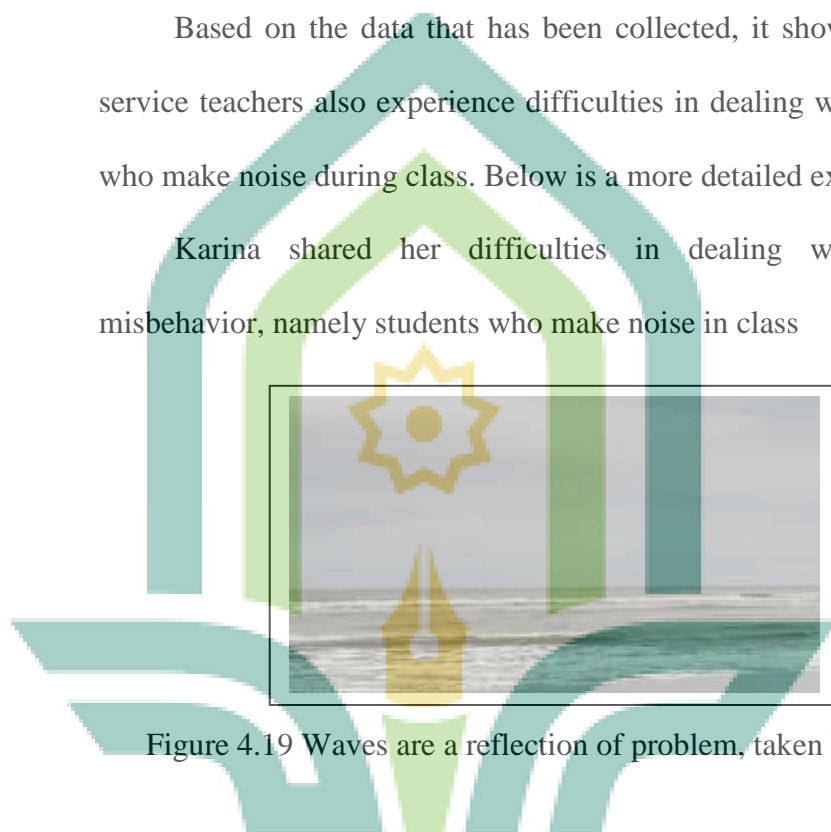


Figure 4.19 Waves are a reflection of problem, taken by Karina

“I face various kinds of problems when dealing with students misbehavior. Students reject the group learning system. I have conveyed the meaning of this lesson many times. They refused and dared to express their dislike for the learning system”.

Based on Figure 4.19, A wave is usually depicted as a symbol of coming problems, such as the problems experienced by pre-service teachers when dealing with student misbehavior. Conducting classroom learning, pre-service teachers often find students making noise and making conditions in the classroom uncondusive. Pre-

service teachers find it difficult to deal with students who make noise and are difficult to control even though they have been given warnings. One of the misbehaviors that pre-service teachers encounter with students is rejecting the group learning system, which creates a commotion and makes learning activities impossible. running smoothly. They refused and dared to express their dislike for the learning system. Even though, pre-service teachers have repeatedly conveyed the objectives of the lesson, it is not uncommon for them to still refuse to move seats with their group and carry out the group assignments that have been given.

A similar difficulty by Lily who tells of her difficulties in dealing with students who make noise during learning



Figure 4.20 Rain are depicts sadness, taken by Lily

“I feel sad when my students do not listen to my explanation in learning. In the learning, several students make noise in class during learning. They are busy making noise by themselves without paying attention to the teacher who is teaching”.

As shown in figure 4.20 Rain is usually depicted with a sad and gloomy atmosphere, this illustrates the sadness experienced by pre-service teachers in managing students who do not listen to lessons in

class. Several students went around the class and joked with other friends. This will disrupt teaching and learning activities because their behavior can disturb other students who are focused on listening to the learning material being explained by the teacher. The pre-service teacher has given a warning to the students to return to their seats, but after sitting down again they will do other activities which can also disrupt teaching and learning activities. These students seemed to ignore the warning given by the pre-service teacher because they thought the pre-service teacher was just a new person and not their teacher.

d. Difficulties to Manage Students Who Break The Rules

Based on the data that has been collected, it shows that pre-service teachers also experience difficulties in managing students who break the rules during class. Below is a more detailed explanation:

Asa shared his experience about the difficulties he experienced in dealing with students who violated school rules.



Figure 4.21 Flower are symbol of struggling, taken by Asa

“When I carry out teaching practicum activities, I experience several challenges. some students choose to skip class and spend time in the canteen. I find it difficult to discipline students who often play truant because they are students who are difficult to advise. This incident is a challenge for me because it can disrupt the learning process”.

As shown in Figure 4.21, A flower needs struggle to bloom and become beautiful, as does pre-service teachers when they deal with student misbehavior. When carrying out practical teaching activities at school, the pre-service teacher found students who violated school rules. When the pre-service teacher was teaching in class there were several empty seats even though learning time had started because there were several students who chose to skip class and spend time in the canteen. Pre-service teachers find it difficult to deal with students who choose not to attend class and prefer to spend time outside of class. This makes pre-service teachers find it difficult to create a productive and structured learning environment. Pre-service teachers also find it difficult to discipline students who often play truant because they are naughty students and difficult to advise.

Another finding by other participants also found this difficulty, Rora shared her experience regarding the difficulties experienced in dealing with student misbehavior, namely students who do not comply with the rules.



Figure 4.22 Unresolved problem are like a dead end hallway, taken by Rora

“I no longer know how to deal with students who break the rules. School regulations must be obeyed by all school members, but in reality some students still commit violations or do not comply with the rules. Many students still ignore school rules”.

Based on Figure 4.22 The dead end hallway describes how pre-service teachers experience ignorance about how to deal with student misbehavior. Pre-service teachers often find students who violate school regulations where all students to carry out all the regulations set by the school. On Friday, all students were required to wear a scout uniform complete with a hasduk, however there was one student who did not wear the hasduk when in class. The pre-service teacher gave a small warning so that the student always wears a complete uniform, but there are still students who commit the same violation even though they have been given a warning. If the student cannot be handled properly, the pre-service teacher will report it to the school for more serious follow-up.

Another difficulty shared by Karina who shared the photo to show her difficulties in dealing with students who ask friends when carrying out assessments.



Figure 4.23 Tall tree are means achieving success is not easy, taken by Karina

“In my opinion, becoming a professional teacher is not an easy thing. During the exam, several students asked each other questions, even though they had been warned not to ask questions related to the exam answers”.

As shown in Figure 4.23, To become a professional teacher, pre-service teachers need a long journey and have to overcome various challenges. When training to become a teacher, pre-service students experience various kinds of difficulties. When the pre-service teacher carried out the assessment, several students made a fuss by asking their friends questions, even though they had been warned not to ask questions related to the assessment answers. Some of them keep asking and not infrequently they ask the friend next to them. This behavior makes it a little difficult for pre-service teachers to control students so that they remain focused on taking tests without students

asking each other questions about assessment answers. Asking friends for answers during an assessment is behavior that violates school regulations, this behavior is included in cheating which is not permitted. Assessments must be carried out independently and honestly so that the results obtained are purely based on their knowledge.

A similar difficulty shared by Lily is her experience in dealing with student misbehavior, namely still wearing sportswear in class.



Figure 4.24 The many stones in the river are depict challenges in life, taken by Lily

“As a pre-service teacher, I am required to be able to face various kinds of challenges that occur during learning. School regulations strictly emphasize that students must wear shoes in class. However, this student seemed to ignore these rules”.

Based on Figure 4.24 The many stones in the river illustrate that the journey to becoming a teacher is not an easy thing for pre-service teachers. Pre-service teachers need to have the nature of never giving up in facing challenges that occur when dealing with student misbehavior. Student discipline is something that pre-service teachers must pay attention to when carrying out classroom learning. Even

though it seems like a small violation, ignoring school rules like this can create a pattern of behavior that lacks respect for the rules that have been set and will create a school environment that is not conducive due to violations committed by students. The pre-service teacher felt difficult because he had given the student a warning to immediately put on his shoes, but the student refused to wear his uniform for various reasons.

4.2 Discussion

4.2.1 Pre-service Teacher Discover the Types of Students Misbehavior

After collecting and analyzing data from participants based on Cameron's (2012) theory regarding types of student misbehavior, several types of student misbehavior were found by pre-service teachers during practical teaching activities at school. The first type discovered by pre-service teachers is socially disruptive behavior. Research data shows that pre-service teachers found behavior that indicated that students carried out socially disruptive behavior during teaching activities in class. This student misbehavior was discovered by four participants during their teaching practice activities. For example, students are fighting over each other to come to the front of the class, several students are moving around the class during class, a group of students are rejecting the group learning method, and students are joking with each other in class. This behavior is behavior that involves a group of students in the class which can disrupt teaching and learning activities in the class.

Social behavior in this case is social behavior that is negative and makes class conditions uncondusive. According to Matthys & Lochman (2010) said that student misbehavior is behavior that can disrupt relationships or social interactions between peers in the class. The results of this research are in accordance with Cameron's (2012) theory regarding types of student misbehavior, one of which is socially disruptive behavior. The behavior found by the pre-service teacher while teaching shows that the student falls into the category of socially disruptive behavior because it is carried out by several people or a group of people. Pre-service teachers directly reprimand students who engage in socially disruptive behavior in the classroom so that they do not continue this behavior continuously which can disrupt learning activities.

The second type of misbehavior found by pre-service teachers is authority challenging behavior. Authority challenging behavior was discovered by Asa, Rora, Karina and Lily while carrying out teaching activities in the classroom. For example, several students play with cell phones while studying, students do not wear complete school uniforms such as not wearing hasduk on Fridays, students ask each other questions when doing daily assessments, students still wear sports uniforms in class even though the subject is sports have been finished. This behavior is usually an act that is deviant or not in accordance with existing regulations in the school environment. Violations committed by students can disrupt learning activities at school, therefore every student is obliged

to carry out the rules and regulations set by the school so that students can behave in an orderly manner. The results of this research are in line with what Cameron (2012) said about one type of student misbehavior, namely authority challenging behavior. Some students often violate the rules made by the school, this behavior must be handled appropriately. Pre-service teachers overcome authority challenging behavior by giving punishment to students who commit violations so that they feel deterred and do not do it again.

The third type of misbehavior is self-disruptive behavior. The research shows that pre-service teachers meet directly with students who show self-disruptive behavior. Self-disruptive behavior was discovered by Asa, Rora, Karina and Lily in the classroom during teaching practicum activities. For example, students lose focus during group learning, students fall asleep during learning, students daydream in class, and students do not pay attention to learning. Self-disruptive behavior is behavior carried out by students and can be detrimental to themselves during learning activities. Self-disruptive behavior can be caused by students who feel bored with teaching and learning activities in the classroom and this can cause students to lose enthusiasm and not pay attention to the learning delivered by the pre-service teacher (Yuan & Che, 2012). This research found results that were in accordance with Cameron's (2012) theory regarding one type of student misbehavior, namely self-disruptive behavior. This student's behavior is considered

not to disrupt teaching and learning activities as a whole, however, this behavior will have a major negative impact on the student. Pre-service teachers overcome self-disruptive behavior by providing direct advice or warnings so that they no longer engage in behavior that can harm themselves and cause them to not understand the learning material.

4.2.2 Difficult Experience by Pre-service Teacher in Managing Students Misbehavior

After collecting and analyzing data from participants based on the theory from Mauliya (2018), several difficulties were found in dealing with student misbehavior by pre-service teachers during teaching practicum activities at school. The first difficulty experienced by pre-service teachers during teaching practicum activities is difficulties in managing hard-control students. The current investigation found that there are difficulties experienced by pre-service teachers, namely difficulties in managing hard-control students. These results reflect those of Mauliya (2018) who also found difficulties experienced by pre-service teachers in managing students misbehavior. Asa, Rora and Lily experienced these difficulties when carrying out teaching activities in class. For example, they have difficulty dealing with unruly students, ignore teacher warnings, and do not listen to teacher orders. According to Brewser, Ellis and Girad (2002) students have a lot of energy which will cause them to seem difficult to manage. This behavior certainly makes pre-service teachers find it difficult to carry out teaching activities

in class because there are student behaviors that are considered to disrupt learning. Pre-service teachers give reprimands if their behavior is still considered normal and does not have too big an impact on classroom learning, but if their behavior is considered unreasonable then the pre-service teacher will give punishment to the student.

The second difficulty experienced by pre-service teachers is maintaining student focus. Another finding shows that there are difficulties experienced by pre-service teachers, namely difficulties in maintaining student focus. As mentioned in the literature review, the theory is based on Mauliya (2018) regarding difficulties experienced by pre-service teachers in dealing with student misbehavior. Pre-service teachers experience difficulties in maintaining students' focus, as experienced by Asa, Karina and Lily when teaching in the classroom. For example, they find it difficult to deal with students who lose focus during group learning, students who daydream in class and ignore learning. The most obvious finding to emerge from the analysis is that maintaining student focus is not an easy thing because students are very easily distracted by other things that they consider more interesting than listening to the lesson being explained by the pre-service teacher. According to Sati and Sunarti (2021), student focus is important so that students can understand learning well. Based on the explanation above, a note of caution is due here since pre-service teachers find it difficult to maintain student focus, where many students are not focused or do not

care about learning in class. To keep students focused on learning in class, pre-service teachers try various fun learning methods so that students become enthusiastic about learning and do not feel bored, causing them to lose focus during learning.

The third difficulty experienced by pre-service teachers during teaching practice activities is difficulties in managing students who make noise. Another important finding is that there are difficulties experienced by pre-service teachers, namely difficulties in managing students who make noise. This study supports evidence from Mauliya's (2018) theory regarding difficulties experienced by pre-service teachers in dealing with student misbehavior. Pre-service teachers experience difficulties in managing with students who make noise in the classroom while learning is taking place. For example, pre-service teachers find it difficult to deal with students who openly reject learning methods, students who joke and make noise during learning. Students often make noise during learning which will cause classroom conditions to become uncondusive (Shin, 2006). However, this result has been describing that students who make noise in the classroom will certainly cause many losses, including a non-condusive classroom atmosphere and learning objectives that cannot be achieved properly. This finding might be explained by the fact that pre-service teachers are still not used to dealing with students who make noise in the classroom, which causes pre-service teachers to find it difficult to determine the appropriate way to deal with this student's

behavior. In dealing with students who make noise in class, pre-service teachers give direct warnings so that they do not carry out this behavior in class in the future.

The fourth difficulty felt by pre-service teachers is dealing with students who violate school regulations. Research data shows that there are difficulties experienced by pre-service teachers, namely difficulties in managing students breaking the rules. This finding is consistent with that of Sun and Shek (2012) regarding the category of student misbehavior which causes difficulties experienced by pre-service teachers in handling students misbehavior. In accordance with the present result pre-service teachers often find students who violate the rules made by the school. For example, pre-service teachers often have difficulty dealing with students who play truant, students who do not wear full uniforms, and students who cheat on tests. Students who violate the rules made by the school are considered challenging behavior (Langley, 2009). This behavior must be handled specifically so that students do not underestimate the rules that have been made by the school. Based on the explanation above, this research found that pre-service teachers difficult to deal with students who break the rules because these students seem difficult to advise and ignore the warnings given by the pre-service teacher. In dealing with students who violate the rules, the pre-service teacher provides punishment so that the student does not violate the rules that have been made by the school again. If the violation committed by

the student is considered a serious violation, the pre-service teacher will report it to the homeroom teacher so that a heavier punishment will be given.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the research results, it can be concluded that pre-service teachers encounter several types of student misbehavior and experience difficulties in dealing with student misbehavior when carrying out practical teaching activities at school. Pre-service teachers found three types of student misbehavior when they were teaching in class, including (1) socially disruptive behavior, which is behavior of students in groups that can disrupt learning activities in class, (2) authority challenging behavior, which is student behavior that violates the rules. school, (3) self-disruptive behavior is behavior that is detrimental to themselves such as daydreaming and sleeping in class. This type of student misbehavior is something that pre-service teachers most often encounter when teaching and this can make classroom conditions un conducive and disrupt the achievement of learning goals.

Pre-service teachers experience difficulties in overcoming student misbehavior that they encounter in the classroom during learning, including (1) managing students who are difficult to manage in class, where they are difficult for pre-service teachers to advise, (2) maintaining student focus is not easy thing for pre-service teachers because students will easily lose their focus and be easily distracted by other things that can disrupt learning, (3) managing students who make noise in the class which will make class conditions un conducive and difficult. controlled by pre-service teachers, (4) handling

students who violate school regulations, where students are often negligent and seem to not care about these rules and this causes them to continue repeating these violations. The difficulties experienced by pre-service teachers are caused by their lack of experience in implementing classroom learning so that they feel confused and have difficulty dealing with students' misbehavior.

5.2 Recommendation

5.2.1 Pre-service Teacher

This research can be reference for pre-service teachers should be able to overcome their difficulties in dealing with student misbehavior so that classroom learning can run smoothly and learning objectives can be achieved well.

5.2.2 Faculty Member

In faculty members, it is suggest that the faculty is able to provide facilities that can support and improve Pre-service teachers namely provide courses that are able to support their competence in terms of classroom management as a provision of knowledge for pre-service teachers before carrying out practical teaching activities at school.

5.2.3 Further Researcher

The topic of this research is limited in managing students misbehavior, so for further researcher it is recomended that other researchers can investigate other topics that are still within the scope of classroom management such as managing time, managing engagement,

managing classroom participants, and others so that this research can continue to develop in the future.



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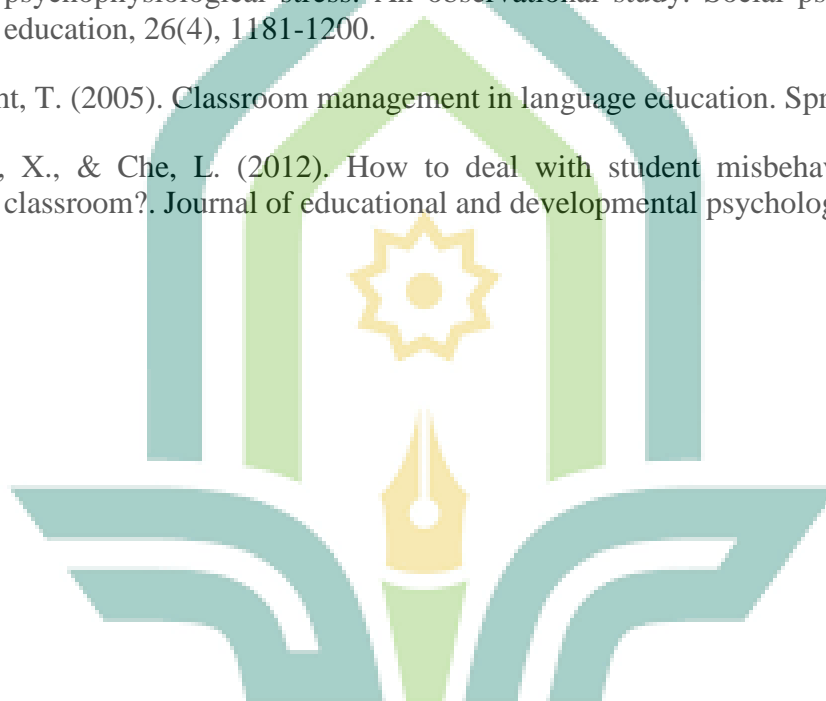
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APPENDICES

Transcription of the photovoice

Appendix 1 - Photovoice taken by the First participant, Asa



“Saat itu saya sedang melaksanakan kegiatan praktik mengajar di sebuah SMA. Di kelas tempat saya mengajar, suasana sangat ramai dan penuh antusias siswa berebut maju dan menjawab pertanyaan di papan tulis. Saya merasa terjebak dan kesulitan dalam menghadapi keadaan siswa yang penuh semangat namun sulit diatur”.

“At that time I was taking part in teaching practice activities at a high school. In the classroom where I teach, the atmosphere is very lively with enthusiastic students scrambling to come forward and answer the questions on the whiteboard. I feel trapped and difficult in managing students that is full of enthusiasm but difficult to manage”.



“Di foto ini saya merasa bingung saat mencoba menyampaikan materi pembelajaran kepada siswa yang duduk di meja. Namun ada diantara mereka yang terlihat tidak tertarik dan kurang menyimak pembelajaran dengan baik. Bahkan ada yang memilih bermain di ponselnya.”

“In this photo, I am feeling confused trying to convey learning material to the students sitting on the table. However, some of them looked disinterested and did not listen to the lesson well. Some of them even chose to play on their cellphones.”



“Pada foto ini saya memberikan tugas kepada siswa dengan sistem kerja kelompok di dalam kelas. Namun, di antara kelompok siswa yang bekerja, ada pula yang terlihat melakukan percakapan yang tidak ada kaitannya dengan tugasnya”.

“In this photo, I give assignments to students using a group work system in the classroom. However, among the groups of students working, some were seen engaging in conversations unrelated to their assignments”.



“Saya mengambil foto ini ketika saya sedang berada di pasar malam dan tiba-tiba saya teringat tentang apa yang terjadi pagi ini ketika saya sedang mengajar di kelas. Saya merasa kewalahan dengan tekanan untuk memastikan bahwa setiap siswa mendapat kesempatan yang adil untuk berpartisipasi, sekaligus menjaga suasana kelas tetap teratur dan terkendali”.

“I took this photo while I was at the night market and I suddenly thought about what happened this morning while I was teaching in class. I feel overwhelmed by the pressure to ensure that every student gets a fair chance to participate, while also keeping the classroom atmosphere orderly and controlled”.



“Saya sering merasa putus asa ketika mengatur siswa yang berperilaku buruk. Saya menghadapi kesulitan dalam menjaga konsentrasi siswa dalam kerja kelompok. Saya kesulitan menjaga konsentrasi siswa dan memastikan mereka dapat bekerja sama secara produktif dalam kerja kelompok”.

“I often feel hopeless when managed students misbehavior. I face difficulties in maintaining students' concentration in group work. I find it difficult to maintain students' concentration and ensure that they can work together productively in group work”.



“Saat saya melaksanakan kegiatan praktikum mengajar, saya mengalami beberapa tantangan. Ada sebagian anak yang memilih membolos dan menghabiskan waktu di kantin. Saya sulit mendisiplinkan siswa yang sering membolos karena mereka

termasuk siswa yang sulit untuk dinasihati. Kejadian ini menjadi tantangan bagi saya karena dapat mengganggu proses pembelajaran”.

“When I carry out teaching practicum activities, I experience several challenges. There are some children who choose to skip class and spend time in the canteen. I find it difficult to discipline students who often play truant because they are students who are difficult to advise. This incident is a challenge for me because it can disrupt the learning process”.



Appendix 2 - Photovoice taken by the second participant, Rora

“Foto ini diambil oleh teman saya saat saya sedang menulis materi pembelajaran di papan tulis. Dari foto tersebut terlihat seperti apa suasana kelas saat itu. Ada beberapa siswa yang tidak mau duduk di kursinya sendiri dan lebih memilih duduk di lantai kelas”.

“This photo was taken by my friend when I was writing learning material on the blackboard. From the photo, you can see what the classroom atmosphere was like at that time. There were several students who did not want to sit in their own chairs and preferred to sit on the classroom floor”.



“Foto ini saya ambil pada hari Jumat, saat itu putra dan putri wajib mengenakan seragam pramuka lengkap dengan hasdukesnya. Namun ada satu siswa yang tidak memakai hasduk saat berada di kelas”.

“I took this photo on Friday, when boys and girls are required to wear scout uniforms complete with hasdukes. However, there was one student who did not wear the hasduk when in class”.



“Di foto terlihat saat saya sedang menjelaskan materi di depan kelas, ada siswa yang tertidur di kelas saat pembelajaran sedang berlangsung. Tidur di kelas merupakan salah satu contoh kelakuan buruk siswa yang dapat merugikan siswa itu sendiri”.

“In the photo you can see that when I was explaining the material in front of the class, there were students who fell asleep in the class while the lesson was in progress. Sleeping in class is an example of student misbehavior that can harm the student themselves”.



“Saya merasa emosi dan bingung bagaimana menyikapi kenakalan siswa yang akhirnya membuat saya hanya diam saja. Saat itu ada dua orang siswa laki-laki yang tidak mau duduk di mejanya masing-masing padahal sudah saya peringatkan untuk tidak duduk di lantai, namun mereka sulit ditegur dan sepertinya tidak menghiraukan apa yang saya katakan”.

“I felt emotional and confused about how to deal with students misbehavior, which ultimately caused me to just stay silent. At the time there are two male students who do not want to sit at their own desks even though I have warned them not to sit on the floor, but they are difficult to warn and seem to ignore what I say”.



“Saya sudah tidak tahu lagi bagaimana menghadapi siswa yang melanggar peraturan. Peraturan sekolah harus ditaati oleh seluruh warga sekolah, namun kenyataannya masih ada sebagian siswa yang melakukan pelanggaran atau tidak menaati peraturan. Banyak siswa yang masih mengabaikan peraturan sekolah”.

“I no longer know how to deal with students who break the rules. School regulations must be obeyed by all school members, but in reality there are some students who still commit violations or do not comply with the rules. Many students still ignore school rules”.

Appendix 3 - Photovoice taken by the third participant, Karina

“Inilah gambaran kegiatan diskusi mahasiswa. Saya mengambil foto saat diskusi. Salah satu kenakalan yang saya jumpai pada siswa adalah menolak sistem pembelajaran kelompok”.

“This is a picture of student discussion activities. I took the photo during the discussion. One of the misbehaviors that I encounter in students is rejecting the group learning system”.



“Ini adalah foto yang diambil sebelum penilaian harian. Saat ujian berlangsung, terdapat beberapa siswa yang aktif bertanya, padahal sudah diperingatkan untuk tidak bertanya terkait jawaban ujian, namun ada pula yang tetap bertanya. Tidak jarang mereka bertanya pada teman di sebelahnya”.

“This is a photo taken before the daily assessment. During the exam, there were several students who actively asked questions, even though they had been warned not to ask questions related to the exam answers, some of them still asked. It's not uncommon for them to ask the friend next to them”.



“Ini adalah foto yang diambil saat pelajaran. Tidak semua, namun ada pula siswa yang sering melamun dan tidak memperhatikan penjelasan yang diberikan guru. Ada beberapa hal yang mereka lakukan seperti melamun atau sibuk dengan buku dan pulpen tanpa memperhatikan materi pembelajaran”.

“This is a photo taken during the lesson. Not all, but some students often daydream and don't pay attention to the explanations given by the teacher. There are several things they do, such as daydreaming or being busy with books and pens without paying attention to the learning material”.



“Saya merasakan berbagai emosi saat mengajar di kelas. Beberapa siswa sering melamun dan tidak memperhatikan penjelasan yang diberikan guru. Hal ini membuat saya kesulitan mencari solusi agar mereka lebih tertarik dengan materi yang disampaikan”.

“I feel various emotions when teaching in the classroom. Some students often daydream and do not pay attention to the explanations given by the teacher. This makes it difficult for me to find a solution to make them more interested in the material being presented”.



“Saya menghadapi berbagai permasalahan ketika menangani kenakalan siswa. Siswa menolak sistem pembelajaran kelompok. Sebenarnya makna pelajaran ini sudah saya sampaikan berkali-kali. Mereka menolak dan berani menyatakan ketidaksukaannya terhadap sistem pembelajaran”.

“I face various kind of problems when dealing with students misbehavior. Students reject the group learning system. In fact, I have conveyed the meaning of this lesson many times. They refused and dared to express their dislike for the learning system”.



“Menurut saya, menjadi guru yang profesional bukanlah hal yang mudah. Pada saat ujian, ada beberapa siswa yang saling bertanya, padahal sudah diperingatkan untuk tidak menanyakan pertanyaan yang berhubungan dengan jawaban ujian”.

“In my opinion, becoming a professional teacher is not an easy thing. During the exam, there were several students who asked each other questions, even though they had been warned not to ask questions related to the exam answers”.



Appendix 4 - Photovoice taken by the fourth participant, Lily

“Foto ini diambil saat saya sedang mengajar kelas VIII SMP. Foto ini menunjukkan saya mencoba menjelaskan sambil menulis materi di papan tulis sementara siswa terlihat tidak fokus dan terlihat sibuk dengan aktivitas lain, misalnya ngobrol dengan temannya dan membuat keributan di kelas”.

“This photo was taken when I was teaching eighth grade in junior highschool. This photo shows that I trying to explain while writing material on the blackboard while the students look unfocused and seem busy with other activities, such as talking with their friends and making noise in class”.



“Di foto ini terlihat dua pasang sepatu tergeletak di lantai dan pemiliknya tidak memakai alas kaki sama sekali. Padahal, peraturan sekolah dengan tegas menekankan bahwa siswa harus memakai sepatu di kelas. Namun, siswa tersebut sepertinya mengabaikan aturan tersebut”.

“In this photo, you can see two pairs of shoes lying on the floor and the owner is not wearing any footwear at all. In fact, school regulations firmly emphasize that students must wear shoes in class. However, this student seemed to ignore these rules”.



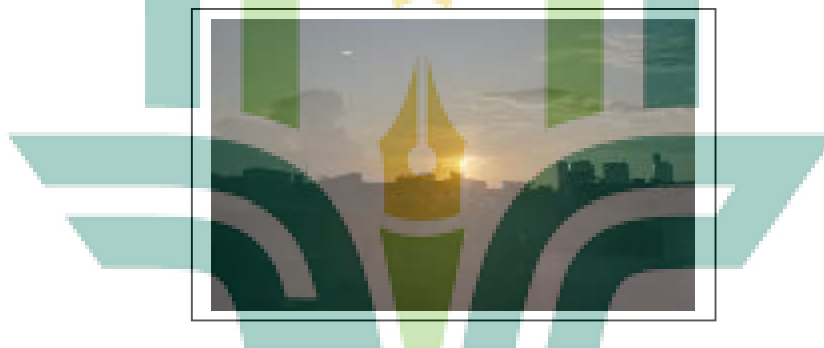
“Foto ini diambil saat saya sedang mengajar, namun terlihat ada siswa yang duduk diam, dan ternyata siswa tersebut sedang melamun dan tidak memperhatikan pelajaran”.

“This photo was taken when I was teaching, but you can see a student sitting quietly, and it turns out the student was daydreaming and not paying attention to the lesson”.



“Dari gambar tersebut dapat tergambar bahwa saya merasa frustrasi dan cemas karena sulit mendapatkan perhatian dan konsentrasi siswa. Siswa nampaknya lebih suka berbicara dengan temannya daripada mendengarkan materi pembelajaran yang disajikan di depan kelas”.

“From this figure can illustrated that I feel frustrated and anxious because it is difficult to get the attention and concentration of the students. Students seem to prefer talking with their friends rather than listening to the learning material being presented in front of the class”.



“Saya memikirkan secara mendalam bagaimana cara menghadapi siswa yang abai dalam belajar. Seorang siswa duduk dengan tenang, dan ternyata siswa tersebut sedang melamun dan tidak memperhatikan pelajaran. Saya merasa sedih karena sulit menjaga fokus dan konsentrasi siswa dalam belajar”.

“I thought deeply about how to deal with students who ignore learning. A student sits quietly, and it turns out the student is daydreaming and not paying attention to

the lesson. I feel sad because it is difficult to maintain students' focus and concentration in learning”.



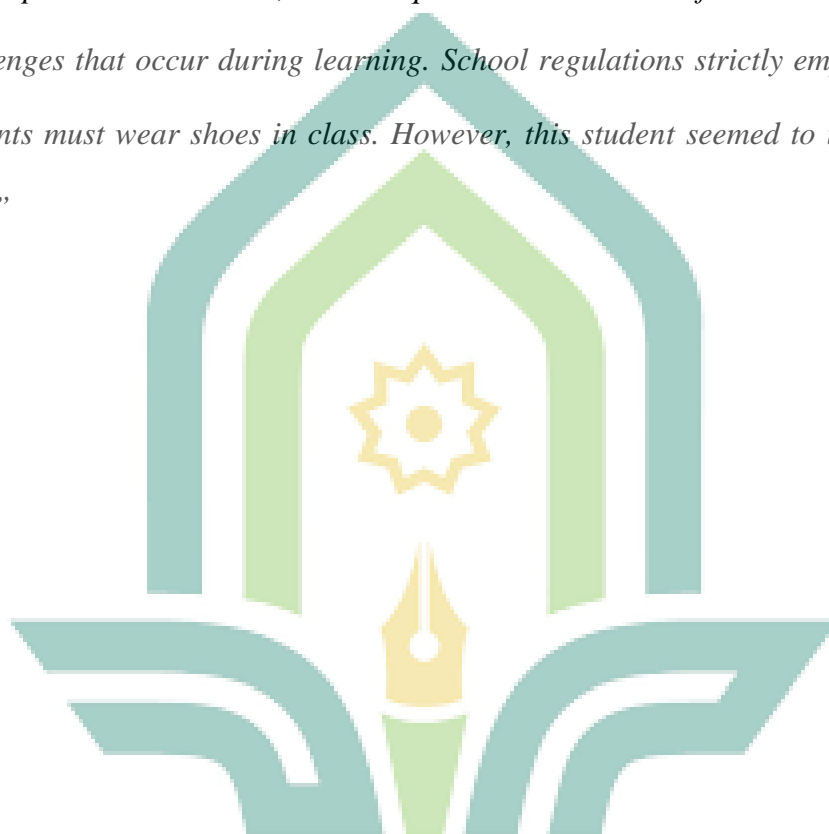
“Saya merasa sedih ketika siswa saya tidak mendengarkan penjelasan saya dalam pembelajaran. Dalam pembelajaran tersebut beberapa siswa membuat keributan di kelas saat pembelajaran. Mereka sibuk membuat keributan sendiri tanpa memperhatikan guru yang sedang mengajar”.

“I feel sad when my students do not listen my explanation in learning. In the learning several students making noise in class during learning. They are busy making noise by themselves without paying attention to the teacher who is teaching”.



“Sebagai calon guru, saya dituntut untuk mampu menghadapi berbagai macam tantangan yang terjadi selama pembelajaran. Peraturan sekolah sangat menekankan bahwa siswa harus memakai sepatu di kelas. Namun, siswa tersebut sepertinya mengabaikan aturan tersebut”.

“As a pre-service teacher, I am required to be able to face various kinds of challenges that occur during learning. School regulations strictly emphasize that students must wear shoes in class. However, this student seemed to ignore these rules”



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(Lisa Amalia Solicha)