Chapter One

Introduction

This chapter presents background of the research, statements of the problem, limitation of the problem, research question, the objective of the research, significance of the research, and outline of the research.

Background of the Study

In educational field, teachers are exposed by many problems in the classroom. One of the problems is students' misbehavior. Misbehavior is the action of misbehaving (*Oxford online dictionary*) or behaves badly (*Cambridge digital dictionary*). In addition, Çimen and Çepik-Kiriş (2015) also agreed that students' misbehavior had become the most challenging aspects of classroom management. Thus, teachers need to be aware of the problems.

Misbehavior on students is faced not only by teachers, but also by pre-service teachers. It is not an easy task for the pre-service teachers because they have to spend much time and energy to deal with students' misbehavior (Leung & Ho, 2001; Shen, Zhang, Caldarella, Richardson, &Shatzer, 2009 as cited in Sun & Shek, 2013). Moreover, misbehavior on students also caused problem or difficult situation on teachers. It is supported by Allen (1996) as cited in Walters and Frei (2007) that misbehavior contributes to stress and tiredness on teacher.

There are several studies that reported misbehavior as one of problems in teaching and learning process. According to Hoover and Patton (2005) as cited in Çimen and Çepik-Kiriş (2015), the most experienced teachers have difficulty in finding the best solution to face students' misbehavior. Sun and Shek (2013) who investigated teachers in Hong Kong found TOOT (talk out of turn) as the most

common and unacceptable misbehavior among students. Another study by Zakaria, Reupert, and Sharma (2013) examined Malaysian primary pre-service teachers' perception of students' disruptive behavior and their strategies to prevent and manage such behaviors. Making noises, disturbing peers, and not doing school works were top three misbehaviors reported by some Malaysian primary pre-service teachers.

Moreover, based on the researcher's experiences as a pre-service teacher, she found that misbehaviors occurred in the classroom and she had difficulties in dealing with them when she did teaching practice in the internship program for three years since she was in the first semester. Walking around the classroom and being noisy were the most common misbehaviors done by students. At that time, the researcher's colleagues also have the similar problem in dealing with students' misbehaviors. Each person has different perspective on students' misbehaviors; hence their strategies to handle students' misbehaviors are different as well.

Based on the fact above, the researcher is interested in conducting a research about students' misbehavior. This research would see students' misbehavior according to EED UMY pre-service teachers' perspective and will attempt to find out the strategies that the pre-service teachers used to handle the students' misbehaviors based on their experiences.

Statements of the Problem

Based on the background of the study and the researcher's experience as a pre-service teacher mentioned earlier, the researcher needs to conduct this research because students' misbehavior is a problem faced by the pre-service teachers of EED UMY when they were in the internship program. It is not an easy

task for them, because they are not used to dealing with them. Moreover, the researcher found difficulties in handling students' misbehaviors when she did the internship program. She was stressful, upset, and confused when she had to manage the students who misbehaved in the classroom. The researcher conducted this research to find out how the pre-service teachers' view on misbehaviors done by students and the strategies to manage them based on their experience.

Limitation of the Problems

There are two types of misbehavior; surface behavior and chronic discipline problem (Levin & Nolan, 1996). This research focused on surface behavior, like verbal interruption, off-task behavior, physical movement intended to disturb, and disrespecting to teachers and students. This research intended to reveal the pre-service teachers' understanding about the students' misbehaviors and see how the pre-service teachers of EED UMY handled these students' misbehaviors in the classroom.

Research Question

This research attempted to find two main questions regarding the background of the study:

1. What are the students' misbehaviors faced by the pre-service teachers of EED UMY in the classroom?

2. How do the pre-service teachers of EED UMY handle the students' misbehaviors in the classroom?

The Objectives of the Research

There are two objectives regarding the research questions. In this research, the researcher attempted:

1. To find out the students' misbehaviors faced by the pre-service teachers of EED UMY in the classroom.

2. To know the strategies used by pre-service teachers of EED UMY to manage students' misbehaviors in the classroom.

Significance of the Research

The research has advantages for pre-service teachers, teachers, educational institution, and other researchers. The advantages of this study are:

For pre-service teachers. This research is hoped be used to evaluate and reflect for pre-service teachers to enhance their classroom management skill especially on managing misbehaviors. By knowing the strategies to handle misbehaviors occurred in the classroom, pre-service teachers can learn how to face students' misbehaviors better.

For teachers. This research gives information about misbehavior faced by the pre-service teachers, and it is expected to be an evaluation for teachers in supervising the pre-service teachers. Teachers can give direction to the pre-service teachers to manage students' misbehavior effectively.

For educational institution. Through this research, EEDUMY will know the problems faced by the pre-service teachers in the internship program. EEDUMY will provide or give more lessons to the pre-service teachers about how to face students' misbehavior effectively. Moreover, in the coaching section of the internship program, schools can give material about strategies to handle misbehavior.

For other researchers. If other researchers conduct another research with the same topic, they can use this research as their reference. Moreover, they can

use particular research method to conduct a research about chronic behavior in order to get deeper data. Hopefully, this research is useful for other researchers on conducting their research.

Outline of the Research

This *skripsi* consists of five chapters with different contents. First chapter was about background of the research, statement and limitation of the problem, research question, the objectives of the research, significance of the research, and outline of the research. This chapter gave information about the reason why the researcher is interested in conducting this study. Chapter two was literature review that explained about the literature theory of this study and conceptual framework. This chapter gave information about theories related with the topic which were used as the basic theories of the research. Chapter three provided the methodology that the researcher uses to conduct this study. This chapter showed how the researcher designs and setting of the research, collect the data and analyze the data. Chapter four was findings of this study based on the data that have gathered and discussion. The last chapter was conclusion and recommendation. This chapter consisted of conclusion of this study and recommendation from the researcher.