

Chapter Two

Literature Review

This chapter discussed some important aspects related to the study. First, this chapter explained misbehavior which consists of some definitions and types of misbehavior, and strategies to deal with students' misbehaviors. Second, this chapter presented some definitions of pre-service teacher. Third, the researcher presented several studies related to the study. Finally, this chapter explained the conceptual framework of the research.

Misbehavior

The researcher would explain three parts of misbehavior. The first part is about the definition of misbehavior. The second part would point out the types of misbehavior. The last one is the strategies to face students' misbehaviors in the classroom.

Definition. There are many researchers defining the term of misbehavior. Levin and Nolan (1996) used term 'discipline problem' to mean misbehavior. They defined "discipline problem as behavior that interferes with the teaching act, interferes with the rights of others to learn, psychologically or physically unsafe or destroys property" (Levin & Nolan, 1996, p. 22). According to Burden and Byrd (2003), "misbehavior is any students' behavior that is perceived by teacher to compete with or threaten the academic actions at a particular moment" (p. 278). Doyle as cited in Ormrod (2000) argued that misbehavior has potential to disturb classroom learning and activities. Thus, it can be concluded that misbehavior is inappropriate behavior that disturbs learning and teaching activity.

Types of misbehavior. Burden and Byrd (2003) classified misbehavior into four general categories. First is hyperactivity which has high level of activity and nonaggressive contact. These behaviors are unable to sit still, talk too much, hums and make other noises, overly anxious to please, and awkward and poor general coordination. Second is inattentiveness that has high level of distractibility. Behaviors includes: not staying with games and activities, not completing projects, not following directions, and withdrawing from new people and being shy. Third is 'conduct disorder' that has high level of defiance. For example cannot accept correction, be moody, fight, tease others, and discipline does not change behavior for long. The last is impulsivity that has constant demand for attention. For example reckless and act carelessly, have lots of accidents, and get into things.

Cothran and Kulinna (2007) categorized misbehavior into six types, such as aggressive (fighting), low engagement or irresponsibility (pretends to be sick), fails to follow directions (not pay attention), illegal or harmful (bringing weapons to class), distracts or disturbs others (talking), and poor self management (temper tantrums). Moreover, they also classified items of misbehavior into three severity categories: mild, moderate, and severe behaviors (Cothran & Kulinna, 2007). The result showed that giggling, forming cliques, showing off, cannot sit still, not paying attention, being lazy, always be the first or the best, not following directions, missing or being late for class, late assignments are includes into mild behaviors category. Then, for moderate behavior category consist of: talking, swearing or cursing, arguing, making fun of other students, "smart mouth" toward students, talking back, getting upset when loses or fails, lying, leaving group during activity, sneaking out of class, stealing, and writing on the walls. For the

examples of severe behavior are bullying, fighting, doing sexual harassment, displaying gang symbols, using drug, smoking and bringing weapons to class.

Stephen, Kyriacou, and Tønnessen (2005) examined how pre-service teachers in Norway and England perceive students' misbehavior. They categorized misbehavior into six main headings. First is aggression toward other students (bullying, physical aggression, and using mobile phone during the lesson). Second is delinquent behavior (bringing striking or stabbing weapon into the classroom and using or under the influence of substance abuse). Third is oppositional deviance (persistent breaking of class or school rules, giving aggressive argument to the teacher, being cheeky or rude remarks or replies to the teacher, skipping lesson or truanting from school). Fourth is passive deviance (getting out of seat without permission, being late for school or lesson, talking out of turn). Fifth is anti-social behavior (racist remarks and vandalism). The last is off-task behavior (intentional work avoidance, interrupting other students).

Other researchers, Sun and Shek (2013) examined teachers in Hong Kong about junior secondary school students' misbehavior in classroom and identified the most common, disruptive, and unacceptable student problem behaviors. There were seventeen main categories and six of them were divided into subcategories. These misbehaviors were doing something in private (dealing with personal stuff, doing homework, using electronic device, irrelevant reading, irrelevant drawing), talking out of turn (calling out, making remark, having disruptive conversation), verbal aggression (teasing classmates, attacking classmates, quarreling with classmates, speaking foul language), disrespecting teachers (disobedience/ refusing to carry out instructions, rudeness/ talking back/ arguing with teacher),

non-attentiveness/ daydreaming/ idleness, sleeping, out of seat (changing seat, wandering around the classroom, catching, running away from the classroom), habitual failure in submitting assignment, physical aggression (striking classmates, pushing classmates, destroying things), copying homework, non-verbal communication (via body language, facial expression, papers), clowning, playing, lateness to class, eating/ drinking, have not yet prepared textbook well, and passive engagement in class. Among the misbehaviors reported by teachers, talking out of turn was the most common and disruptive problem behavior and followed by non-attentiveness, daydreaming, and idleness. Then, the most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression.

In addition, Levin and Nolan (1996) divided misbehavior into two types. These types are surface behavior and chronic discipline problem.

Surface behavior. Levin and Nolan (1996) stated that the most common types of misbehavior faced by teacher day-by-day are called as surface behavior. It is because these behaviors are typically not result of personal problem but these are normal developmental behavior of children. These behaviors are verbal interruption, off-task behavior, physical movement intended to disturb, and disrespecting to teachers and students (Levin & Nolan, 1996).

First is verbal interruption that disturbs learning activity verbally, such as talking out of turn, humming, laughing, calling out, and whispering (Levin & Nolan, 1996). Talking out of turn is referred to student activities like chatting themselves on irrelevant topic that potentially disturb learning activities, calling out (includes asking nonsense question without teacher permission), and making

remarks on somebody or something without teacher's permission (Sun & Shek, 2012; 2013). Talking out of turn is also can referred to student call out answers without raising hands (Ding, Y. Li, X. Li, & Kulm as cited in Sun & Shek, 2013). Moreover, according to Sun and Shek (2013), TOOT (talk out of turn) is the most common and unacceptable misbehavior among students.

Second one is off-task behavior. It is an action done by students that do not focus on the instructional activities (Burden & Byrd, 2003). Off-task behavior includes doing irrelevant to the class learning, daydreaming, sleeping, combing hair, not paying attention, playing with something, and doodling (Sun & Shek, 2012; Levin & Nolan, 1996; Burden & Byrd, 2003). In the case of students who are daydreaming, Levin and Nolan (2003) stated that those students do not have discipline problem, they may be motivational problems. Levin and Nolan (2003) also give other examples of motivational problems, such as students who refuse to turn in homework, who are not prepared for class, and who give the teacher "dirty looks".

Third is physical movement intended to disturb. It includes visiting, passing notes, sitting on the desk or on two legs of the chair, changing seats, walking around, and throwing paper (Levin & Nolan, 1996; Sun & Shek, 2012). According to Sun and Shek (2012), "these problem behaviors would become more serious and spread over if without proper teacher control" (p. 5).

The last is disrespecting to teachers and students, such as verbal aggression, teasing, and vulgarity. Disrespecting to teachers also includes disobedience (i.e. refusing instructions) and rudeness (i.e. talking back and arguing teachers) (Sun & Shek, 2013). For the verbal aggression form, Sun and Shek (2013) stated that

verbal aggression is verbal expression which is more aggressive. These behaviors are attacking, quarreling, teasing, and speaking foul language.

Chronic discipline problem. Groundwater-Smith, Ewing, and Le Cornu as cited in Hartono (2011) stated that chronic misbehavior is an inappropriate and or excessive behavior that has potentially threaten the safety and classroom learning environment. Students who have this problem are “often difficult to deal with” (Levin & Nolan, 2003, p. 44) and will keep misbehave although teacher have been applied all the preventive and coping technique (Levin & Nolan, 1996). Levin and Nolan (2003) also stated that “students with chronic discipline problem suffer from low self-esteem and have a low success-to-failure” (p. 48). They disturb the learning and teaching process, interfere with the work of others, challenge teacher authority, often try to persuade others to misbehave on a fairly consistent basis, and sometimes intimidate other students and prevent their peers from engaging in classroom activities (Levin & Nolan, 1996; 2003).

The examples of chronic discipline problem or more serious problem are bullying, fighting, and vandalism (i.e. breaking windows, blocking toilets with toilet paper, scratching teachers’ cars, puncturing teachers’ car tires, and damaging plants and trees). The form of bullying are name calling, taunting, mocking, intimidating other learners, physical abuse (i.e. kicking, hitting, punching and deliberate pushing and shoving), and emotional abuse (i.e. malicious gossip and ganging up to deliberately ostracize victims) (Marais & Meier, 2010).

In this research, the researcher focused on misbehavior in the form of surface behavior. There are two reasons why the researcher only chose surface

behavior. First, pre-service teachers are still the beginner; they might not have more experienced yet. Second, surface behavior is common problem faced by the pre-service teachers, which is easier to be found than the chronic discipline problem. Moreover, chronic behavior needs particular research method like observation to conduct a research.

The strategies to handle common students' misbehavior. When misbehavior occurs, teachers have to stop or get student back on-task. Burden and Byrd (2003) said that intervention is needed when off-task and misbehavior exist. Teachers decide the intervention based on their knowledge of who is misbehaving, what misbehavior is, when misbehavior occurs. They give definition of intervention as teacher's action to stop misbehavior by student and get them back to the learning activities (Burden & Byrd, 2003).

Levin and Nolan (1996) explained how to handle common misbehavior problems that occur in the classroom. They mentioned the decision-making hierarchy of intervention skills belongs to three tiers, such as nonverbal intervention, verbal intervention, and use logical consequences. Nonverbal and verbal interventions are meant to stop the off-task behavior and restore order (Burden & Byrd, 2003).

Nonverbal intervention. The first tier of hierarchy of intervention skills is nonverbal intervention. It consists of four techniques, such as planned ignoring, signal interference, proximity control, and touch control (Levin & Nolan, 1996; 2003).

Planned ignoring. According to Levin and Nolan (1996), "planned ignoring is based on the reinforcement theory that if you ignore a behavior, it

lessens and eventually disappears” (p. 160). This is a technique to reduce behavior that has little interference (e.g. pencil tapping, body movements, book dropping, calling out answer rather than raising hand, daydreaming, whispering, passing a note, and interrupting the teacher) by ignoring that behavior. This method has risk where student will feel that teachers are not aware with the situation in the classroom and they maybe will continue doing misbehavior.

Signal interference. Levin and Nolan (1996) said that this method is talking to a student that her/his behavior is not appropriate without disturbing other students. Teacher can do this method by staring at students and giving signal that her/his behavior is not appropriate (i.e. shaking head to indicate “no”). Make sure the message or signal is clear and do not make students confused. Levin and Nolan (1996) give example of signal interference behavior such as making eye contact to handle the students who are talking to her/ his neighbor, pointing a seat when the student walks around, and holding up an open hand to stop student’s calling out.

Proximity control. The definition of proximity signal is “any movement toward the disruptive student” (Levin and Nolan, 2003, p. 30). This method is used when signal interference doesn’t work. Teachers just walk to the student while still conducting the lesson to get students back on-task. Teachers can combine both signal interference and proximity control to get effective method.

Touch control. Touch control is “a light, nonaggressive physical contact with the student”(Levin & Nolan, 1996, p. 162).This method is to inform student to the appropriate behavior by touching his/her hand or shoulder (e.g. touching student’s shoulder to get back his/ her seat).

Verbal intervention. If nonverbal intervention is not quite successful, teacher can use verbal intervention. Various verbal interventions are described below. There are three major categories (Levin & Nolan, 1996), namely:

Hints. It is verbal attempts to face behavior that indirectly address the behavior itself where it lets student know that he/she behavior is inappropriate (Levin & Nolan, 1996). There are three specific techniques that are classified as hints:

First is adjacent (peer) reinforcement. It gives students a chance to control his/her own behavior without any intervention on the part of the teacher that calls attention to the student or his/her behavior (Levin & Nolan, 1996). Teachers can use this technique when there is a student who misbehaves and at the time the teacher also finds another student who behaves appropriately, then the teacher communicates or commends the appropriate behavior one to the other student. In other word, the teacher communicates the student who misbehaves what is expected (Burden & Byrd, 2003). Levin and Nolan (1996) give the example: Suzanne is calling out the answer without raising her hand first, and then the teacher will say “Suzanne, I really appreciate your raising hand to answer the question.”

Second, calling on the student or Name-Dropping. This technique is to get student’s attention. Teacher can call student’s name and ask his/ her to answer the question. If they can answer the question correctly, give them positive feedback. If they answer incorrectly, repeat the question and ask someone to help or answer the question. It will make students refocus in learning activity.

Third is humor that is used to solve problems and it gives positive relationship between students and teachers. Teachers should be careful that the humor is not sarcastic (Burden & Byrd, 2003).

Question awareness effect. Questions are used by teacher to ask the student whether he/she is aware about his/her behavior and its effect to other people (Levin & Nolan, 1996). There is only one questioning technique and it is called as questioning awareness of effect. Teacher gives question to students whether they are conscious of the impact of their behavior has on others. The form of the question is rhetorical question. For example: "John, are you aware that when you call out answers without raising your hand, it robs other students' chance to answer the question?" (Levin & Nolan, 1996, p. 175).

Requests/ demand. Levin & Nolan (1996) stated that request/demand is the teacher's direct statement toward the misbehavior and teacher wants misbehavior to stop. There are eight techniques of request or demand, namely:

First, sending an "I messages". This technique is to help the disruptive student recognize the negative impact of his behavior on the teacher. There are three parts of "I message":

(1) a simple description of disruptive behavior, (2) a description of its tangible effect on the teacher and/or other students, and (3) a description of the teacher's feeling about the effect of misbehavior. For example, "John, when you call out answers without raising your hand (1), I cannot call on any other student to answer the question (2). This disturbs me because I would like to give everyone a chance to answer the questions (3)." (Levin & Nolan, 1996, p. 175-176).

Second is direct appeal. According to Levin and Nolan (1996), direct appeal is requesting students to stop their misbehavior politely. The example on using direct appeal is 'John, please stop calling out answer so that other student will have a chance to answer'. Burden and Byrd (2003) stated that direct appeal gives students sense of ownership for deciding to get back on task and to do as teacher expected. Levin and Nolan (1996) warned teachers not to use direct appeal if students seem to doubt teacher's ability to take command in charge.

Third is positive phrasing. It is changing negative phrases into positive phrases in order students can get positive outcome. It takes form of "As you as you do X (behave appropriately), you will do Y (a positive outcome)" or "When you do X (behave in appropriate way), then you can do Y (a positive outcome)" (Levin & Nolan, 1996; Burden & Byrd, 2003). For example, "John, you will be called as soon as you raise your hand" (Levin & Nolan, 1996, p. 176).

Fourth is "are not for's". Levin and Nolan (1996) stated that this technique is appropriate to elementary and preschool students when they misuse property or materials. It is also effective in redirecting behavior in a very positive way. For example when student is tapping a pencil on a desk, teacher can say, "Pencils *are not for* tapping on a desk. Pencils are for writing."

Fifth is reminder the rules. This method is used when student's misbehavior occur and help them to get back on-task. Burden and Byrd (2003) give an example: when students push his/her friend off then the teacher might say "Anna, the rule state that students must keep their hands and feet to themselves."

Sixth is Glasser's triplets. It was found by William Glasser with the purpose to direct students to appropriate behavior by asking three questions to the

students who misbehave. These questions are “(1) what are you doing? (2) Is it against the rules? (3) What should you be doing?” (Levin & Nolan, 1996, p. 177). The use of these questions is for classroom which has the rules of classroom and it has been dealt by both teacher and students before. Teacher asks these questions with the expectation that students who misbehave will answer the questions honestly, but not all students answer them honestly. Example of using Glasser’s triplets is when there is a student who is answering questions without raising the hand. Teachers can use Glasser’s triplet questions to the student and if the student chooses either answering dishonestly or not replying at all, teachers can response by saying “No, Boy, you were calling out the answer. That is against our classroom rules. You must raise your hand to answer the question” or “Boy, you were calling out the answer. It is against the rules. You should raise your hand if you want answer the question.”

Seventh is explicit redirection which consists of an order to stop misbehavior and get back to appropriate behavior. The redirect is made in form of teacher command which has advantages like its simplicity, clarity, and closed format (Levin & Nolan, 1996). The example of using explicit redirection is when student are calling out the answer without raise the hand, then teacher can say “Ann, stop calling out the answer and raise your hand if you want to answer the question.”

The last one is Canter’s broke record. It is a strategy that repeats the explicit redirection which is given to misbehavior students who keep arguing. Teachers may repeat the statement two or three times and some teachers add the

phrase “that is not the point” at the beginning of the first and second repetition when the student tries to excuse or defend his/her behavior (Levin & Nolan, 1996).

Logical consequence. If nonverbal and verbal interventions do not work successfully, teachers can use logical consequence. It is an event arranged by the teacher that is directly and logically related to the misbehavior (Dreikurs, Grundwald, & Pepper as cited in Burden & Byrd, 2003). Burden and Byrd (2003) point out the purpose of moderate response or use logical consequence is “to remove desired stimuli to decrease unwanted behavior” (p. 296). According to Burden and Byrd (2003), consequence should be reasonable, respectful, and related to the student behavior. Example of using logical consequences is “You have a choice”. This technique gives students a choice what kind of consequences that deserve for him/her. It makes students responsible with their behavior. Example: “Joe, you have a choice of not bothering students near you or move to the back of the class.” If teachers have applied “You have a choice” but the student keep excusing or misbehaving, then teachers can give the consequence to the student like “John, you bothered your friend next to you; therefore you decided to move to the back of the class. Please move.” In addition, teachers can combine both “broken record” and “You have a choice” when the student begins to argue and tries to sidetrack.

Furthermore, Burden and Byrd (2003) also has similar explanation as explained by Levin and Nolan (1996; 2003) earlier. They explained a three-step response plan is to restore order and get back on task the students who off-task and misbehave. These steps are providing situational assistance, using mild responses, and using moderate responses.

Situational assistance. This step is used when there are students who off-task for short time or pause from instructional/activities like daydreaming, looking out of window, playing with objects (i.e. comb, pencil, and gadget), or taking a short break from the work (Burden & Byrd, 2003). According to Burden and Byrd (2003), the purpose of providing situational assistance is “to help students to cope with the instructional situation and keep the students on task” (p. 284). This step includes:

Remove distracting objects. When teacher sees students bring irrelevant or distracting objects (key, comb, gadget, or magazine), teacher can just walk over to the student and collect the object. Burden and Byrd (2003) suggested that teacher should be kind and firm (no discussion is necessary) to inform the students that the object can be picked up after class and inform the students that they should store such objects in an appropriate place before school.

Provide support with routines. Students may be curious about what will happen during the class period or during the day. “They like to know where, when, why, and with whom they will be at various times” (Burden & Byrd, 2003, p. 289). Teacher can provide or announce and post the daily schedule for the students (i.e. routines for entering and leaving the classroom, distributing classroom papers and materials, and participating in group work), because it is useful for them and it gives the students sense of security and direction as well.

Reinforce appropriate behavior. Reinforce appropriate behavior and adjacent/ peer reinforcement have the same explanation. According to Burden and Byrd (2003), the use of this approach is more usually used in elementary classroom.

Boost student's interest. When students' interest decreases, teacher can help them by expressing interest in the students' work. For example, when a student shows to be off-task as working in a small group, the teacher can walk over and ask how the group is doing or ask about the group's progress. Burden and Byrd (2003) suggested teachers to "take a matter-of-fact, supportive attitude when trying to boost student interest" (p. 290).

Provide cues. According to Burden and Byrd (2003), "cues are signal that it is time for a selected behavior" (p. 290). Cues like 'close the door at the start of class' or 'a bell sound to signal time to finish small-group work' are used for ask students to do something. To use cues technique, teachers should choose an appropriate cue and explain its use to the students; teachers also have to use the same cues consistently (Burden & Byrd, 2003).

Help students overcome hurdles. If there is a student who has difficulty with a specific task, teachers can help the student to deal with the problem to keep the student keep on task. "Hurdle helping may consist of encouraging words from you, an offer to assist with a specific task, or making available additional materials or equipment" (Burden & Byrd, 2003, p. 291). For example, a student who is drawing has difficulty to draw straight line, then the teacher help the student by handing the ruler.

Redirect the behavior. Redirect means that teachers lead students who misbehave to back to an appropriate behavior. Teachers can use 'redirect the behavior' when students are losing interest or being off-task. Burden and Byrd (2003) explained that teachers can "ask them to answer a question, to do a problem, or to read as a means of drawing them back into the lesson" (p. 291).

Alter the lesson. Sometimes the lesson given by teachers is unsuccessful or not run as well as teachers' wish, and students show not interest in the lesson. To handle those problems, teachers can change the activity with the more interesting activities such as game, small-group discussion, or other activities that require their participation. It can gain students' interest in the lesson.

Provide non-punitive time-out. "A time-out is a period of time that the student is away from the instructional situation to calm down and recognize his or her thoughts" (Burden & Byrd, 2003, p. 291). This activity is to refresh students' mind that become frustrated, agitated, or fatigued. For example, teachers can ask students to run an errand, go get a drink, massage shoulders' student next to him or her, or do other tasks that are not related to the instructional activity.

Modify the classroom environment. The classroom environment like the arrangement of desks, chairs, tables, or other items may contribute to off-task behavior. Teachers can rearrange or modify the classroom to create the efficient pattern of the classroom by examining the disturbance and identify the element.

Mild responses. If students keep misbehaving even after teachers give the situational assistance, teachers should use mild responses. "Mild responses are non-punitive ways to deal with misbehavior while provide guidance for appropriate behavior" (Burden & Byrd, 2003, p. 292). Mild responses include nonverbal and verbal responses.

Nonverbal responses. Nonverbal responses are used to get students back on-task. These responses are planned ignoring, signal interference, proximity control, and touch control. Nonverbal responses have the same explanation as explained by Levin and Nolan (1996).

Verbal responses. The purpose of verbal responses is to get the students who misbehave get back on-task with limited disruption and intervention. These responses are call on the student during the lesson, use humor, send an I-message, use positive phrasing, remind students of the rules, give students choices, ask “What should you be doing?”, and give a verbal reprimand. Six of verbal responses are the same as Levin and Nolan (1996) explanation as explained earlier.

Moderate responses. If students keep misbehaving although teachers have applied both situational assistance and mild responses, teachers should apply moderate responses. Moderate responses are used to “remove desired stimuli to decrease unwanted behavior” (Burden & Byrd, 2003, p. 284). The form of moderate responses is logical consequence that include withdraw privileges, change the seat assignment, have the student write reflections on the problem, place the student in a time-out, hold the student for detention, contact the parents, and have the student visit the principal.

Withdraw privileges. If students misbehave related to the type of privilege offered (i.e. a trip to the library, use of computer, use of special equipments or games, or other valued), logical consequence would be to withdraw the privilege. Burden and Byrd (2003) give the example: “if a student mishandles some special equipment, then the student would lose the privilege of using the equipment”(p. 298).

Change the seat assignment. Another form of moderate responses is changing the seat assignment. This logical consequence is applied to students who talk, poke, or interact with other students in nearby seats. Teachers can relocate

student's seat, if inappropriate interaction or irrelevant chatting occurs. It may decrease misbehavior among the students.

Have the student write reflection on the problem. The form of this logical consequence is reflection of the problem. According to Burden and Byrd (2003), the written reflection includes some questions such as:

What is the problem? What did you do to create the problem? What should happen to me? What should I do next time to avoid problem? Other questions to describe the rule that was broken, why the student choose to misbehave, who was bothered by the misbehavior, what more appropriate behavior could be chosen next time, and what should happen to the student the next time the misbehavior occurs. (p. 299).

Place the student in a time-out. When students interfere with the lesson like talking or disrupting the class, teacher can take time-out. Time-out means exclude students who misbehave from the group. Teachers can provide an area as time-out area, such as a chair or a desk in a corner. Burden and Byrd (2003) stated that "as general rule, time-out should no longer than 10 minutes" (p. 299).

Hold the student for detention. Burden and Byrd (2003) explained that detention means "detaining or holding back students when they normally would be free to go or do other things" (p. 300). This logical consequence is for student behaviors that waste class time. Teachers may ask students to work on the social studies paper or do other tasks that are not completed during lesson because of misbehavior. Burden and Byrd (2003) gave do's to use detention, such as:

Make sure the student understands the reasons for the detention. It should logically fit the offense, and the time should not be excessive. Twenty to

thirty minutes after school would be reasonable. Confer with the student and work out a plan to help the student avoid detention in the future and to move toward self-control (p. 300).

Contact the parents. If teachers have done all efforts to stop the misbehavior but the students keep misbehaving or showing a pattern of repeated misbehavior, teachers can contact the parents by sending a letter or calling them to inform them about the problem and ask for their involvement. If the problem is more serious, then teachers can make a conference with the parents.

Have the student visit the principal. If a student gets more serious misbehavior such as fighting, teachers may send the student to the principal. Burden and Byrd (2003) stated that “the principal may talk with the student in an effort to use his or her legitimate authority to influence the student to behave properly” (p. 300).

Based on the strategies to handle misbehavior that have been mentioned above, it can be concluded that to handle students’ misbehavior, it depends on the student misbehavior’s degrees that occur in the classroom. Teacher needs to know first about who is misbehaving, what the misbehavior is, and when the misbehaviors occur, and then they can decide the right strategy to be applied.

Pre-service Teachers

In this research, the researcher used the term “pre-service teacher”. According to Australian Institute for Teaching and School Leadership (AITSL) (n.d.), pre-service teachers are students of higher education institution and they are in primary teacher education programs. The term of “pre-service teacher” is commonly used in teacher education program. In many institutions, it is the

official and common term refers to all education students. Moreover, “pupil teacher” is used to refer to a senior pupil who acted as a teacher of younger children (Craft as cited in Abas, 2015).

Then, English Education Department is the department which produces English educator candidates. The students of EED learn courses related to education to prepare to be future educator. Irawati as cited in Riyani (2015) stated that “pre-service English teacher is English department students who are prepared to be a professional teacher in the future” (p. 23).

In conclusion, pre-service teachers are college students of education department who study about education and will be future educator. They study the subjects related to education as the requirement to be professional teachers, like teaching and learning, pedagogical, material training, professional and social training.

The Internship Program at EED UMY

English Education Department of UMY is a department that produces English teacher’s candidates. The pre-service teachers are given not only about the theory, but also practice in the real situation. Theory is about pedagogy. It is given in the lectures activity, while the practice is conducted in schools. Hence, EED UMY uses the term “internship” to mean “practicum program”. It is one of courses that must be taken by the pre-service teachers as the requirement to graduate from the faculty of education. Moreover, the internship program is conducted from the first to the sixth semester.

Objectives and significances. Based on the internship guide book (2015), the objectives of the internship program at EED UMY are: first is to create

pedagogical competence, professional competence, Islamic character competence, social competence, and technology competence; second is to train the teaching skill of the pre-service teacher in the real situation (i.e. schools); and the last one is to give experience for the pre-service teachers about the tasks of teacher.

Through the internship program, the pre-service teachers will get the significances of the internship program, such as: first, the pre-service teachers have teaching experiences in the real situation; second, the pre-service teachers will know the tasks of teacher; third, the pre-service teachers will know the things related to school.

Activities in the internship program. Based on the internship guidebook (2015), there are four activities in the internship program, such as preparation, coaching, implementation, and evaluation of the internship program.

Preparation. The internship preparation activity will be conducted on August to October each year. This activity is under coordination of EED UMY laboratory coordinator. The internship preparation includes socialization of the program, registration, permission to conduct the internship program from school, coordination with school, and coordination with teachers of school as the supervisor.

Coaching. The purpose of coaching is to prepare the pre-service teachers before conducting the teaching practice. This activity is conducted on September to December. Teachers from each school will supervise the pre-service teachers in the coaching activity that will be supervised by the lecturer as well. The schedule of coaching is presented as table below:

Table 1 <i>Coaching schedule</i>				
Meeting	Time	Topic	Output	Conducted by
1	90 minutes	English teaching program, Curriculum used by school, and Students' characteristic at school.		Teacher
2	90 minutes	Planning of the practicum program and lesson plan	Time table for the practicum program; lesson plan	Teacher
3	90 minutes	Coaching for lesson plan	Lesson plan	Teacher
4	90 minutes	Coaching for lesson plan	Lesson plan	Teacher and lecturer
5	90 minutes	Submission of the lesson plan	Lesson plan	Teacher
6	90 minutes	Coaching for teaching material	Teaching material	Teacher
7	90 minutes	Coaching for teaching material	Teaching material	Teacher and lecturer
8	90 minutes	Submission of the teaching material	Teaching material	Teacher
		Submission of the score		Teacher

In the end of the coaching program, teacher as the supervisor will give the pre-service teachers' score as the final practicum score of the odd semester. The scoring elements include participation (20 %), lesson plan (40 %), and teaching material (40 %).

Implementation. There are eight steps of the implementation of the internship program, such as the handover of the interns, observation, teaching practice, peer assessment, monitoring, the return of the interns, write the final report, and scoring.

The handover of the interns. In the end of the coaching program, the handover of the pre-service teachers will be given by the lecturer to schools which have been selected by the laboratory coordinator of EED UMY. In this stage, there is handover of the pre-service teachers to the headmaster officially. After the pre-service teachers have been received as a part of the school, they have to obey the school's rules.

Observation. Observation will be conducted twice a semester by the pre-service teachers before they start the teaching practice. There are two kinds of observation, such as school environment observation and observation of learning and teaching activity at school.

First is school environment observation that will be held on the first week and it is around one week the pre-service teachers will get information about the school. The purpose of this observation is to give the pre-service teachers orientation to know about the school environment. Through this activity, the pre-service teachers are expected to know about the school environment, school administration and organization, students' background, and activities of extra and intra curricular at school.

Second is observation of learning and teaching activity at school. It will be done before the pre-service teachers start the teaching practice. The purpose of this activity is to give the pre-service teachers an example about how to teach

properly by observing the teacher while he or she is teaching. It is expected that the pre-service teachers can observe the teaching and learning process, it includes students' characteristic, teaching method used by the teacher, interaction between teacher and students, and interaction among students. After the pre-service teachers have conducted the observation, they have to write the result of the observation. It is one of documents for the final report.

Teaching practice. Teaching practicum will be conducted on the beginning to the end of the even semester. It starts around January or depends on school's academic calendar. The pre-service teachers should conduct the teaching practice at least three times in one semester.

Peer assessment. The pre-service teachers should assess each other. They should attend the teaching practicum of their colleagues to give assessment. The pre-service teacher who observes others has to fill the feedback form as the individual task.

Monitoring. The monitoring is conducted by the lecturer (DPL). The lecturer has to monitor the pre-service teachers at least twice a semester. In addition, he or she is responsible to check the progress of the pre-service teachers. It is done by seeing their teaching activity in the classroom. Besides, the lecturer has to reconfirm the information by asking the supervisor at schools. On the other hands, the lecturer will know the real situation that is faced by the pre-service teachers. Hence, it can be used to evaluate the pre-service teachers' capability in teaching students.

The return of the interns. This activity is conducted when the practicum is completed. The lecturer can return the pre-service teachers if they have done the

practicum, have taught at least three times, have done all the task given by the teacher, the pre-service teachers do not have obligations with school, have coordinated with both school and the lecturer. The time of the return of the pre-service teachers depends on the agreement of both school and DPL.

Write the final report. The pre-service teachers have to make a final report individually. The report is written in narration form (1000 – 1500 words) and in Indonesian language. The report is given to lecturer at least 1 week after the teaching practice is done. Contents of the final report are description of the classroom, description of the practicum implementation, and discussion. First is description of the classroom. The pre-service teachers should describe class that is taught by them. The description also includes number of teaching and the material that he or she has taught. Second is description of the practicum implementation. It is about description of the teaching process. The pre-service teachers should describe the most successful teaching method used by them, the activities during teach students, and what makes the teaching and learning process run well. Third is discussion. It is about analysis of practicum activities that the pre-service teachers did in this semester. It includes whether the practicum runs well or not and the obstacles faced by the pre-service teachers. In addition, the pre-service teachers should attach some documents, such as RPP/ lesson plan, attendant list of teaching and observation, colleagues' assessment, and feedback of observation.

Scoring. The scoring system of practicum is transparent, sustainable, organized, and comprehensive. The table bellow shows the component on scoring:

Table 2 <i>The component on scoring</i>		
Component	Percentage	Assessor
1. Teaching ability (hard skills: teaching material mastery, delivery of the teaching material, and classroom management; soft skills: time management, individual responsibility, and team work).	60 %	Lecturer
2. Peer assessment	20 %	Pre-service teacher and lecturer
3. Final report and the result of observation.	20 %	Lecturer

Evaluation of the internship program. The last activity of the internship program is evaluation. The evaluation of the internship program is conducted at the end of semester. Schedule of evaluation is made and controlled by EED UMY and school. Moreover, evaluation is conducted by EED UMY and is coordinated with the school.

Conceptual Framework

This section discussed the related concepts which are summarized from theoretical framework. Misbehavior will occur if teacher lack of control students' behavior or they might be unprepared. There are two types of misbehavior have mentioned by Levin and Nolan (1996) earlier. These types of misbehavior are surface behavior and chronic discipline problem. However, in this study, the researcher would find out the surface behavior done by students based on the-pre-service teachers' experience.

There are several strategies to face misbehavior. Levin and Nolan (1996) explained how to manage common misbehavior problems in the classroom. They

mention three methods, such as nonverbal intervention, verbal intervention, and use logical consequences. Moreover, Burden and Byrd (2003) also explained a three-step response plan, such as provide situational assistance, mild responses, and moderate responses. The researcher also wants to know the strategies are used by the pre-service teachers in handle students' misbehaviors. Finally, the framework present in flowchart as follow.

Figure 1. Conceptual Framework

