

## Chapter Four

### Finding and Discussion

This chapter presents the result of this study. The researcher reposts the finding and then the researcher connects it with the theory. This chapter contains the finding and the discussion of this study.

#### Findings

The finding of this study reported the data from the interview. There are two major findings revealed from this research based on the research questions. First is about misbehaviors faced by the pre-service teachers. The second part of this finding reports strategies used by the pre-service teachers to handle the students' misbehavior.

**Students' misbehaviors faced by the pre-service teachers.** Based on the data, the pre-service teachers faced different surface behaviors. Table 3 shows the summary of the students' misbehavior faced by six participants. The findings are classified into four types of surface behavior. As shown in Table 3, misbehaviors faced by the participants are verbal interruption (talking out of turn and making other noises), off-task behavior (doing irrelevant activity/doing something in private, sleeping, and not paying attention), physical movement intended to disturb (cannot sit still/out of sit and throwing paper), and disrespecting to teacher and students (verbal aggression, rudeness, and refusing instruction).

Types of misbehavior	Misbehavior		Number of participants (6)
	Category	Subcategory	
Verbal interruption	Talking out of turn	Chatting	6
		Calling out/shouting	3
	Making other noises	Tapping desk and singing	1
	Giving irrelevant/funny answer		1
Off-task behavior	Doing irrelevant activity/ doing something in private	Playing gadget/hand phone	4
		Doing homework for other subject	1
		Playing with something	1
	Sleeping		3
	Not paying attention		4
Physical movement intended to disturb	Cannot sit still/ out of seat	Changing seat	3
		Walking/running around	2
		Sitting on the desk	2
		Walk out of classroom	3
	Throwing paper		1
Crossed leg during the lesson		1	
Disrespecting to teacher and students	Verbal aggression	Teasing other students	2
		Teasing teacher	1
		Speaking foul language	1
	Rudeness	Throwing bread over teacher	1
		Throwing small pieces paper over teacher	1
		Underestimating the pre-service teacher's skill	1
	Disobedience	Refusing instruction	3
		Copying assignment	2
Teasing the pre-service teacher (flirting)		1	

**Verbal interruption.** All the participants reported verbal interruption as a common misbehavior occurring among students when they did the internship program. The forms of verbal interruption reported by the participants are talking

out of turn (includes chatting and calling out/shouting), giving irrelevant/funny answer, and making other noises.

*Talking out of turn.* Based on the interview data gained, the participants reported misbehavior done by students are chatting and calling out. These misbehaviors include in talk out of turn. First is chatting during the lesson. It is reported by all of the participants. As reported by Participant 4, she said “that makes noisy in classroom is chatting with friend ...” (P.4.3). Moreover, there was a participant who pointed out that chatting or makes conversation with friend disturb other students. She said “...and there is student who makes conversation with his/her friend. Sometimes it disturbs concentration of others, something like that” (P.3.3). Second form of talking out of turn is calling out. It is reported by three out of six participants. Participant 2 said that calling out done by students makes noisy in classroom. He said “the form of being noisy was calling out or shouting. They were calling out, it was for children. I mean it is for elementary school students. They were calling out, being noisy, and chatting with their friends...” (P.2.6).

*Giving irrelevant/funny answer.* One out of six participants reported another misbehavior done by students. Participant 5 said that when he taught in vocational high school, students like to give funny answer. He also gave an example: when he asked about students’ name, the students did not give their real name, as Participant 5 said,

For example when I asked ‘what is your name?’ she answered ‘Angel, just call me Angel’ yeah something like that. Actually, they thought that it was just like prank, yeah just for fun. But we are not in fun life right now; we

are in classroom, right? So far I did not have problem with their ‘jokes’.

Something that funny for them in classroom was fine for me (P.5.6).

*Making other noises.* Another misbehavior done by students is making other noises like singing and tapping the desk. However, it includes in verbal interruption. When Participant 4 was asked to mention misbehaviors occur in the internship program, she reported that there is a student who was tapping on the desk and singing during the lesson. Participant 4 said “when I did the internship in senior high school, there was a student who was tapping on the desk and singing” (P.4.16).

*Off-task behavior.* The second misbehavior that was found based on the interview result is students being off-task. This misbehavior includes doing irrelevant activity or doing something in private, sleeping, and not paying attention.

*Doing irrelevant activity or doing something in private.* The participants reported that students do irrelevant activity or do something in private during the lesson like playing gadget/ hand phone, doing homework, and playing with objects. First is playing gadget/ hand phone. It is reported by four out of six participants. As mentioned by Participant 3 and Participant 6, they said “there were students who were busy with their gadget” (P.3.4); “yes, I have experience of dealing with students’ misbehavior, for example, when I was explaining the material, the students were chatting or playing hand phone” (P.6.2). Other irrelevant activities or doing something in private done by students are doing homework and playing with something. As Participant 4 reported, she said “and also there was a student who was doing homework in the classroom” (P.4.7);

“busy with themselves, like doing something... they’re playing something on their desk instead of paying attention on me” (P.4.23).

*Sleeping.* Sleeping is the next off-task behavior among students. There are three out of six participants reported sleeping as misbehavior done by students. When the researcher asked Participant 6 to confirm her explanation, she said “oh yes, it (sleeping) also includes in misbehavior. He/she was sleeping when I am explaining the material” (P.6.10). Similar to Participant 6, Participant 3 also reported that there were students who were sleeping during the lesson and it was done by male students. She said “there were some students, I mean male students in senior high school were frequently sleeping in the back row of the classroom” (P.3.1).

*Not paying attention.* The form of not paying attention is students do not listen to the teacher’s explanation. Four out of six participants mentioned not paying attention as misbehavior done by students. As mentioned by Participant 1, she said “there were students who do not want to listen to the teacher, and so on” (P.1.11). Another form of not paying attention is students joke themselves during the lesson. As mentioned by Participant 4 that there were students who joked in the lesson.

*Physical movement intended to disturb.* There are two forms of physical movement intended to disturb reported by the participants, such as cannot sit still or out of seat (including changing seat, walking/ running around, sitting on the desk, and walking out of classroom) and throwing paper.

*Cannot sit still/ out of seat.* There are four forms of cannot sit still or out of seat reported by the participants. These misbehaviors are changing seat,

walking or running around, sitting on the desk, and walking out of classroom. First is changing seat that was reported by three out of six participants and second is walking or running out that was reported by two out of six participants. For the first and the second form are almost same which is students were walking around and then they sat on other's chair. As mentioned by Participant 1, she said "students liked to walk around and it disturbed their friends. Then they sat on chair's friend and then they were chatting...yeah mostly like that" (P.1.16). Moreover, there are two out of six participants mentioned that students who cannot sit still have particular reason and the participants understood it. As mentioned by Participant 1 and Participant 4, "...actually the student is smart, he is hyperactive. So, he cannot sit in one place. He has to learn freely" (P.1.27); "for example in elementary school, students of elementary school commonly like to playing, so they like to moving around" (P.4.1).

Another form of cannot sit still is sitting on the desk. When the researcher asked about misbehavior that was found in the internship program, there were two out of six participants mentioned that there were students who sat on the desk during the lesson. Participant 1 said "...and then moving around or changing seat, and sitting on the desk, something like that" (P.1.10). In line with Participant 1, Participant 5 also mentioned it as the form of misbehavior. He said "maybe the form of misbehaviors are just like being noisy, ..., or sitting on the desk or yeah like that" (P.5.4). The last is students walk out of classroom during the lesson. There were three out of six participants reported that students get out of classroom with or without the pre-service teacher's permission. Sometimes students come back to the class for a long time or back in the end of the lesson. As reported by

Participant 6, “when I was explaining the material, there was a student who got out of classroom and he came back in classroom when the class almost end” (P.6.14).

*Throwing paper.* Another form of physical movement is throwing paper. There is one out of six reported that students were throwing paper during the lesson. Throwing paper might belong to physical movement intended to disturb, but there was a participant see it as disrespect to teacher. As Participant 6, she said “for me, it might was a fatal misbehavior. They were disrespecting to their teacher” (P.6.12).

*Crossed legs during the lesson.* There is another behavior done by students that reported by Participant 5 as inappropriate behavior. This behavior is students crossed their legs during the lesson. Participant 5 said “I taught in *Tata Busana* class where all students were female. Misbehaviors done by the students were just like being noisy, ... , and there were students who crossed their legs ...” (P.5.3). It becomes a problem because all students taught by the participant are female students. They are vocational high school students in which most of them are female.

*Disrespecting to teacher and students.* The participants reported some misbehaviors that belong to disrespecting to teacher and other student, such as verbal aggression (teasing other student and teacher, and speaking foul language), rudeness (throwing bread and small piece of paper over teacher, and underestimate the pre-service teacher’s skill), disobedience (refusing instruction and copying assignment), and teasing the pre-service teacher (flirting)

*Verbal aggression.* The first form of disrespecting to teacher and students is verbal aggression. Verbal aggression mentioned by the participants are speaking foul language, and teasing other student and teacher. One of verbal aggression form reported by the participant is student speaks foul language in the classroom. It was reported by Participant 3, she said “yes, there is! Student also speaks foul language, something like that” (P.3.5). She said that it was something that inappropriate to be listened.

Another form of verbal aggression is teasing other students and teacher. Teasing other students and teacher is reported by two out of six participants. One out of forms of teasing other students is calling with father’s name. As reported by Participant 1, she said “and then student teased his friend, called with father’s name. They teased their friend by calling friend’s name with his father’s name” (P.1.3). In addition, Participant 1 mentioned that students teased the participant. It was like teasing physically. She said “commonly, the form of teasing done by students was teasing physically. Maybe my body was smaller than theirs, so they teased me physically...yeah something like that” (P.1.13).

*Rudeness.* There are three forms of rudeness done by students. Those misbehaviors are throwing bread, throwing small pieces of paper, and underestimate the pre-service teacher’s skill. First, throwing bread and small pieces of paper that was reported by Participant 2. When he taught elementary school’s students, one of students threw the bread over him. He said “... I do not know why suddenly the student threw the bread over me. Even did not hit me, but yeah...I think that there was naughty student who dare to do that” (P.2.4). Next is underestimate teacher’s skill that was reported by one out of six participants. As



reported by Participant 1, she said “underestimate means...yeah I know that we taught just for the internship program, and students thought that we...what is it? I mean like we cannot do anything, something like that” (P.1.12).

*Disobedience.* There are two form of disobedience reported by the participants. First is refusing instruction. There were three out of six participants reported it. Refusing teacher’s instruction means that students ignore what pre-service teacher asks for. As mentioned by Participant 6, there was a student who did not do the assignment when she gave assignment to students. She said “student did not do the assignment, and said that he/she forgot” (P.6.15). Similar to Participant 6, Participant 5 also reported that there was a student who did not want to do assignment. Student refused to do what the pre-service teacher asked for. Participant 5 said,

When the student was asked to do assignment in the front of class...and she said ‘No, I do not want to’. When I asked, ‘why don’t you do that?’ and she answered ‘I do not want to, it is difficult’. I thought that student must be impossible to behave like that to the homerun teacher and maybe because of we are only the pre-service teacher so student can do that. In fact, it was the same as the homerun teacher received (P.5.7).

Second is copying assignment. There are two out of six participants mentioned that copying other students’ assignment as misbehavior. Copying others’ assignment means students take other students’ assignment to do the assignment given by the pre-service teacher. It also can disturb other students, as reported by Participant 1.

When I asked students to write an essay for example, there were students who took another student's assignment. Because they were too lazy or what, I do not know why they did it. So, they did the assignment by copying their friend's assignment. It made other students who did the assignment seriously be disturbed, something like that (P.1.15).

*Teasing the pre-service teacher (flirting).* In this context, teasing means that students attracted the pre-service teacher. It was reported by one out of six participants. Participant 5 said that a student who teases their teacher was inappropriate behavior. As he reported, "you know how's vocational high school's students are. I mean they wore tight clothes and they flirted me...something like that. It is inappropriate when they do that in front of their teacher, isn't it?" (P.5.12).

**Motivational problem.** Besides those surface behaviors, the participants also reported other problem that occurs in the classroom. It is called as 'motivational problem'. The forms of motivational problem mentioned by the participant were being pessimistic and passive engagement in class. These problems were not misbehavior form (Levin & Nolan, 1996) and reported by one out of six participants. Participant 1 said that when she taught in elementary school, students were being pessimist in classroom. She said "in elementary school was not too extreme. Mostly students were shy, pessimist, and uncomfortable with their skills" (P.1.1). Moreover, she also mentioned that there were students who were passive in class activities. She said "there were students who did not want...what? They did not want to involved in class activities or they were passive in the lesson" (P.1.5).

To sum up, all findings have been explained in detail. The participants of this study found many kinds of misbehavior during in the internship program. These misbehaviors were categorized into four forms of surface behavior, namely verbal interruption, off-task behavior, physical movement intended to disturb, and disrespect to teachers and students. Moreover, the researcher found motivational problem and it was added as recurring problem in this study.

**The strategies used by the pre-service teachers to handle students' misbehavior.** There were misbehaviors faced by the pre-service teachers when they conducted the internship program. Thus, the pre-service teachers have to know how to handle those students' misbehavior that occurred in the classroom. Then, this study pointed out some strategies reported by the participants. There were eight categories of strategies used by the participants to handle students' misbehavior, such as non-verbal intervention, verbal intervention, verbal and non-verbal intervention, non-verbal and verbal intervention, situational assistance, verbal intervention and situational assistance, and moderate response. Moreover there were other strategies used by the participants that were not included in those strategies. The strategies for each of misbehaviors used by the participants have been summarized and shown in Table 4 as follow.

Misbehavior			Strategies							
Types of misbehavior	Category	Sub-category	Non verbal intervention	Verbal intervention	Verbal & non-verbal intervention	Non-verbal & verbal intervention	Situational Assistance	Verbal intervention & Situational Assistance	Moderate response	Other strategies
Verbal interruption	Talking out of turn	Chatting	√	√		√			√	√
		Calling out/shouting	√							√
	Making other noisy	Tapping desk and singing				√	√			
	Giving irrelevant/funny answer			√						
Off-task behavior	Doing irrelevant activity/ doing something in private	Playing gadget/hand phone		√		√	√	√		√
		Doing homework on other subject		√						√
		Playing with something				√				
	Sleeping			√	√					√
	Not paying attention		√	√						

Misbehavior			Strategies							
Types of misbehavior	Category	Sub-category	on verbal intervention	Verbal intervention	Verbal & non-verbal intervention	Non-verbal & verbal intervention	Situational Assistance	Verbal intervention & Situational Assistance	Moderate response	Other strategies
Physical movement intended to disturb	Cannot sit still/ out of seat	Changing seat	√			√				
		Walking/ running around	√				√			
		Sitting on the desk		√						
		Walk out of classroom	√	√						√
	Throwing paper			√						
	Crossed leg during the lesson			√						
Disrespecting teacher and students	Verbal aggression	Teasing other students		√						
		Teasing teacher	√							
		Speaking foul language		√						
	Rudeness	Throwing bread over teacher	√							
		Throwing small pieces paper over teacher	√							
		Underestimate teacher's skill	√							

Misbehavior			Strategies							
Types of misbehavior	Category	Sub-category	Non verbal intervention	Verbal intervention	Verbal & non-verbal intervention	Non-verbal & verbal intervention	Situational Assistance	Verbal intervention & Situational Assistance	Moderate response	Other strategies
	Disobedience	Refusing instruction		√					√	√
		Copying assignment		√						
	Teasing the pre-service teacher (flirting)		√							
Motivational problems		Being pessimist								√
		Passive engagement in class					√			√

**Non-verbal intervention.** As shown in Table 4, the participants pointed out some misbehaviors and it applied non-verbal intervention to deal with. These misbehaviors are chatting, calling out/ shouting, not paying attention, changing seat, walking or running around, teasing teacher, throwing bread and small pieces of paper over teacher, underestimate teacher's skill, walking out of classroom, and teasing the pre-service teacher (flirting). Moreover, the participants also mentioned some kinds of non-verbal intervention that the participants used to deal with those misbehaviors, such as planned ignoring and proximity control. It is shown in Table 5 as follow.

Table 5 <i>Non-verbal intervention strategies applied by the pre-service teachers</i>		
Misbehavior	Non-verbal intervention strategies	
	Planned Ignoring	Proximity Control
Changing seat/ running around/ cannot sit still	√	
Chatting	√	
Calling out/ shouting	√	√
Not paying attention	√	
Teasing teacher	√	
Throwing bread and small pieces of paper over teacher	√	
Underestimate teacher's skill	√	
Walking out of classroom	√	
Teasing the pre-service teacher (flirting)	√	

*Planned ignoring.* As shown Table 5, the participants applied planned ignoring for students who misbehave like changing seat or running around, chatting, calling out/shouting, not paying attention teasing teacher, throwing bread and small pieces of paper over teacher, underestimate teacher's skill, walking out of classroom, and teasing the pre-service teacher (flirting). Planned ignoring means that the participants know that students misbehave but they ignore them. The participants ignore students and wait for them to be bored because there is no response from the participants and students will stop misbehaving. There are four out of six participants who used this strategy to stop misbehavior. As the Participant 2 did, he ignored students who were chatting and calling out with the expectation students will stop misbehaving themselves, "I just ignored them. For not long time, they will get tired and stop calling and calling out" (P.2.16).

*Proximity control.* There was only one participant who applied proximity control. Participant 3 applied proximity control to face students who were calling

out in classroom. She stood near students who misbehave, as she said when she was interviewed:

When I conducted the internship program, I was not alone in classroom. I mean I taught with my friends, in group. So, I stood near students who misbehave. So, students who being noisy like calling out had to monitor. So, there was one person who stood near students and monitored them (P.3.7).

**Verbal intervention.** There were many participants applied verbal intervention to stop students' misbehavior. This strategy is used by the participants to stop misbehavior orally. The kinds of verbal intervention used by the participants were direct appeal, calling student's name or name-dropping, explicit redirection, are not for s', and humor. Verbal intervention strategies used by the participants have been summarized in Table 6 as follow.



Misbehavior	Verbal intervention strategies					
	Direct appeal	Calling student's name or name-dropping	Explicit redirection	Are not for's	Humor	Calling student's name & direct appeal
Chatting	√	√				√
Playing gadget/ hand phone	√					
Sleeping						√
Sitting on the desk	√			√		
Teasing other students	√					
Copying assignment			√			
Speaking foul language	√					
Doing homework	√					
Refusing/ not follow the instruction	√					
Not paying attention		√				
Crossed legs during the lesson			√			
Giving irrelevant/funny answer					√	
Throwing paper			√			
Walk out of classroom			√			

*Direct appeal.* Direct appeal means that pre-service teacher reprimand students to stop misbehaving. This strategy was applied by five out of six participants. As shown in Table 6, direct appeal was used by the participants to face students' misbehavior like chatting, playing gadget/hand phone, sitting on the desk, teasing other students, speaking foul language, doing homework, and refusing or not follow instruction. As example given by Participant 3 who face student that speak foul language, "don't be like that, it's inappropriate" (P.3.9).

*Calling student's name or name-dropping.* The participants used name-dropping to gain students' attention and to get students back to the lesson. Based on the interview data, the participants applied this strategy for students who were

chatting and not paying attention. There were three out of six participants who used ‘calling student’s name’. Commonly, the participant called students’ name and gave them a question or asked them to do something. As Participant 4 said, “if student were chatting with his/her friend, I called him/her and gave question in order to focus on the lesson” (P.4.23).

*Explicit redirection.* This strategy is used to stop misbehavior and ask student to back to appropriate behavior. Four out of six participants applied explicit redirection to handle students. Copying assignment, crossed legs during the lesson, throwing paper, and walk out of classroom were misbehaviors that applied explicit redirection to deal with. Participant 1 used explicit redirection to face a student who was copying another student’s assignment; she gave example “don’t copying your friend’s assignment. If you don’t know, you can ask me” (P.1.34).

*“Are not for’s”.* There was one out of six participants who applied “are not for’s”. This strategy means that stop students who misbehave by telling to the students that something *is not for* do something. Participant 5 used this strategy to stop a student who was sitting on the desk. He said “strategy for sitting on the desk...just reprimand like ‘desks are not for sitting, but the chairs” (P.5.15).

*Humor.* Another verbal intervention used by the participants is humor. There was only one participant applied this strategy. Participant 5 used humor to handle a student who gave funny answer. As he said,

For example, I asked them to write ‘write down your name and class’s name’, and then student said ‘phone number?’...then I answered ‘yeah phone number, facebook, and twitter’...yeah something like that. The

class will melt down and be more noisy, but automatically they felt relax. I mean...I am not a straight person or yeah I just take it easy. So, I faced students' misbehavior with their jokes (P.5. 8).

*Calling student's name and direct appeal.* To be an effective strategy, the participants also combined different strategies of verbal intervention. As the interview data gained, there were two out of six participants who combined both calling student's name and direct appeal. Based on the interview reported by the participants, this strategy was used for students who were chatting and sleeping. Participant 6 gave an example to applied this strategies, "hey, Lestari. Don't sleeping" or "hey, Lestari. Stop chatting" (P.6.9). "Hey, **Lestari** ..." means that the participant called name of a student who misbehaved (call student's name) and "don't sleeping" or "stop chatting" means that the participant asked the student to stop misbehaving (direct appeal).

*Verbal and non-verbal intervention.* There is another strategy used by the participant. They combined both verbal and non-verbal intervention to handle students who misbehave. There was only one participant used this strategy. Participant 3 applied verbal and non-verbal intervention to handle students who were sleeping during the lesson. She used direct appeal and continued with touch control. She said "I approached him to reprimand kindly. Then I escorted him back to his chair. He liked sleeping in the back row of classroom" (P.3.8). In this context, Participant 3 employed verbal intervention first, and then she employed non-verbal intervention to handle students.

*Non-verbal and verbal intervention.* This strategy combined both non-verbal and verbal intervention. In the implementation, this strategy used non-

verbal intervention first, and then used verbal intervention. Based on the interview data gained, there were two out of six participants applied this strategy and they used it to handle students who were chatting, playing gadget/hand phone, playing with objects, singing and tapping on the desk, and changing seat. As shown in Table 7 as follow.

Table 7 <i>Non-verbal and verbal intervention strategies applied by the pre-service teachers</i>		
Misbehavior	Non-verbal and verbal intervention strategies	
	Proximity control & direct appeal	Proximity control & explicit redirection
Chatting	√	
Playing gadget/ hand phone	√	
Playing with objects		√
Singing and tapping on the desk	√	
Changing seat	√	

Participant 4 said “for a student who was playing hand phone, I approached him/her and I said ‘store your hand phone. Don’t play hand phone in classroom” (P.4.24). She approached the student first (it means that she used proximity control), asked him/her to store his/ her hand phone and reprimand him/her to stop playing hand phone (explicit redirection). Thus, participant 4 applied proximity control (non-verbal intervention) and explicit redirection (verbal intervention).

***Situational assistance.*** Situational assistance was used to “help student to cope with the instructional situation and keep the student on task” (Burden & Byrd, 2003, p. 284). There were two of out six participants applied this strategy. They applied it for students who were playing gadget/ hand phone, passive engagement in class, singing and tapping on the desk, and running around/ cannot

sit still. Kinds of situational assistance applied by the participants were removing distracting objects, alter the lesson, and boost student's interest.

*Removing distracting objects.* This strategy means that teacher collecting irrelevant objects from students. As Participant 1 did, she applied remove distracting objects to stop students who were playing hand phone. She said “for playing hand phone...I took it from the student. First, I reprimanded the student. Then, if he/ she kept playing hand phone, I took and stored it until the class end” (P.1.24). Because Participant 1 have been reprimanded the student and it did not work, then she took removing distracting objects strategy as the last action to stop student playing hand phone.

*Alter the lesson.* Alter the lesson means that teacher changes the lesson with interesting activities when students seem not interest in the lesson. There was one out of six participants applied this strategy. Participant 1 said “then I gave them chance to...I mean it's like role play” (P.1.22). She gave activity that can make students involve in class activities. One of teaching strategies used by participant 1 was role play that likely students participated in classroom activities.

*Boost student's interest.* In this strategy, teacher should show that he/ she interests in students' work. Teacher can approach and ask about students' work progress. There were two out of six participants applied this strategy. They applied this strategy for students who were singing and tapping on the desk, and cannot sit still. As reported by Participant 4,

Give attention like look at the students, approach them, and asking whether they have difficulty or not. So, I approached students and asked about their work progress or asked them where the difficulty of the

assignment is. So, it made them or prevents them to singing and tapping on the desk, something like that (P.4.19).

***Verbal intervention and situational assistance.*** This strategy was reported by one out of six participants. Participant 3 combined both verbal intervention (direct appeal) and situational assistance (remove distracting objects). She gave an example to handle student who playing gadget/ hand phone, she said “don’t playing gadget, bring it to me” (P.3.6). The statement “don’t play gadget” was for reprimand the student (direct appeal). It means that the participant asks the student to stop playing hand phone. The statement “bring it to me” means that the participant take and store gadget from student (remove distracting objects).

***Moderate response.*** There were two out of six participants who applied moderate response. The forms of moderate responses to stop the students’ misbehavior are changing the seat assessment and holding the student for detention. The participants applied this strategy to face students who were chatting and refusing instruction. Participant 4 applied this strategy to stop the students who were chatting with their friends. She said “for example, if there was a student who was chatting with next to friend, I moved the student from his/her next to friend in order to they wouldn’t chatting again” (P.4.11). Moreover, refusing in this context means that students did not want to do assignment given by the participant. Participant 6 said “for students who won’t to do the assignment, usually I gave them a punishment. The form of punishment was like ask them to do that assignment, it was not physical punishment. This punishment aimed to make students understand about the material had been given” (P.6.17).

*Other strategies.* There were other strategies applied by the participants to face students' misbehavior. However, other strategies were found in this study based on the participants' reports which were not included in the strategies have been mentioned before. These strategies were give motivation, asking students to submit the assignment, ask question, close students' book, sound stressing, not give lesson, and calling teacher. These strategies shown in Table 8 as follow.

Misbehavior	Other strategies						
	Give motivation	Asking students to submit the assignment	Ask question	Close the book	Sound stressing	Not give lesson	Calling teacher
Pessimistic	√						
Passive engagement in class	√						
Copying assignment		√					
Walk out of classroom			√				
Doing homework on other subject				√			
Refusing instruction	√						
Sleeping			√				
Chatting	√				√	√	
Playing gadget/ hand phone			√				
Teasing students			√				
Calling out/ shouting					√		√

*Give motivation.* The participants motivated students in order to make the students back on-task. Based on the interview data gained, this strategy was for students who misbehave such as pessimistic, passive engagement in class, refusing/ not following the instructions, and chatting. Three out of six participants give motivation for students. One of the participants, Participant 1 said “for pessimistic students, I gave them positive motivation. It depends on students' condition or their psychological condition” (P.1.19). In addition, there was a participant who motivated students by offering score, so they will do the

assignment that have been given. As participant 5 said “I gave them treatment, training...what is it? It’s like ‘this assignment will be scored’, something like that. If students seemed that they did not want to do the assignment, ‘this assignment will be scored’, ‘this is the rubric...bla bla bla’. Then, they did the assignment” (P.5.9).

*Asking students to submit the assignment.* Another strategy is asking students to submit the assignment. There was only one participant who applied this strategy to handle students who were copying others’ work. In this context, Participant 1 took this strategy as prevention. Prevention means that the participant asks students to submit their assignment. It can prevent students to copying. She said “I asked students to submit the assignment directly, so...there was no opportunity for students who wanted copying others’ work” (P.1.33).

*Ask question.* This strategy was used for students who were walking out of classroom, sleeping, playing gadget/hand phone, and teasing students. Based on the interview data, the participants ask students something to prevent and or to stop the misbehavior. As reported by Participant 2 that asked a student question to prevent him/ her to go out of classroom during the lesson. He said “for students who go out of classroom, I just prevent them like ‘hey, where are you going?’ something like that” (P.2.14).

*Close student’s book.* This strategy was applied by Participant 4. She applied this strategy to stop student who were doing homework of other subject during the lesson. She said that she walked around to check the students and if there was a student who was doing homework, she closed his/ her book, “If there was a student seem doing homework in classroom, I closed the student’s book in



order to focus on the lesson” (P.4.13). She did it to makes students get back to the lesson.

*Sound stressing.* The term sound stressing means that teacher speaks loudly while teaching or explains the material. This strategy was used in the hope that students realized and stop misbehaving. Two out of six participants used sound stressing. As Table 8 shown, the participants applied this strategy to handle students who were chatting and calling out/ shouting. Participant 6 said “maybe, there are many ways to face student’s misbehavior and one of them is speak louder. It’s like stressing in particular words. Stressing in particular words stop students who were chatting. So, they felt like ‘oh, miss x asks to silent’ something like that” (P.6.7).

*Not give a lesson.* This strategy was applied by Participant 1. Based on the interview data gained, she applied this strategy after she had applied verbal intervention that did not work. So, she decided to show her anger by did not give any lesson. This strategy was used in the hope that students would realize and stop misbehaving. She said “I just silenced if they kept chatting. Silent means I didn’t give a lesson for them. So, they would silence” (P.1.26).

*Calling teacher.* This strategy was applied by one out of six participants. Participant 1 had been applied all strategies to handle students who were shouting/ calling out, but it did not work and students kept doing misbehavior. In school, there were teachers who supervised the pre-service teachers. So, Participant 1 decided to call a teacher to stop the students, she said “if I cannot stop it with my own ways, I mean that there’s teacher as supervisor in school. So, I called teacher

because commonly students more respect to their teacher than the pre-service teachers, something like that” (P.1.20).

In conclusion, there are many strategies applied by the participants to handle the students’ misbehavior. They applied the strategies depends on the students’ misbehavior. To deal with a particular misbehavior, it should be cope with certain strategy. However, not all strategies applied by the participants were successful to handle the students’ misbehaviors.

## **Discussion**

This study attempted to find students’ misbehavior faced by the pre-service teachers when they were in the internship program and the strategies used to handle those misbehaviors. Based on the data gathered, this study revealed four major misbehaviors. However, the researcher also found motivational problem namely being pessimistic and passive engagement in class activities as recurring problem. In addition, there are eight categories of strategies to handle students’ misbehavior and five out of three strategies are combination of other strategies. The detailed is discussed as follows.

**Students’ misbehaviors faced by the pre-service teachers.** As stated in the limitation, this study only focused on the surface behavior which is commonly faced by teachers (Burden & Byrd, 1996). These types of misbehavior are verbal interruption, off-task behavior, physical movement intended to disturb, and disrespecting to teacher and students. Besides, there were ‘motivational problems’ reported by the participants, namely being pessimistic and passive engagement in class activities. This ‘motivational problem’ is found in this study as recurring problem. Every single student’s misbehavior is discussed as follow.

**Verbal interruption.** Verbal interruption means that students disturb learning activities verbally. Based on the data gained, the misbehaviors in terms of verbal interruption reported by the participants were chatting, calling out/ shouting, singing and tapping on the desk, and giving irrelevant/ funny answer. Chatting and calling out include in talking out of turn as reported by Sun and Shek (2013) that talking out of turn is referred to student activities like chatting 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. Moreover, chatting and calling out also found in Sun and Shek's study (Sun & Shek, 2013). In this study, the researcher found singing and tapping on the desk during the lesson as students' misbehavior which are not listed in the Sun and Shek's finding (Sun & Shek, 2013).

**Off-task behavior.** This misbehavior includes doing irrelevant activity or doing something in private, sleeping, and not paying attention. The form of doing irrelevant activity or doing something in private reported by the participants are playing gadget/hand phone, doing homework on other subject, and playing with objects. These misbehaviors were also found in Sun and Shek's study (Sun & Shek, 2013). Moreover, Sun and Shek (2013) revealed that the use of electronic devices like gadget and hand phone is viewed as problematic nowadays. Similar to Levin and Nolan (1996) and Sun and Shek's study (2013), sleeping during the lesson included in off-task behavior. Students who were sleeping during the lesson would not disturb other students, but he/she would miss the material of the

lesson. Sun and Shek (2013) stated that sleeping would be disturbing if students imitate each others.

***Physical movement intended to disturb.*** Based on the interview data gathered, the participants mentioned that there were students who were changing seat, walking/ running around, sitting on the desk, walking out of classroom, throwing paper, and crossing leg during the lesson. Participant 1 argued that there was a student who liked to changing seat, walking/ running around, sitting on the desk. She added that the student includes hyperactive student. This misbehavior in line with Burden and Byrd (2003) argued that students who have hyperactivity have high level of activity and nonaggressive contact like unable to sit still, talk too much, hums and make other noises, overly anxious to please, and awkward and poor general coordination.

***Disrespecting to teacher and students.*** There were two forms of disrespect misbehavior that were found in this study. These behaviors are students disrespect to their friends and disrespect to their teacher. First is disrespect to students, such as teasing other students and speaking foul language. These misbehaviors include in verbal aggression form as stated by Sun and Shek (2013) that verbal aggression is verbal expression which is more aggressive. These misbehaviors are attacking, quarreling, teasing, and speaking foul language.

Second is disrespect to teachers, such as throwing bread and small piece of paper over the pre-service teacher, underestimate the pre-service teacher's skill, refusing instruction, copying assignment, and teasing the pre-service teacher in the form of flirting. In line with the findings of Sun and Shek's (2013) study, refusing instruction was also reported by teachers in Hong Kong as disobedience

form. However, copying other's assignment include in disobedience toward the pre-service teachers' instruction. In addition, throwing bread and small piece of paper over the pre-service teacher, underestimate the pre-service teacher's skills, and teasing (flirting) the pre-service teacher were discovered by the researcher in this study. Throwing bread and small piece of paper over the pre-service teacher, and teasing (flirting) the pre-service teacher include in disrespecting to teacher because these behavior are inappropriate and impolite behavior done by students to teacher. Another finding found in this study is "underestimate the pre-service teacher's skills". It was reported by Participant 1. She said that students underestimate her because she was only the pre-service teacher, not the homeroom teacher.

***Motivational problem.*** The participants also reported motivational problem that occurs in the classroom. These problems were being pessimistic and passive engagement in class. These were not misbehavior form, as Levin and Nolan (2003) stated that students are not misbehaving or doing discipline problem, they may be motivational problems. Participant 1 reported that students were shy, pessimistic, and not confident of their skill. It is similar to Stipek (1998) as cited in Levin and Nolan (2003) argued that motivational problems occur because students have low levels of self-confidence, low expectations for success, lack of interest in academics, or fears of success or failures. Moreover, passive engagement in classroom means that students did not want to participate in class activity. This finding was also found in Sun and Shek's study (2013); they argued that teachers expected students who being passive in classroom to get ready for the lesson and take active role in the lesson.

Finally, from all misbehaviors reported by the participants, it indicates that they have faced various misbehaviors during the internship program. These misbehaviors are included in four categories, such as verbal interruption, off-task behavior, physical movement intended to disturb, and disrespecting to teacher and students. Moreover, talking out of turn in the form of chatting is the most frequently misbehavior reported by the participants. In addition, motivational problem was found in this study as recurring problem.

**The strategies used by the pre-service teachers to handle students' misbehavior.** This study explored the strategies applied by the pre-service teacher to handle students' misbehavior. The strategies for each of misbehaviors have been summarized in Table 4. It shows that there were eight strategies used by the participants to handle students' misbehavior in which three out of eight strategies were combination of three strategies (non-verbal, verbal, situational assistance). In addition, there were other strategies applied by the participants that were not included in the theories. The strategies are discussed as follow.

***Non-verbal intervention.*** There are two kinds of non-verbal intervention used by the participants, such as planned ignoring and proximity control. Planned ignoring used by the participants for students who misbehave like changing seat or running around, chatting, calling out, not paying attention, teasing teacher, throwing bread and small pieces of paper over the pre-service teacher, underestimate the pre-service teacher, walking out of classroom, and teasing the pre-service teacher (flirting). Changing seat or running around, calling out, not paying attention included in mild behavior (Cothran and Kulinna, 2007). Burden and Byrd (2003) supported that handling minor or mild behavior is appropriate to

use planned ignoring. Further, proximity control techniques done by the Participant 3 are approaching and standing near the students. In line with Burden and Byrd (2003) stated that some proximity control techniques are walking toward the student and other approaches like standing near the student's desk.

**Verbal intervention.** There were five out of twelve various verbal intervention applied by the participants, such as direct appeal, calling student's name or name-dropping, explicit redirection, are not for s', and humor. Participant 3 said that she called the student's name to stop chatting and she believed that by calling his/her name, the student would stop chatting. In the other hand, Participant 4 called the student's name and she gave his/her a question. It supported by Levin and Nolan (1996) that by call on the student first then ask the question it is better than ask the question and then call on the student, because it would not embarrassing the student. Moreover, by calling the student's name in the first place, it will redirect the student's attention.

**Situational assistance.** Based on the data gathered, the participants applied situational assistance for the students who were playing gadget/ hand phone, passive engagement in class, singing and tapping on the desk, and running around/ cannot sit still. It supported by Levin and Nolan (1996) that situational is used when there are students who did off-task misbehavior for short time or pauses from instructional/ activities like daydreaming, looking out of window, playing with objects (i.e. comb, pencil, and gadget), or simply take a brief mental break from the work. The participants used situational assistance like removing distracting objects, alter the lesson, and boost student's interest. As Participant 6 said that she took hand phone from the student who was playing hand phone. It

similar to Levin and Nolan (1996) argued that when teacher sees students bring irrelevant objects, teachers can approach and collect the object. In addition, participant 1 used role play to make the students who were passive involve in lesson activity. It supported by Levin and Nolan (1996) that when students show interest in the lesson, teachers can give interesting activities like game, small-group discussion, or other activities that require students participation.

***Moderate response.*** Moderate response is a logical consequence (Burden & Byrd, 2003). Two participants used different form of moderate response, such as change the seat assignment and hold the student for detention. Participant 4 applied change the seat assignment for students who were chatting with their friends during the lesson. She moved one of students who were chatting in other place. It supported by Burden and Byrd (2003) that “change the seat assignment” is applied to student who talks, poke, or interact with other students in nearby seat and teacher can relocate student’s seat.

Further, Participant 6 applied “hold the student for detention” to handle students who were refusing the instruction. She said that she did not give physical punishment to the student who was not doing the assignment; she just asked the students to finish his work until the end of the class. It supported by Burden and Byrd (2003) that it is for student behaviors that waste class time and teacher can ask the student to work on the social studies paper or do other task that was not completed during lesson because of misbehavior. Moreover, Levin and Nolan (2003) also stated that when teachers apply logical consequence, they have to apply it calmly and thoughtfully in a firm but not punitive manner.



*A combination of non-verbal intervention, verbal intervention, and situational assistance.* Another strategy to deal with students' misbehavior is combining other types of strategies. Based on the data gained, the participants combined non-verbal and verbal intervention, verbal and non-verbal intervention, and verbal intervention and situational assistance. For instance, Participant 3 employed direct appeal first, and then employed removing distracting objects to handle a student who was playing hand phone during the lesson. Since one strategy did not work well, the participants combined or used two or more strategies to handle students' misbehaviors.

*Other strategies.* There are some strategies that are not included in the theoretical review. Therefore, the researcher categorized these strategies into other strategies. The participants used these strategies for certain situation. For instance, they did other strategies if the strategies that they have applied did not work. As reported by Participant 1, she called teacher to stop student who kept doing misbehavior. She added that she also did not give a lesson when students kept chatting after she applied verbal intervention. Besides, the participants also used other strategies to makes students involve in class activities. For example, when students are pessimistic, shy, and passive or they do not want to follow the instruction, the participants give them motivation. Moreover, the participants used other strategies (ask students to submit the assignment and ask question) to prevent students from doing misbehavior. To conclude, other strategies that were used by the participants are not listed in the theory proposed by Levin and Nolan (1996) and Burden and Byrd (2003).

In summary, the participants applied various strategies to handle various students' misbehavior. Sometimes they had different strategies to handle the same misbehavior. These strategies are non-verbal intervention, verbal intervention, situational assistance, and moderate response. In addition, there are combination of strategies and other strategies used by the pre-service teachers to handle students' misbehavior. In other words, the pre-service teachers applied strategies depend on the misbehavior done by the students.