

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter summarizes the result of this study. The researcher also gives suggestion after conducting this study. This chapter contains conclusion and recommendation of the study.

#### **Conclusion**

Students' misbehavior is one of problems faced by the pre-service teachers when they were in the internship program. Thus, this study aims to find out how the pre-service teachers' view on students' misbehavior and the ways to manage them based on their experience when they were in the internship program. This study found that the participants faced various students' misbehaviors when they were in the internship program. As stated in the limitation, this study only focused on the surface behavior. The misbehaviors are categorized into four: verbal interruption, off-task behavior, physical movement intended to disturb, and disrespect to teacher and students.

In verbal interruption, students disturb learning and teaching activities orally. They are chatting irrelevant topic in the lesson, calling out/ shouting, singing and tapping on the desk during the lesson, and giving irrelevant/ funny answer. Based on the data gained, chatting becomes the most frequently misbehavior reported by all of the participants. The next is off-task behavior. Students are doing irrelevant activity or doing something in private (playing gadget/ hand phone, doing homework on other subject, and playing with objects), sleeping, and not paying attention. While, in physical movement intended to

disturb, students are changing seat, walking/ running around, sitting on the desk, walking out of classroom, throwing paper, and crossing leg during the lesson.

The last is disrespect to teacher and students that are divided into four forms: disrespect to students (teasing the pre-service teachers and other students, and speaking foul language) and disrespect to pre-service teacher (throwing bread and small piece of paper over pre-service teacher, underestimate the pre-service teacher's skill), disobedience (refusing instruction and copying other's assignment), and teasing the pre-service teacher in the form flirting. Hence, all of results are similar to theory suggested by Levin and Nolan (1996), Sun and Shek (2013), Burden and Byrd (2003). Besides, the researcher added "motivational problem" (being pessimistic and passive engagement in class) as a recurring problem.

Moreover, the researcher also revealed the strategies applied by the pre-service teachers to handle the students' misbehaviors. There were eight strategies used by the participants. The strategies are non-verbal intervention, verbal intervention, situational assistance, moderate response, combination of three strategies (non-verbal, verbal, situational assistance), and other strategies. Non-verbal interventions that were applied by the pre-service teachers are planned ignoring and proximity control. The pre-service teachers also used verbal intervention to handle students' misbehavior. There are six kinds of verbal intervention. These strategies are direct appeal, calling student's name/ name dropping, explicit redirection, are not for's, humor, and combination of calling student's name and direct appeal.

The next strategy is situational assistance that was used by the pre-service teachers to deal with students who were playing hand phone/gadget, passive engagement in class, tapping on the desk and singing, and running around/cannot sit still. The pre-service teachers applied removing distracting object, alter the lesson, and boost student's interest. Another strategy used by the pre-service teachers is moderate response that is applied as the consequence. There are two moderate responses found in this study, such as holding the student for detention and changing the seat assignment. 'Hold the student for detention' was used for student who did not want to do the assignment. While, 'change the seat assignment' was used for students who were chatting during the lesson. Thus, all strategies applied by the pre-service teachers are in line with the theory proposed by Levin and Nolan (1996) and Burden and Byrd (2003).

In addition, the participants also combined some strategies, such as they used non-verbal and verbal intervention, verbal and non-verbal intervention, and verbal intervention and situational assistance. In the use of non-verbal and verbal intervention, the participants applied proximity control and direct appeal and/or proximity control and explicit redirection. Another combination is verbal (direct appeal) and non-verbal intervention (touch control). This combination was applied to handle students who were sleeping during the lesson. The last is verbal intervention (direct appeal) and situational assistance (removing distracting objects). This combination was applied to face student who was playing hand phone in the lesson. Since one strategy did not work well, the participants combined two or more strategies to handle students' misbehaviors.

Besides, there are other strategies applied by the participants. Other strategies used by the pre-service teachers are giving motivation, asking students to submit the assignment, asking question, giving reward, closing student's book, sound stressing, not giving a lesson, and calling teacher. They used other strategies for certain situation. For instance, they did other strategies if the strategies that they have applied did not work. 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).

Finally, to face students in the 21th century in learning both teachers and pre-service teachers need more efforts. They also have to enhance their teaching skill. Moreover, they need to teach students with creative and innovative teaching methods in order to prevent students' misbehavior occur in teaching and learning process.

### **Recommendation**

The pre-service teachers faced many students' misbehaviors when they were in the internship program. Therefore, they also have handled the misbehaviors by the strategies that they employed. Hence, the recommendation is concerned to the pre-service teachers, teacher, educational institutions, and other researchers.

**For the pre-service teachers.** The pre-service teachers should improve their classroom management skill, especially in dealing with students' misbehaviors. In addition, the pre-service teachers need to read more about classroom management and how to handle students' misbehavior. Here the books they can read, such as "Method for effective teaching" by Burden and Byrd

(2003), “Principle of classroom management: A professional decision-making model” by Levin and Nolan (1996), and “What every teacher should know about classroom management” by Levin and Nolan (2003).

**For teachers.** Teacher here means the pre-service teachers’ supervisor in schools. Besides supervising the pre-service teachers, supervisor should also give them feedback regarding their classroom management skill. It might be effective to increase the pre-service teachers’ classroom management skill.

**For educational institutions.** EED UMY is a place where the pre-service teachers learn. Thus, EED UMY needs to provide classroom management class because it is important lesson and useful for them. Another recommendation is by giving the pre-service teachers training regarding classroom management before handover the pre-service teachers into the internship program. Moreover, schools can give material about handling students’ misbehaviors in coaching section.

**For other researchers.** Since there were found many students’ misbehaviors faced by the pre-service teachers of EED UMY in the internship program, the next researchers are recommended to explore deeper by using other methods. They might be able to apply case study to conduct similar research in other context.