



## A photovoice study on pre-service EFL teachers' struggles for managing students' misbehavior during teaching practicum

Lisa Amalia Solicha<sup>✉1</sup>

<sup>1</sup> Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Central Java, Indonesia

<sup>✉</sup>E-mail: [lisaamaliasolicha10jb1@gmail.com](mailto:lisaamaliasolicha10jb1@gmail.com) (corresponding author)

### ABSTRACT

Despite classroom management has been widely investigated by previous studies, the issues of managing students' misbehavior in EFL classes still receive scanty attention. This study aims to investigate the types of students' misbehavior and pre-service EFL teachers' struggles in managing students' misbehavior during their teaching practicum in secondary schools. This research was designed as a photovoice study, and two pre-service EFL teachers were recruited to participate in this study. Their lived experiences in dealing with students' misbehavior during a teaching practicum program were documented through photovoice. The data were analyzed employing thematic analysis. The study findings demonstrated three types of students' misbehavior, i.e. socially disruptive behavior, authority-challenging behavior, and self-disruptive behavior. Another finding reported that pre-service teachers encountered several challenges in managing students' misbehavior, in terms of managing hard-control students, maintaining students' focus, managing students who made noise, and organizing students who broke classroom rules. This research concludes with empirical insights into how pre-service teachers encounter challenges addressing students' misbehavior and how they require to use strategies to tackle students' misbehavior, including giving punishments regarding the level of students' misbehavior.

### ARTICLE INFO

#### Article history:

Received: March 22, 2024

Revised: May 11, 2024

Accepted: May 17, 2024

#### Keywords:

Photovoice; Pre-service EFL teachers; Students' misbehavior; Teaching practicum

**To cite this article:** Solicha, L. A. (2024). A photovoice study on pre-service EFL teachers' struggles for managing students' misbehavior during teaching practicum. *Erudita: Journal of English Language Teaching*, 4(1), 26–43. <https://doi.org/10.28918/erudita.v4i1.7693>

**To link to this article:** <https://e-journal.uingusdur.ac.id/erudita/article/view/erudita413>



Copyright © 2024 Author(s). This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

## Introduction

Classroom management is one of the things that a teacher must pay special attention to when conducting learning in the classroom. Classroom management is one of several important elements that are considered to determine the success of the teaching and learning process in the classroom (Garrett, 2014). Managing classroom conditions is something that a teacher must pay attention to because the classroom is a place where teaching and learning activities take place. A teacher must be able to condition the classroom

so that learning can run well. Managing the class is an effort made by the teacher so that students can carry out learning activities effectively to achieve learning goals (Nagler, 2016).

For a teacher and pre-service teacher, there are two things that are of particular concern because sometimes they often experience difficulties in dealing with them, including classroom management and disciplining student misbehavior (Glock, 2007). Student misbehavior is one of the challenges most often faced in managing a classroom. Student misbehavior can be defined as all types of behavior or actions carried out by students and are considered to disrupt the process of teaching and learning activities in the classroom (Doyle, 2006). According to Debreli and Ishanova (2019), there are several students' misbehavior in the foreign language classroom, including playing with cell phones, talking to friends, asking questions outside of the learning material, using their mother tongue, and lack of motivation to learn English.

Pre-service teachers who are new in the world of education and are not yet accustomed to the conditions of teaching and learning activities will certainly face various challenges. Koca (2016) uncovered that pre-service teachers often experience difficulties in motivating and implementing programs for students, one of which is managing the class so that it remains conducive and controlling student behavior so that they do not engage in misbehavior in the classroom during the learning process. Managing student misbehavior is the challenge most often experienced by pre-service teachers when carrying out teaching practicum.

According to Abdullah and Basthomi (2020), the cause of problems in classroom management, especially in managing student misbehavior, is due to pre-service teachers' lack of knowledge about how to manage classes and deal with student misbehavior properly and correctly. Pre-service teachers must have in-depth knowledge of classroom management, especially in dealing with student misbehavior to determine the right strategy for dealing with problems regarding student misbehavior (Emmer & Stough, 2001). Pre-service teachers need to know the right way to deal with student misbehavior so that they don't feel difficult when dealing directly with student misbehavior in the classroom.

The most recent study conducted by Maharani and Fithriani (2023) aims to find out how pre-service teachers experience carrying out their teaching practice activities by focusing on the challenges they face during teaching and learning activities. This research shows the results that pre-service teachers experience several obstacles when carrying out teaching practice activities, including classroom management, the tension between vision and reality in the field, dividing time between lecture assignments and teaching practice assignments and so on. Another research was conducted by Jayadi and Adi (2022) which aimed to find out various kinds of problems experienced by pre-service teachers in managing classes and how they solve these problems. This research shows the results that pre-service teachers experience various kinds of difficulties in managing class discipline and class procedures, including students who make noise in class, students who come late to class, and students who do not pay attention to learning.

A study conducted by Serliana et al. (2021) which aims to find out what challenges pre-service teachers faced in managing classes. The results of this research show that pre-service experiences several difficulties in managing classroom management during practical teaching activities at school including overcoming student misbehavior such as not

respecting teachers, sleeping in class, and a lack of student enthusiasm and activeness during learning.

Student misbehavior is behavior that is not by the surrounding environment, which can be interpreted as behavior that violates and disrupts activities and order in the English class (Charles, 2014). According to Cameron (2012), students' misbehavior at school is divided into five classifications, including aggressive behavior, physically disruptive behavior, socially disruptive behavior, authority-challenging behavior, and self-disruptive behavior. According to Mauliya (2018), there are several difficulties experienced by pre-service teachers in managing student misbehavior, including taking control over the students who always make noise, dealing with hard-control students, taking control over the students who do not listen material, and maintaining students focus.

Managing student misbehavior is one of the difficulties that is most often considered for pre-service teachers. Managing student misbehavior is not an easy thing because pre-service teachers need knowledge and experience to be able to overcome this problem. This research investigates the difficulties experienced by pre-service teachers in dealing with students' misbehavior during their teaching practicum. In obtaining the data needed in this research, the photovoice method will be used. Photovoice is a photography technique that can be used as a tool to identify and express something through photos (Wettstein & Jakob, 2010). Wang and Pies (2004) declared that photovoice was created based on a theory of critical thinking awareness. Many studies have used the photovoice method to increase attention to a problem being researched (Wang & Burris, 1997). The photovoice method document and be used as a tool to interpret the types of students' misbehavior and difficult experienced by pre-service EFL teachers in dealing with students' misbehavior through a photo.

A few researchers focused on examining the difficulties experienced by pre-service teachers as a whole in the context of classroom management. There have been limited studies concerned about classroom management which is applied directly by pre-service teachers when carrying out practical teaching activities at school. Therefore, this research intends to manage students' misbehavior carried out by pre-service teachers. The objective of this research is the types of students' misbehavior and difficulties experienced by pre-service EFL teachers in managing students' misbehavior during their teaching practice. This research aims to investigate the type of student misbehavior and pre-service EFL teachers' challenges in managing students' misbehavior during their teaching practicum in junior high school and senior high school.

## **Method**

### ***Research design***

This study explores the types of students' misbehavior and the difficulties experienced by pre-service EFL teachers who carried out teaching practicum activities in secondary schools. In this research the researcher used a qualitative method using the photovoice approach. Photovoice is an approach by taking photos in the surrounding environment with the aim of obtaining information about participants' ideas and feelings about a phenomenon that occurs (Wang, 2006). By adopting photovoice, this research explains the types of student misbehavior encountered by pre-service teachers and describes the difficulties experienced by pre-service EFL teachers when dealing with students' misbehavior in the classroom.

### ***Setting and participants***

This research was overtaken at one of the Islamic universities in Pekalongan, Central Java, Indonesia. The reason for choosing this university was because this university provided courses, including microteaching, curriculum and material design, and teacher professional development, and to prepare pre-service EFL to become professional teachers and ready to join a teaching practicum program.

This research involved two participants, Asa and Lily (pseudonyms), to document their difficulties experience as pre-service teachers who carried out teaching practicum in managing students' misbehavior in the classroom during teaching and learning process. The criteria for selecting participants were pre-service EFL teachers who joined teaching practicum organized by the university in schools, either junior or senior high schools. The participant signed a consent form to participate in this study and willing to provide information by the research objectives.

### ***Data collection***

The study employed photovoice as a method for data collection. This photovoice method carried out by pre-service teachers who joined teaching practicum in secondary schools to garner data regarding the challenges they experienced in managing students' misbehavior. This research adopted Wang's (2006) procedures for collecting data through photovoice as follows:

1. Selecting and determining participants who fit the criteria in the research.
2. Introducing the photovoice method to participants, so that they understand how to carry out the photovoice method correctly.
3. Asking participants for permission regarding the information found in the research.
4. Informing participants about the theme of capturing photos, so that the result of images match with theme of the research.
5. Planning a format with participants to share photos and stories as the main data in the research.

After taking photos, the participants were asked to narrate types of students' misbehavior and their challenges in managing students' misbehavior during teaching practicum using Koltz et al.'s (2010) concept of photovoice as follows:

1. What is the context of the photo?  
The participants explained the contents and general description of the picture relating to types of student misbehavior and the difficulties experienced by pre-service teachers in dealing with student misbehavior.
2. The reason why this photo was captured?  
The participants explained their reasons for taking the picture, which was related to the research topic, namely types of student misbehavior and the difficulties experienced by pre-service teachers in dealing with student misbehavior.
3. What emotional impression do you feel when you see the photo?

### **Data analysis**

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

1. Familiarizing with the data. At this stage, the researcher re-reading all the data obtained from the participants using the photovoice method. This data collection aimed to make it easier for the researcher to analyze further because the researcher had a better understanding of the research data collected from participants.
2. Generating initial codes. All data that were collected then be coded according to the types of categories. The data were then arranged according to categories to make it easier for the researcher to proceed in the next steps.
3. Defining and naming themes. At this stage, the researcher specifically analyzed each theme emerged from the research data collected from the participants.
4. Producing the report. At this stage, the researcher carried out analysis of the data obtained through the photovoice. The data presented in this research was by narrating a photo that contained a collection of information regarding the challenges of pre-service EFL teachers in dealing with student misbehavior which was arranged systematically. The researcher also drew conclusion from by investigating at the findings of the data that had been reduced and presented.

### **Findings and discussion**

#### ***Types of students' misbehavior encountered by pre-service EFL teachers in a teaching practicum***

##### *Socially disruptive behavior*

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

**Figure 1**

*A Noisy Atmosphere Made by Students, Captured by Asa*



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

Figure 1 illustrates that pre-service teachers encountered various types of student misbehavior during practical teaching activities at school. Dealing with student misbehavior is certainly not an easy thing for pre-service teachers who do not have experience in carrying out teaching activities. Social behavior is an action that arises naturally when interacting or connecting with other social creatures (Koca, 2016). In this figure, the noisy atmosphere in the classroom that the pre-service teacher faces directly during classroom teaching activities.

This student behavior is a type of student misbehavior because it is difficult for them to be orderly and they prefer to fight each other and no one wants to give in when they come to the front of the class to answer the questions given by the participants. This behavior is included in the category of socially disruptive behavior because this behavior is related to social interaction between one student and another. According to Cameron's (2012), the first type of students' misbehavior discovered by pre-service teachers is socially disruptive behavior. This behavior is behavior that involves a group of students in the class which can disrupt teaching and learning activities in the class.

Another photovoice also portrays this students' misbehavior. Lily took a photo to share her experience when dealing directly with students who showed socially disruptive behavior.

**Figure 2**

*Students Talking with Friends, Taken by Lily*



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

As shown in Figure 2, one of the student misbehaviors most frequently encountered by pre-service teachers is students who make noise during teaching and learning activities. This figure was taken when the pre-service teacher was teaching in class, but the atmosphere in the class did not look very conducive because many students were talking and joking with each other while learning was taking place. This student behavior disrupted teaching and learning activities in the classroom because the classroom atmosphere was busy and difficult for the pre-service teacher to condition while teaching.

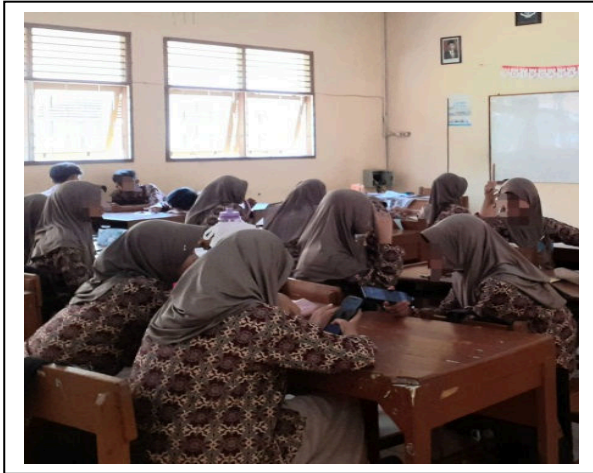
Talking and joking between one student and another is an example of socially disruptive behavior in the classroom. According to Cameron (2012), the first type of students' misbehavior discovered by pre-service teachers is socially disruptive behavior. Pre-service teachers found behavior that indicated that students carried out socially disruptive behavior during teaching activities in class. This behavior involves a group of students in the class which can disrupt teaching and learning activities in the class.

*Authority-challenging behavior*

Asa captured the following picture as evidence of students' misbehavior during teaching, namely authority-challenging behavior.

**Figure 3**

*Students Using Cellphones, Captured by Asa*



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

Figure 3 portrays that the pre-service teacher found her students using with cell phones while learning was in progress. According to Langley (2009), challenging behavior is all types of behavior carried out by students and can disrupt teaching and learning activities at school. This behavior certainly violates school regulations where students are not allowed to play with cell phones if it is not related to teaching and learning activities. This finding agrees with Cameron (2012) stating that one type of student misbehavior, namely authority challenging behavior. Some students often violate the rules made by the school. This behavior must be handled appropriately. This behavior is usually an act that is deviant or not in accordance with existing regulations in the school environment. Some students often violate the rules made by the school. This behavior must be handled appropriately.

The next photo by another participant also found this misbehavior. Lily shared the photo to show student behavior that violates school regulations.

**Figure 4**

*Students' Shoes on the Classroom Floor, Taken by Lily*



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

Figure 4 depicts that managing students to remain orderly is not an easy thing for pre-service teachers because there are still many students who often violate the rules made by the school. This figure can represent how pre-service teachers feel when faced with student misbehavior where several students violate school rules by not wearing shoes in class. Every student is required to always wear shoes when in the school environment, therefore this behavior is included in the authority challenging behavior category. School regulations are made to be obeyed and implemented by all elements within the school to create an orderly and orderly situation and conditions.

The finding is in line with what Cameron (2012) refers to one type of student misbehavior, authority-challenging behavior. Violations committed by students can disrupt learning activities at school, therefore every student is obliged to carry out the rules and regulations set by the school so that students can behave in an orderly manner. Pre-service teachers overcome authority challenging behavior by giving punishment to students who commit violations so that they feel deterred and do not do it again.

### *Self-disruptive behavior*

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

#### **Figure 5**

*Students Having Irrelevant Conversations with the Given Topic, Captured by Asa*



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

Figure 5 demonstrates that when the pre-service teacher used group learning methods during the lesson, several students did not focus on the group discussion. They preferred to chat with their group friends. This finding confirms Yuan and Che (2012), stating that the self-disruptive misbehavior can be caused by students feeling bored with learning activities, so they lose interest and choose not to pay attention to learning. This figure shows students carrying out group learning activities. This group learning activity has many advantages, but it also has disadvantages because students can lose their focus on learning and prefer to chat with friends who not related to the group assignment given.

Likewise, group learning activities can reduce students' focus on the explanations given by the teacher because they are arranged to gather which will trigger them to chat with each other while learning is taking place. This research finding is in accordance with Cameron's



(2012) viewpoint regarding one type of student misbehavior, namely self-disruptive behavior. This students' behavior is considered not to disrupt teaching and learning activities as a whole, however, this behavior will have a major negative impact on the student.

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

**Figure 6**

*Students' Daydreaming in the Classroom, Taken by Lily*



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

Figure 6 portrays that when the pre-service teacher was explaining the learning material in front of the class, several students were daydreaming and not listening to the learning material that was being presented. The figure shows that there are students who are daydreaming during teaching and learning activities. Daydreaming is a type of misbehavior, namely self-disruptive behavior. Daydreaming is an activity that can be detrimental to students because they will not focus on the material being explained and can result in students not understanding the material. Therefore, student focus in the classroom is an important factor in achieving learning objectives).

This empirical finding corroborates Cameron's (2012) idea, demonstrating one type of student misbehavior, namely self-disruptive behavior. Self-disruptive behavior can be caused by students who feel bored with teaching and learning activities in the classroom and this can cause students to lose enthusiasm and not pay attention to the learning delivered by the pre-service teacher. Pre-service teachers overcome self-disruptive behavior by providing direct advice or warnings so that they no longer engage in behavior that can cause them not understand the learning material.

### ***Pre-service EFL teachers' struggles for managing students' misbehavior during teaching practicum***

*I found difficulties to manage hard-control students*

Informed by data analysis of photovoice, Asa shared the photo to show her struggles in dealing with hard-control students in the classroom. It is evidenced in the following photovoice:

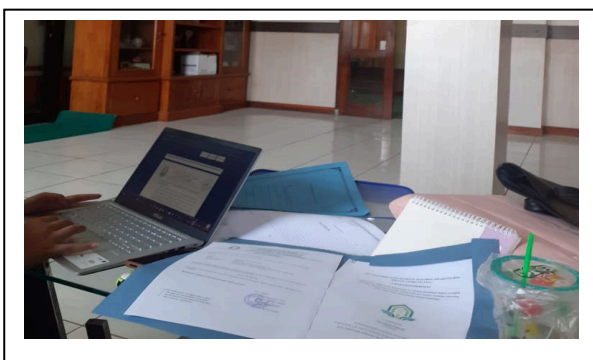
**Figure 7***Ferris Wheel as a Symbol of Facing Challenges, Captured by Asa*

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

Figure 7 illustrates that the Ferris wheel can be said to be a symbol of facing challenges, such as those that occur when pre-service teachers find it difficult to deal with unruly students which can cause classroom conditions to become uncondusive. At that time, it showed how the condition of the class was when teaching and learning activities were taking place, where the class atmosphere did not seem conducive. According to Brewster et al. (2002), students have active behavior because they have a lot of energy. Therefore, sometimes pre-service teachers will experience difficulties in dealing with student behavior that is considered too active in class and can disrupt teaching and learning activities.

Pre-service teachers find it difficult to deal with classroom conditions that are full of enthusiasm but difficult to manage, resulting in an atmosphere that is not conducive and learning does not progress well. Pre-service teachers remembered how difficult it was to manage the behavior of students who were too active in class during teaching and learning activities. These results reflect those of Mauliya (2018) who also found difficulties experienced by pre-service teachers in managing students' misbehavior. This behavior certainly makes pre-service teachers find it difficult to carry out teaching activities in class because there are student behaviors that are considered to disrupt learning.

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

**Figure 8***Messy Paper Showing Frustration, Taken by Lily*

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

Figure 8 portrays that the most common difficulty experienced by pre-service teachers is dealing with students who are too active and make noise in class. At that time, the pre-service teacher was trying to explain while writing the material on the blackboard while the students looked unfocused and seemed busy with other activities, such as talking with their friends and making noise in class. These students looked disinterested and did not listen to the teacher's explanation. The pre-service teacher had tried to reprimand the students who were making noise in the class and in the end the students were quiet, but a few moments later they would make noise again. In this way, pre-service teachers feel frustrated and anxious because it is difficult to get attention and concentration from students. These results reflect those of Mauliya (2018) who also found difficulties experienced by pre-service teachers in managing hard-control students. Pre-service teachers give reprimands if their behavior is still considered normal and does not have too big an impact on classroom learning, but if their behavior is considered unreasonable then the pre-service teacher will give punishment to the student.

*I felt frustrated to maintaining students' focus in learning process*

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

**Figure 9**

*Dry Trees as a Symbol of Despair, Captured by Asa*



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

Figure 9 describes that keeping students focused on the learning being delivered is not an easy thing for pre-service teachers, which causes pre-service teachers to feel hopeless. Student focus in learning is a student's ability to focus and concentrate their thoughts during learning activities (Sati & Sunarti, 2021). Student focus in learning is very important because with focus students will be able to understand the learning material presented by the teacher. At that time, pre-service teachers gave assignments to students using a group work system in the classroom. However, among these groups of students there were several students appeared to be involved in conversations that were not related to their assignments. Pre-service teachers feel stressed and struggle with trying to keep students' concentration and ensure that they can collaborate productively in group work. Pre-service teachers have tried various strategies to maintain students' focus during group learning, but this is not an easy thing to do so that students do not carry out activities outside of learning. In reality, there are

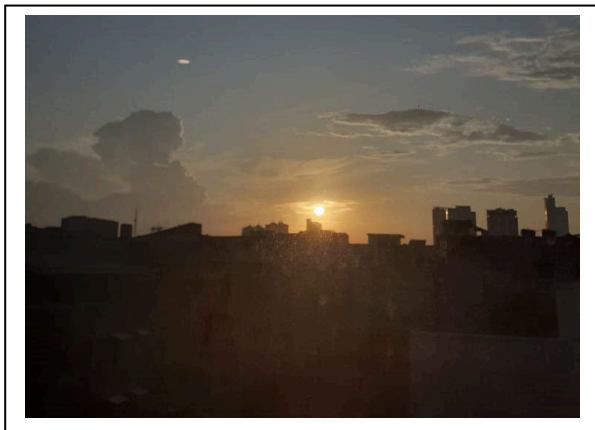
some students who carry out other activities that are not related to their group assignments, this can disrupt the smooth running of teaching and learning activities in class.

Another finding shows that there are difficulties experienced by pre-service teachers, namely difficulties in maintaining student focus. As mentioned in the literature review by Mauliya (2018) regarding difficulties experienced by pre-service teachers in dealing with student misbehavior. The most obvious finding to emerge from the analysis is that maintaining student focus is not an easy thing because students are very easily distracted by other things that they consider more interesting than listening to the lesson being explained by the pre-service teacher.

A similar experience by Lily took a photo to illustrate her struggles in dealing with students who did not focus on the lesson.

**Figure 10**

*Deep Thoughts in the Sunset, Taken by Lily*



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

As shown in Figure 10, the pre-service teacher found it difficult to deal with students who daydream and did not pay attention to learning in class. The challenge that pre-service teachers often face in the learning environment is difficulty keeping students focused on learning. Pre-service teachers feel sad because it is difficult to maintain students' focus and concentration in learning. Pre-service teachers need to implement learning strategies that are more interactive and relevant for students, so that they feel involved and interested in the learning process. Even though we have found various ways to overcome this, this still often happens in the classroom because some students who are not focused on learning.

This finding is relevant with Mauliya (2018) demonstrating the difficulties experienced by pre-service teachers in maintaining students' focus. Based on the explanation above, a note of caution is due here since pre-service teachers find it difficult to maintain student focus, where many students do not focus on learning in class. To keep students focused on learning in class, pre-service teachers try various fun learning methods so that students become enthusiastic about learning and do not feel bored, causing them to lose focus during learning.

*I perceived difficulties to manage students who made noise*

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

**Figure 11***Waves as a Reflection of Problem, Captured by Asa*

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

Figure 11 shows that when conducting classroom learning, pre-service teachers often find students making noise and making conditions in the classroom uncondusive. According to Lapp (2019), making noise has a negative impact on students' performance during learning activities. Thus, pre-service teachers need to have full control over their class to avoid students' behavior that makes noise during teaching and learning activities. Pre-service teachers find it difficult to deal with students who make noise and are difficult to control even though they have been given warnings.

Another important finding is that there are difficulties experienced by pre-service teachers, namely difficulties in managing students who make noise. This study supports evidence from Mauliya's (2018) theory regarding difficulties experienced by pre-service teachers in dealing with student misbehavior. Pre-service teachers experience difficulties in managing with students who make noise in the classroom while learning is taking place. This finding might be explained by the fact that pre-service teachers are still difficult in dealing with students who make noise in the classroom.

A similar experience by Lily took a photo to portray her struggles in dealing with students who make noise during learning.

**Figure 12***Rain Depicting Sadness, Taken by Lily*

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

Figure 12 illustrates the sadness experienced by pre-service teachers in managing students who do not listen to lessons in class. Several students went around the class and joked with other friends. This will disrupt teaching and learning activities because their behavior can disturb other students who are focused on listening to the learning material being explained by the teacher. The pre-service teacher has given a warning to the students to return to their seats, but after sitting down again they will do other activities which can also disrupt teaching and learning activities.

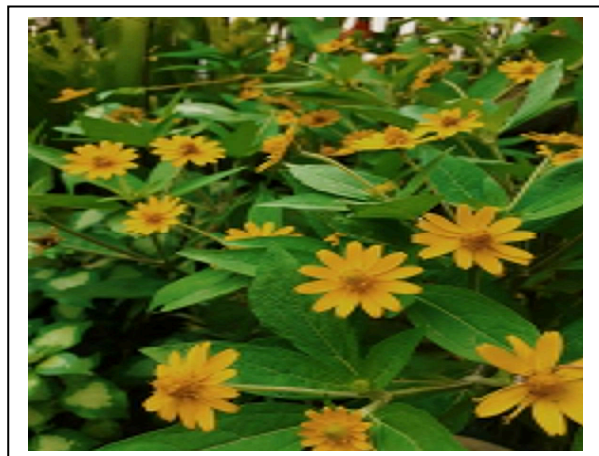
These students seemed to ignore the warning given by the pre-service teacher because they thought the pre-service teacher was just a new person and not their teacher. This study supports evidence from Mauliya's (2018) theory regarding difficulties experienced by pre-service teachers in dealing with student who make noise. Students often make noise during learning which will cause classroom conditions to become uncondusive. This result has been describing that students who make noise in the classroom will certainly cause many losses, including a non-conducive classroom atmosphere and learning objectives that cannot be achieved properly.

*I realized my difficulties to manage students who broke classroom rules*

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

**Figure 13**

*Flowers as a Symbol of Struggling, Captured by Asa*



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

Figure 13 illustrates that when carrying out practical teaching activities at school, the pre-service teacher found students who violated school rules. When the pre-service teacher was teaching in class there were several empty seats even though learning time had started because there were several students who chose to skip class and spend time in the canteen. Pre-service teachers find it difficult to deal with students who choose not to attend class and prefer to spend time outside of class. This makes pre-service teachers find it difficult to create a productive and structured learning environment. Pre-service teachers also find it difficult to discipline students who often play truant because they are naughty students and difficult to advise. Research data shows that there are difficulties experienced by pre-service teachers, namely difficulties in managing students breaking the rules.

This finding is consistent with that of Sun and Shek (2012) regarding the category of student misbehavior which causes difficulties experienced by pre-service teachers in handling students' misbehavior. This behavior must be handled specifically so that students do not underestimate the rules that have been made by the school. In dealing with students who violate the rules, the pre-service teacher provides punishment so that the student does not violate the rules that have been made by the school again. If the violation committed by the student is considered a serious violation, the pre-service teacher will report it to the homeroom teacher so that a heavier punishment will be given.

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

**Figure 14**

*River Stones Portraying Life Challenges, Taken by Lily*



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

Figure 14 depicts that the pre-service teacher needs to have the nature of never giving up in facing challenges that occur when dealing with student misbehavior. Student discipline is something that pre-service teachers must pay attention to when carrying out classroom learning. Even though it seems like a small violation, ignoring school rules like this can create a pattern of behavior that lacks respect for the rules that have been set and will create a school environment that is not conducive due to violations committed by students.

This finding is consistent with that of Sun and Shek (2012) regarding the category of student misbehavior which causes difficulties experienced by pre-service teachers in handling students who break the rules. Based on the explanation above, this research found that pre-service teachers difficult to deal with students who break the rules because these students seem difficult to advise and ignore the warnings given by the pre-service teacher. In dealing with students who violate the rules, the pre-service teacher provides punishment so that the student does not violate the rules that have been made by the school again.

## Conclusion

This research showcases that there are three types of student misbehaviors experienced by pre-service EFL teachers during their teaching practicum, i.e. socially disruptive behavior, which is behavior of students in groups that can disrupt learning activities in class, authority-challenging behavior, which is student behavior that violates the school rules, and self-

disruptive behavior that is detrimental to themselves such as daydreaming and sleeping in class. Pre-service teachers experience difficulties in overcoming student misbehavior that they encounter in the classroom during learning, including managing students who are difficult to manage in the classroom, maintaining student focus, managing students who make noise in the class, and handling students who violate school regulations. The use of photovoice method in this research is due to that scanty research addressing pre-service teachers' struggles for dealing with students' misbehavior. The photos encourage pre-service teachers to share their emotions, feelings and experiences when dealing with students' misbehavior.

This research can be reference for pre-service teachers to overcome their difficulties in dealing with student misbehavior so that classroom learning can run smoothly and learning objectives can be achieved well. For faculty members, they are suggested to provide facilities that can support and improve pre-service teachers. For instance, they may provide courses that are able to support their competence in terms of classroom management as a provision of knowledge for pre-service teachers before carrying out teaching practicum at school. The topic of this research is limited in managing students' misbehavior, so further researchers are recommended to investigate more diverse topics that are still within the scope of classroom management such as managing space and time, managing engagement, managing classroom participation, and others so that this research can expand to develop in the future.

### Acknowledgements

I would like to acknowledge the participants who have been involved in this study. I also would like to express the gratitude to the reviewers and editors who have given contribution and feedback in improving this research.

### References

- Abdullah, D. Y., & Basthomi, Y. (2020). Hear our voices: Pre-service English teachers' challenges and expectations during teaching practice. *Jurnal Pendidikan Humaniora*, 8(1), 19–27. <https://journal.um.ac.id/index.php/jph/article/view/13634>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qpo630a>
- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide*. Penguin English Guides.
- Cameron, M. (2006). Managing school discipline and implications for school social workers: A review of the literature. *Children & Schools*, 28(4), 219–227. <https://psycnet.apa.org/doi/10.1093/cs/28.4.219>
- Charles, C. M. (2014). *Building classroom discipline* (6th ed.). Longman
- Debreli, E., & Ishanova, I. (2019). Foreign language classroom management: Types of student misbehaviour and strategies adapted by the teachers in handling disruptive behaviour. *Cogent Education*, 6(1), 1648629. <https://doi.org/10.1080/2331186X.2019.1648629>
- Doyle, W. (2006). Academic work. *Review of Educational Research*, 53(2), 159–199. <https://doi.org/10.3102/00346543053002159>



- Emmer, E. T., & Stough, L. M. (2003). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychology, 36*(2), 103–112. [https://psycnet.apa.org/doi/10.1207/S15326985EP3602\\_5](https://psycnet.apa.org/doi/10.1207/S15326985EP3602_5)
- Garrett, T. (2014). *Effective classroom management: The essentials*. Teachers College Press.
- Glock, S. (2017). Pre-service teachers' responses to students' misbehavior in the classroom depend on students' ethnicity: A pilot study. *Journal of Classroom Interaction, 52*(2), 4–15. <https://psycnet.apa.org/record/2018-10358-001>
- Jayadi, R. F., & Adi, S. S. (2022). Classroom management problems faced by pre-service teachers of English education program in senior high schools. *EDUCAFL: Journal on Education of English as Foreign Language, 5*(1), 20–27. <https://doi.org/10.21776/ub.educafl.2022.005.01.03>
- Koca, S. (2016). The competency of pre-service classroom teachers' regarding the learning-teaching process in a music course: Implementation from a Turkish university. *Journal of Education and Practice, 7*(33), 143–155. <https://iiste.org/Journals/index.php/JEP/article/view/34140>
- Koltz, R. L., Odegard, M. A., Provost, K. B., Smith, T., & Kleist, D. (2010). Picture perfect: Using photo-voice to explore four doctoral students' comprehensive examination experiences. *Journal of Creativity in Mental Health, 5*(4), 389–411. <https://doi.org/10.1080/15401383.2010.527797>
- Langlely, D. J. (2009). *Student challenging behaviour and its impact on classroom culture: An investigation into how challenging behaviour can affect the learning culture in New Zealand primary schools* [Master's thesis, The University of Waikato]. The University of Waikato Repository. <https://hdl.handle.net/10289/2796>
- Lapp, K. (2019). Young adults & criminal jurisdiction. *American Criminal Law Review, 56*, 357–398. <https://ssrn.com/abstract=3220743>
- Maharani, F., & Fithriani, R. (2023). Exploring challenges EFL pre-service teachers experience in teaching practicum: A transformative learning perspective. *Scope: Journal of English Language Teaching, 7*(2), 173–180. <http://dx.doi.org/10.30998/scope.v7i2.16305>
- Mauliya, I. (2018). *Teachers' perceptions on dealing with students' misbehavior in elementary school* [Bachelor's thesis, Universitas Muhammadiyah Yogyakarta]. Universitas Muhammadiyah Yogyakarta Repository. <https://etd.umy.ac.id/id/eprint/33228/>
- Nagler, K. (2016). Effective classroom-management & positive teaching. *English Language Teaching, 9*(1), 163–172. <https://doi.org/10.5539/elt.v9n1p163>
- Sati, L., & Sunarti, V. (2021). The relationship between learning concentration and learning outcomes of students at LKP Hazika education center. *Spektrum: Jurnal Pendidikan Luar Sekolah (PLS), 9*(4), 531–544. <https://doi.org/10.24036/spektrumpls.v9i4.113946>
- Serliana, A., Utami, P. P., & Kamil, A. B. (2021). Pre-service teachers' challenges in classroom management during teaching practice. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 9*(2), 73–80. <https://doi.org/10.24256/ideas.v9i2.2075>
- Sun, R. C. F., & Shek, D. T. L. (2012). Student classroom misbehavior: An exploratory study based on teachers' perceptions. In D. T. L. Shek, R. C. F. Sun, & J. Merrick (Eds.), *Developmental issues in Chinese adolescents* (pp. 53–65). Nova Science Publishers.
- Wang, C. C. (2006). Youth participation in photovoice as a strategy for community change. *Journal of Community Practice, 14*(1-2), 147–161. [https://doi.org/10.1300/J125v14n01\\_09](https://doi.org/10.1300/J125v14n01_09)

- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369–387. <https://doi.org/10.1177/109019819702400309>
- Wang, C. C., & Pies, C. A. (2004). Family, maternal, and child health through photovoice. *Maternal and Child Health Journal*, 8, 95–102. <https://doi.org/10.1023/B:MACI.0000025732.32293.4f>
- Wettstein, A. and Jakob, M. (2010). Assessing aggressive adolescents' environments from their perspective by using camera-glasses: An innovative new method. *Journal of Aggression, Conflict and Peace Research*, 2(2), 23–32. <https://doi.org/10.5042/jacpr.2010.0139>
- Yuan, X., & Che, L. (2012). How to deal with student misbehaviour in the classroom? *Journal of Educational and Developmental Psychology*, 2(1), 143–150. <https://doi.org/10.5539/jedp.v2n1p143>