THE APPLICATION OF STRATEGIES COMPONENT BY

PRE-SERVICE TEACHER TO MANAGE STUDENTS BEHAVIOUR

THESIS

Submitted to English Teaching Department Faculty of Tarbiyah and Teachers Training to Fulfill One of the Requirement for Obtaining Bechelor Degree (S1) in English Teaching

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ABSTRAK

FEBBY LATHIFA AINI. NIM 15 300 400 036. Judul skripsi: **"THE APPLICATION OF STRATEGIES COMPONENT BY PRE-SERVICE TEACHER TO MANAGE STUDENTS BEHAVIOUR"**. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah sebagian besar mahasiswa PPL menggunakan beberapa strategi dalam mengatur tingkah laku siswa . Penelitian ini bertujuan untuk mendeskripsikan strategi yang digunakan oleh guru PPL dalam mengatur tingkah laku siswa.

Penelitian ini menggunakan metode deskriptif kualitatif. Data dalam penelitian ini adalah strategi yang digunakan oleh guru PPL dalam mengatur tingkah laku siswa. Sumber data dalam penelitian ini adalah hasil observasi dan wawancara kepada beberapa mahasiswa yang sudah melaksanakan program PPL di sekolah yang ditempatkan. Penelitian ini dilakukan di IAIN Batusangkar. Informan dalam penelitian ini adalah tiga orang mahasiswa PPL yang telak selesai melaksankan PPL, informan dipilih menggunakan *Purposive Sampling*. Untuk menguji keabsahan data dalam penelitian ini, peneliti mengelaborasikan hasil observasi dengan hasil wawancara.

Hasil penelitian menunjukkan bahwa terdapat beberapa komponen strategi yang digunakan oleh mahasiswa PPL dalam mengatur tingkah laku siswa. Dari hasil wawancara terdapat beberapa strategi yaitu; memberikan video, tidak memberikan batas waktu kepada siswa dalam pengumpulan tugas, memberikan materi yang ringkas dan padat, memberikan game kepada siswa, memberikan pujian/hadiah dan memberikan evaluasi pambelajaran.

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SURAT IZIN PENELITIAN

CHAPTER I
INTRODUCTION

A. Background of the Problem

Teaching is the way to convey information about a topic that would be learned by the students. The purposes of teaching learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teachers is a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge. Beside that, the role of the teacher is also very important to made learning process well.

The succes of the teaching is a aim in each learning. Its influenced by two factor such us, teacher and students. In achievement of teaching, the teacher has the main role in increased students" ability in learning process. In learning process, the always happened students showed the misbehaviour which disturb learning process. So, it will be a challenge for the teacher to holding the teaching and learning process. By used the strategies the teacher will find the way to make the students focus in learning process. Teachers sometimes wondered if they had selected the right management strategies to manage students behaviours. Some teachers use different management strategies, some of which are not effective.

English teacher, a pre-service teachers must master some skills, not only skills of english but also skills in learning. There are teaching skills that must be prossessed by every individual who works as a teachers. According to Gage in Dhillon (2014:1613) teaching skills are spesific instructional activities and procedures that a teacher may use in his classroom. Reupert and Woodcock (2010) looked specifically at such behavior management techniques that pre-service teachers reported they were most likely to use, were most confident in using, and found most effective.

Preservice teachers were most likely to use initial corrective strategies, such as proximity and saying the student‟s name as a warning, and were least likely to use later corrective strategies, such as referring the student to another school professional. Pre-service teachers also felt more confident and found greater success using initial corrective and prevention strategies than they did using later corrective strategies or manipulating the rewards system. These findings indicate that pre-service teachers may not be well-prepared to handle situations in which students‟ behaviors escalate or become violent. Although teachers employ different behavioral strategies to influence student behaviors and ensure that their classroom environment is conducive for learning, researchers have grouped these strategies into categories (e.g., Little & Akin-Little, 2008).

In this study, we chose to use the categories defined by Schlechty in 1976. Schlechty‟s categories were chosen because they are succinct and encompass all of the types of pre-service teacher responses that we anticipated would be observed in the study. Schlechty outlined four different ways in which teachers could respond to student misbehavior. The *normative* strategy is used when the teacher asks the student to change his or her behavior and comply with directions or classroom rules. Teachers using a *remunerative* strategy refer to or manipulate the reward system to motivate the student to change his or her behavior. A *coercion* strategy indicates that the teacher uses force or threats to regain control over the misbehaving student or the classroom.

There are several challenges that teachers face everyday, but one of the most significant challenges is behavior management, for both novice and experienced teachers. The challenges vary depending on each student; however, behavior challenges directly impact the learning environment in a negative way, causing more time being spent on addressing behaviors instead of teaching important skills and content. Difficulties with behavior challenges have even caused teachers to leave the profession entirely (Smart & Igo, 2010).

Behaviour problems in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning. They also change the classroom dynamic as the focus of attention shifts from the academic tasks at hand to the distractions provided by disruptive behaviours. Typically, one or two pupils are identifiable as „problems", sometimes they act in ways that compound management difficulties by inciting each other and, possibly, others in the class into disruptive activities. The usual response to problematic behaviour is to identify the child(ren) involved as „the problem", to focus on them as a source of "trouble" and to devise strategies specifically to deal with their inappropriate behaviour.

The success of the teaching is a aim in each learning. Itsinfluenced by two factor such us, teacher and students. In achievement of teaching, the teacher has the main role in increasestudents" ability in learning process. In learning process, the always happened students showed the disruptive behavioral which disturb learning process. So, it will be a challenge for the teacher to holding the teaching and learning process. By used the strategies the teacher will find the way to make the students focus in learning process.

Based on priliminary research pre service teachers sometimes wondered if they had selected the right management strategies to control disruptive behaviours. To ideal with disruptive behaviours, some teachers use different management strategies, some of which are not effective. The aim of this study is to investigate the management strategies that some teachers choose to apply and students" disruptive behaviors. Additionaly, the study investigates teachers" reactions towards the success or the failure of their methods, the most frequent types of disruptive behavior in some classrooms and some of the reasons that make students tend to practice such behavior.

B. **Research Focus and Question**

Based on the background of problem above the researcher focuses her research on finding out the Staregies Component by pre-service teachers to manage students behaviour. The students who have done pre-service

teachers in even grade 2019/2020 academic year. Based on the research focus, the research question of this thesis is as follows: "What are the Application of Strategies Component by Pre-Service Teachers to Manage Students Behaviour?".

C. Definition of the Key Terms

To avoid misundestanding of this research, the reseacher defined the key term as follow:

A. Pre-service Teacher

Pre service teacher is the basis of a teachers education training curriculum that is intended to provide teachers with the content knowledge, pedagogical skills and attitudes needed to teach students effectively.

B. Strategy Component

Learning is an instructional system that refers to a set of components that depend on each other for achieving goals. As a system, learning includes a components, icluding : objectives, matrials, students, teachers, methods, and evaluation.

C. Manage Students Behaviour

Character education is a system of planting character values to the school community which includes components of knowledge, awareness or willingness, and action to implement these values, both towards god almighty, yourself, others, the environment, and nationality so that they become human beings.

D. Purpose of the Research

Based on the research question previosly, The purpose of the research is to find out "The What are the Application of Strategies Component by Pre-Service Teachers to Manage Students Behaviour".

E. Significance of the Research

The result of this research is hoped can give benificial things for several parties:

1. Pre-service Teachers

This result of this research to give information related to the problem that what pre service teacher problem in teaching english. By knowing the problem, the pre service teachers" can find the suitable to solve the problem.

2. Researcher

This research hopefully gives benefit to the resercher herself to enlarge her knowledge about describe pre-service teachers" behavior management strategies. Finally, this research is a requirement to get bachelor degree (S1) at IAIN Batusangkar.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. **Review of Related Theories**

   1. **Learning Strategy**

   a. **Definition Strategy and Learning Strategy**

   The word strategy comes from the Latin, namely 'strategia' which means the art of using plans to achieve goals. (Al-Muchtar, et al., 2007: 1.2) In general, strategy is a tool, plan, or the method used to complete a task (Beckman, 2004: 1). In the context of learning, strategy is related to the approach in the delivery of material in the learning environment. Strategy Learning can also be interpreted as a pattern of learning activities selected and used by the teacher contextually, according to the characteristics students, school conditions, the surrounding environment and learning objectives which has been formulated.

   The learning strategy consists of methods, techniques, and procedures that will ensure that students will truly achieve learning objectives. The words method and technique are often used alternately (Al Muchtar, et al., 2007: 1.3). For this reason, learning strategies must be adapted to the learning objectives that have been determined in order to obtain effective learning activity steps and efficient (Gerlach and Ely, 1971: 207).

   According to Miarso (2005), the learning strategy is an approach comprehensive learning in a learning system, in the form of general guidelines and framework of activities to achieve common goals learning, which is described from a philosophical or theoretical point of view certain study. Seels and Richey (1994: 31) state that strategy learning is the details of the selection, sequencing of events and activities in learning, which consist of methods, techniques and procedures that allow students to achieving goals.

According to Romiszowsky (1981) strategy in the context of learning activities contains meaning, namely to optimize teaching and learning activities by choosing methods that can develop activities learn students more actively.

Almost the same opinion was expressed Dick and Carey (1978: 106) who say teaching and learning strategies includes all components of learning that aim to create a form of learning with certain conditions in order to help student learning process. While Semiawan (1996) argues that in terms of the learning process teaching and learning strategies are the process of guidance to students by creating conditions learn students more actively.

Each learning strategy developed, according to Romiszowsky (1981:294) must always reflect a theoretical position that refers to how the learning should be carried out. Therefore, Hamalik (1993:2) defines teaching and learning strategies as a system which consists of a number of components, namely components inputs, process components, and product components (output).

Salusu (1996:101) is of the view that strategy is a the art of using skills and resources to achieve goals through effective relationships with the environment and better conditions profitable. From these limitations, it can be understood that the learning strategy is a comprehensive approach to learning in managing learning activities to deliver subject matter systematically in order to achieve the learning objectives that have been determined effectively and efficiently. As a pattern of activities of educators - students, learning strategies contains a number of components that form a network of interrelationships in container called the learning pattern. Dick and Carey (1996:183) views learning strategies as an explanation of the general components of a set of learning materials and procedures which will be used with those materials, to procedures certain learning outcome in students.

Strategy come from the Greek, strategies (the art of general). Strategy is a term that refers to a complex of thoughts, ideas, insghts, experience, goals, expertise, memeories, perceptions and expectation that provide general guidance for specific section in pursuit of particular end (Nickols, 2012). Strategy concerned how people will achieve their aims.

Define the term of "Learning Strategy" is not simple and easy. There are a lot of definitions about learning strategy which have been defined by experts who concern on this matter. According to Longman Advanced American Dictionary the word "learning" means knowledge gained through reading and study, and "strategy" means a well plan actions for achieving an aim…(2007, p. 908, p. 1573). According to Richard, Platt, Platt (1998, p. 261) learning strategies is "Intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn or remember new information.

These may include focusing on certain aspects of new information, analyzing and organizing information during learning to increase comprehension, evaluating learning when it is completed to see if further action is needed." Several definitions above indicate that learning strategy has wide range including many aspects which attempt to focus on a goal. In acquiring some aspects as mentioned, a student needs to learn how to get as many information as possible from someone, media, or other sources as well as learn how to solve problem that might come from the student itself or other matters. Therefore, in order to understand more specific about how the students learn, it is necessary to understand student development, because it help them to 7 adjust with the proper strategy. There are three courses in the developmental program in order to assert the way students learn.

1) Cognitive Models

More recently, behaviorist frameworks have benefited from the inclusion of cognitive models based on the teachers" and learners" abilities to connect new learning with prior knowledge or understanding, evolving into metacognition models that emphasize the students" participation in the creation of meaning and comprehension. Metacognition refers to the student"s awareness of their own learning and thinking processes. (Boroch, Hope, Smith, Gabriner, Mery, Johnstone, & Asera, 2010, p. 52).

According to Svinicki (1999, p. 13) as cited in Boroch et al. (2010, p. 52) explain that metacognition was the first way of theorizing to promote the idea that the learner had to be driving the process of learning. This term shows that the learning process is in the student hand which means they think and they figure out the problems by themselves. On the other side, constructivist promote the view that the knowledge is created in relation to the web of knowledge students already have. The world is interpreted from a network of previous understanding, and "knowledge is „constructed" by each learner in terms of his or her perceptions of the world and the learner"s mental models", (O"Banion, 1997, p. 83) as cited in Boroch, et al. (2010, p. 52).

This statement means that student learning is related to their prior knowledge which encourages them to have the need of active learning strategy in 8 order to gain information. By having it, the students have their own perception and afford to understand the world knowledge. Meriam, Caffarella, & Baumgartner (2006) as cited in Boroch et al. (2010, p. 53) explain that in a social cognitive framework integrates both behaviorist and constructivist theories, supporting the notion that students learn by observing others, which sometimes termed "observational" or "social" learning. This theory means a student has a natural learning in their social life where he or she will independently socialize to the people or environment so that be able to facilitate them in gaining information, help, skills and everything else that they need.

2) Motivation Theories

For students, motivation is important aspect on their study. Most theories centered on adult learners incorporate some aspect of motivational control. According to Svinicki (2004) as cited in Boroch et al. (2010, p. 53) asserts that "when the learner feels in control of the learning process, it is more likely that he or she will be motivated to engage or try." This statement shows when the students feeling good at their way of learning, the students motivation will raise and otherwise, it could bring down when the students feel bored or being stuck of information and knowledge.

Motivation leads students to a better path, in accordance to their own goal. When they put the certain goal, he or she needs to have several plans or steps in order to reach and maintain it with full of responsibility. Kleinbeck, Quast, & Schwarz (1989, p. 54) as cited in Boroch et al. (2010, p. 54) explain that "Student 9 will perform better if they know what goals they are seeking and if those goals are personally important to them."

3) Problem Solving and Critical Thinking

A university student especially who study at two majors, need more skills to develop their ideas in solving various problems during study. There could be problems from their task at college, time, environment or other which potential disrupt and stuck them away.

Boylan (2002, p. 25) as cited in Boroch et al. (2010, p. 54) asserts that "A lack of well-developmental critical thinking skills is often a causative factor in the failure of developmental students." Therefore, it is essential for student to improve their critical thinking skills and solving problem. In order to improve developmental levels of skill and help students achieve optimal levels of ability, the students must be consistently challenged and supported. (Boroch, et al, 2010, p.55).

Furthermore, King and Van Hecke (2006, p. 16) as cited in in Boroch et al. (2010, p. 55) explain that "Skill theory suggest that students use cognitive frameworks to solve problems and that, concomitantly,

problems inspire new learning." It means students need to explore themselves in gaining help to solve problem in studying, such as the need of good in critical thinking, having good relationship to people and providing resource of knowledge.

b. Types of Learning Strategy

There are several types of learning strategy which defined by experts. Warr & Allan (1998) distinguish between three categories according to the kind of resources used in the regulation of behavior:

Cognitive learning strategies: skills in rehearsing a material to be learned or in organizing it into main theme. In cognitive learning strategy, student needs to focus on their goal. There are a lot of subjects that they should learn during every semester, so that those things make student thinks well in managing their study. The more subjects they take, the more problems that they faced. According to deBettencourt (1987) as cited in Agran (1997, p. 176), rather than focusing on changing behavior, cognitivists suggest that problem solving involves modifying a student"s thought or mental representation.

Students have difficulty problem solving because they are strategy deficient, or have limited awareness of their own cognitive processes. Therefore, in order to maximize the cognitive learning strategy, student needs to figure out several tactics which enable to help them. Cognitive tactics are the tools used by a student to solve specific problems or complete a particular task. They include rehearsal, transformation, organization, and motivation tactics. (Agran, 1997, p. 202).

Martin (1997) elaborates that the student may use a rehearsal tactic, such as verbally stating information over and over, to enhance memorization. For instance, most of people used rehearsal tactic to remember a phone number by repeating the number over and over until capable to write it down. 11 Another cognitive tactic, Martin (1997) explains the student can use to complete tasks is to transform or change the

information in a way that will enhance memory. Transformation tactics include paraphrasing, imagery, and mnemonic devices.

In addition Martin (1997) also explains the third point about organizational tactics such as clustering, categorizing, and prioritizing can be used to structure information in a way that is more meaningful and will enable memorization. Martin (1997) also enhances motivational tactics in cognitive tactic which may be incorporated into a learning strategy to promote self-reinforcement and positive self-talk. For instance a student who says to himself "he will do the best for an examination, because he has studied hard." This self-talk will give a positive approach to his encouragement instead of negative self-talk.

Behavioral learning strategies: preferences for seeking help from others, for trial and error or for written instruction. This type of learning is related to the ways student take to gain self determination that can be from within themselves or others. Sometimes student needs to share thought what he/she is thinking. It is essential to find other sources in order to improve student capacity in learning. Warr & Allan (1998) assert that behavioural learning strategies consists of practical activities that probably of particular relevance to the interaction with materials and equipment that is required in many occupational training sessions. Interpersonal help-seeking is a strategy to obtain assistance from other people.

This involves proactive behaviour to support understanding by asking for help (Ryan & Pintrich, 1997). Student who needs support or help from others should 12 improve their soft skill in order to have suitable source, such as communication skill, operating computer, or searching any sources on internet or library. Moreover, seeking help from written material is a non-social correlate of interpersonal help seeking, because it means to obtain information from written documents, manuals, computer programs and other non-social sources.

Practical application is strategies to develop knowledge by trying something out in practice, and it is something more than mental activity or

active help-seeking (Warr & Downing, 2000). Behavioral learning strategies is important for student in associating with their capability in doing something or solving problems. By gaining help from others, will ease them in solving such obstacles they face.

Self-regulating strategies: self-regulated learning is a combination academic study skills and self discipline that makes learning easier, so that the students get more motivated (Glynn, Aultman, & Owens, 2005, p.112). This is important to student in enhancing their management skill otherwise they may face less motivated and may result in failure in academic life. In term of self-regulating strategies, several aspects should be looked at. The aspects are controlling emotions, motivation and comprehension. Selfregulated learning emphasizes the importance of personal responsibility and knowledge control and skill (Zimmerman, 1990).

These strategies are important for students when they enter the university level. According to Boroch et al. (2010, p. 81) that many students have varieties of difficulties when they enter university at the first year because "they lack of the emotional or psychological 13 maturity or the cultural capital to comfortably immerse themselves into both expectation and norms of this new "world" (university). Several instances of the strategies may not be overlooked. A number of strategies have been used by students and also with different preferences, here preparation before studying and note taking are discussed.

The students may prepare their lesson before the class start by reading some material concerning the subjects. According to Svinicki (2004, p.185) as cited in Boroch et al. (2010, p. 85) that "prior knowledge impacts what learners pay attention to, how they perceive and interpret what they are experiencing, and how they store new information based on what they already know." Another strategy according to Zimmerman and Pons (1986) is social assistance and reviewing previously class notes and notes on text material.

This strategy is usually used by several students related to those who pay full attention to the lecturers" speech. When they listen for some important issues and or facts, they take some notes in order the subject to be reviewed after the class. As can be seen from self-regulated strategies proposed by several experts above, those points will assist the students in their study. Moreover, this strategy enhances students self rule to be obeyed by them in their study. Therefore, selfregulated learning strategies will be used in the current study.

c. **Techniques and Strategies used in Learning**

1) **Think Aloud Technique**

Think-aloud is a research method in which the participants speak any words aloud in their mind as they complete a task. Think-aloud research methods have a sound theoretical basis and provide a valid source of data about participant thinking, especially during language based activities. Participants are asked to voice the words in their minds as they solve a wide variety of problems, from visual puzzles to reading comprehension.

Think aloud technique is also useful for giving insights into whether people are tackling a task using pattern matching or sequential reasoning. It is also useful for identifying which things they bother with, and which things they don't notice. Learners are taught to think aloud as part of the learning process, so that the instructor can check that the learner is paying attention to the right things. The teacher attracts the students' attention on their behaviours and use this technique accordingly.

On performing this technique, it informs the students what they get by doing so. After introducing the strategy, the author wants the students to practice on the paper given by herself. Also, directs the students while they are practicing and asks questions about the practice and the students reply them. The students' previous experiences are taken into account by the teacher which increase the

motivation of them. The teacher also asks why they think so. There is a two-way interaction between the teacher and the students. In this method, the teacher lets the student to think about their questions and guess the answer from the context rather than giving the answer directly.

Feedbacks for their guesses are given and reinforces the answers" accuracy by looking at the context. After the practice is done, students discuss about their performances and they express what they think about the uses of the strategy. They indentify what they acquire and what they need more. The teacher emboldens and they will achieve their difficulties over time using the strategy. It is also announced that they should do more practice on the strategy out of the class and also it reminds them how to use the strategy.

These strategies will be useful for the students' academic studies as well as learning the target language. Research into strategy training shows that better strategy users who display a greater variety of strategies and employ them more frequently, make better language learners. Research has shown that to be effective, strategies should not be taught in isolation. Some other strategies also would be effective to acquire a task. Chamot and O'Malley identified three strategies to enhance learning strategy training, Cognitive strategies, Metacognitive strategies and Affective strategies.

2) **Cognitive Strategies**

Cognitive strategy involve learner"s interaction and manipulating what is to be learned. Examples include replaying a word or a phrase mentally to 'listen' to it again, outlining and summarizing what has been learned from reading or listening and using key words. Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures),

practicing in naturalistic settings, and practicing structures and sounds formally.

3) Metacognitive Strategies

Metacognitive strategies are used to plan, monitor and evaluate a learning task. Examples of metacognitive strategies include arranging the conditions that help one learn, setting long and short term goals and checking one's comprehension during listening or reading.

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall.

4) Affective Strategies

The other category is Affective strategies where learners, interact with other persons or use affective (emotional) control to assist learning. Examples include creating situations to practice the target language with others, using self-task, where one thinks positively and talks oneself through a difficult task and cooperating or working with others to share information, obtain feedback and complete a task.

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk, have been shown to be significantly related to Lproficiency, affective strategies showed a negative link with some measures of proficiency. There are few other strategies also in practice to enhance learning.

5) **Memory-Related Strategies**

Memory-related strategies help learners link one item or concept with another, but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

6) **Compensatory Strategies**

Compensatory strategies (e.g., guessing from the context in **listening and reading; using synonyms and "talking around" the** missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) helps the learner make up for missing knowledge.

7) **Social Strategies**

Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language.

2. **Pre-Service Teaching**

a. **Definition of Pre-Service Teaching**

Hamalik (2006:146) states that pre service teaching is an activity carried out to prepare themselves, teaching materials, so that teaching and learning runs smoothy. Pre-service teaching is an attempt to determine the level of learning material in real time and becomes a means to train and asses the ability of a prospective teacher. Where at this stage an assessment will be held at the beginning and at the end.

Anderson (2001:6) state that pre-servic students also known as teacher candidates, this term is used to describe student teachers who are enrolled in a teacher preparation program and working toward teacher certification. Pre-service students should participate in two types of service-learning experiences. In the initial statges of their preparation they should engage in service themselves, and participate in reflection activities that intentionally link service experiences to academic learning outcomes. After receiving classroom instruction in the use of service-learning pre service students should have direct experience with service learning as a pedagogy. They complete supervised fiels-based teaching experiences with the support and mentorship of university faculty. That is related with Graziano (2018:73) Pre-service teachers are those who are in a teacher education program in order to pursue teaching credentials in public schools pr private sectors domestically or internationally.

Nkambule (2017:1) Pre-service teaching is fundamental in teacher preparation, because a good teacher education program must strive to help each teacher to grow and develop as a human being, giving them the necessary skills and profesional abilities to help them become effective teachers. Asril (2010:91) stated that pre-service teaching is place to apply all of material that accepted by student in college. It means that pre-service teaching is an activity or exercise to apply knowledge, attitude, and skill in learning process and hoped that student teachers can be professional teachers.

According to Nwanekezi (2011:42) pre service teaching is a name of the preparation of the student teachers for teaching by ractical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching technique, and practical training and prctice or exercise of different activities of daily school life.

Based on the above theories it can be concluded that pre-service teaching is an academic program that must be taken by students

as apreparation step before becoming a real teacher. The name of students will learn and practice directly related to the use of teaching methods, teaching strategies, teaching principles, techniques teaching, etc. In this pre-service teaching teacher students will apply and improve pedagogical competence, professionalism, and attitudes, including teacher knowledge, skills and behavior in the field of study.

b. Purpose of Pre-service Teaching

Pre service teaching is an activity carried out by students in teaching practice to gain skills and experience in teaching. This activity aims to provide experience for students for the formation of pedagogic, professional, personal and social competencies as prospective teachers later. Fafunwa stated in Nkambule (2017:1) pre-service teacher education program aims to encourage the formation of compotent and professional teachers. Even so, the component of teacher preparation is a tradition of education that is important for the development of professional pre-service positions, and initiation into consideration, processes that involve very complex.

Then, Asril (2011:94) states that. There are two pre-service teaching goal, namely general purposes and spesific purpose. In general, the purpose of pre-service teaching is : the first, guiding prospective teachers to form individuals who have the values, attitudes, knowledge and skills needed for the professional of a teacher. Second, is to guide prospective teachers to master and be able to develop sciences in accordance with the field of education and the development of the age skillfully. Third, is to guide prospective teachers to appreciate appreciatively and present themselves in all teacher activities. It can form the mental attitude of the prospective teacher according to the professional teaching profession. Specifically the purpose of pre-service teaching is that a prospective teacher through a field experience program can contribute and develop their knowledge.

Levine in Mergler (2012:76) argued that pre-service teacher education is a crucial link in producing quality teachers. Bransford stated in Mergler (2012:66) pre service teacher education programs aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands assosiated with the teaching profession. That is related with *Pedoman PPL* (2018:2) there are some purpose of pre-service teaching. That is produce students who have insight and experience about the real learning activity in the classroom at the certain level of education as whole including preparation of learning tools, implementation of learning and implementation in assessment learning.

It can conclude that, pre-service teaching is a program that will give knowledge for students about environment of school, and also give knowledge to practice a teaching skill therefore it will be produce student who have experience about the real learning activity in real classroom. Pre-service teaching also be an important education program in producing quality teachers.

c. **Advantages of Pre-Service Teaching**

Pre-service Teaching program is expected for students who follow it, in order that is will be increasing the readiness in facing the competition and problem that faced in the real teaching. There are some advantages that can be provided by pre-service teaching program. Asril (2011:97) states that pre-service teaching give advantages for student teachers namely as guidance and consideration in teaching process. It means that from pre-service teaching they will have good mental and physic to face the problem that appear in real situation. Not only have that, specifically for student teachers pre-service teaching really give many useful for them to practice habit in realizing the knowledge in college.

Mergler (2012:67) Pre-service teaching must be done as a strong basis for pre-service students to develop the ability to support

effective teaching. The posistive side of this pre-service teaching is providing a sense of accompaniment for student teachers. They learn to take responsibility, gain confidence and improve their classroom management skills. Pre-service teacher education can create a practice community through "short housing periods, social activities and discussion groups". Furthemore, pre-service teachers can be given space in this community to reflect, describe and develop concepts that show the daily reality of trachers and schools.

Based on the theories we can summaries that the advantages of pre-service teaching are the student-teachers will have good mental and physic to face the problem that appear in real situation and more confident teaching. Not only that, pre-service teaching also give advantage to learn responsibility, confidence, and improve their classroom management skill. Then, make someone get feel more confident speaking in front of the public.

d. Principle of Pre-Service Teaching

According to Anderson (2001:6) there are sevent principles apply in teaching and learning process in any environment. Hey are : first, good practice encourage interaction between students and faculty. It"s very useful if the student and faculty in contact in and out of class because it is very important factor in student motivation and involvement.

Second, good practice encourage interaction and collaboration between students. Working with others often increase involvement in learning. Sharing one ideas and responding to others improve thinking and deepends understanding.

Third, good practice uses active learning techniques. Learning is not just sit in classes, just listen the teachers, memorize assessment, and answer the question. They must talk about what they are learning. They must make what they learn for themselves, so the teacher must uses active learning technique.

Fourth, good practice give prompth feedback. Before starting teaching and learning process, the students need help in assessing their knowledge and competence. Then, in classess, students need oportunities to perform and receive feedback on their performance.

Fifth, good practice emphasize time on task. Time means effective learning for students and effective teaching for faculty. So, there is suitable time for study and teach in different place and different time.

Sixth, good practice communicates high expectations. High expectations are important for eveyone, for the poorly praparation, for unwilling to teach, and the for the bright and well motivated. Expexting students to perform well becomes a self-fulfilling prophecy.

Seventh, good practice respect diversity, talents, experience, and ways of learning. Different students bring different talents and style. Student needs opportunities to shoe their talents and learning. So, the teacher must respect for it. Then they can pushed to learn in new ways that to do come so easily.

Therefore there are seventh principles of good pre-service teaching that can used by student teachers in doing pre-service teaching, to make the teaching and learning can run well.

e. **Components of Pre-Service Teaching**

Pre service teaching's guidance book of STAIN Batusangkar (2009:3) states there are some components in pre-service teaching. They are manager of pre-service teaching, supervisors, advisors and student teachers.

1) Manager of Pre-service Teaching

Manager in this case is *Unit Pusat Pengembangan Sumber Belajar (PPSB).* They collaborated with Tarbiyah faculty of STAIN Batusangkar. They have responsibilities to take the decision about regulation of pre-service teaching, hold the pre-service teaching and so on.

2) Supervisors

Supervisors are chosen based on recommendation of rector of Tarbiyah faculty of IAIN Batusangkar. It determined though decree of rector of IAIN Batusangkar. They have some responsibilities such as do the supervision to the schools, help the student teacher in solving their problems, and do final test of the pre-service teaching.

3) Advisors

Advisors help the student teachers in the schools. They have responsibilities to guide the student teachers in doing pre-service teaching. They plan teaching activities, explain about school"s regulation, syllabus, media and evaluation.

4) Student teachers

Student teachers are Sevent and Eight semester students in Education Faculty IAIN Batusangkar. They must fulfill several requirements such as they must have 110 credit hours of subjects" saving, pass of micro teaching subject, following the orientation, and so on.

3. **The Concept of Students Behaviour**

1. **Definition of Behaviour**

Lickona argues that behaviour is the deepest character to respond to situations in a good and moral manner, character organized into three interrelated parts, namely knowledge of morals, moral feelings, and moral behavior. Livo states that character is the totality of traits, qualities that good. Character also often refers to morals, ethics, and values. Character can also be said to be a distinguishing quality possessed someone who can show who that person really is. Character deeper than reputation and more institutional than words temperament, further characters can be developed to modify behavior, leveraging attitudes and impartiality.

In addition, the education reform and progress toward universal basic education means that a greater number of students from a range of backgrounds are entering schools with different physical, emotional and social needs. Therefore, teachers are faced with a range of student issues in schools. Behaviour is the actions of a person or group people. Behaviour is influenced by many things like age, personality, interactions with others, culture, home environment and gender. Student behaviour is the way children and young people behave at school. In schools, there is often positive student behaviour, poor student behaviour and anti-social student behaviour. Positive behaviour includes cooperating, paying attention in class and sharing with classmates. Poor student behaviour includes talking when supposed to be working, being late to class.

Antisocial behaviours is behaviour that is harmful and not accepted in PNG society, such as drug and alcohol use, graffiti and bullying. Behaviour management is a whole school approach. It includes creating a positive environment for learning and uses strategies hat encourage positive behaviour in schools. It also involves a range of strategies to reduce the chance of poor or antisocial behaviour. Behaviour Management is also about having effective ways to deal with poor behaviour so that students can learn from their mistakes and at the same time, take responsibility for wrong doing.

2. **The Factors that Influence the Formation of Behaviour**

They are factors that emerge from within the immediate environment of the adolescents. These factors are related to the external system, namely the school, peer pressure, the family, the community and the media. They are the social systems in which students are influenced by other people in their daily life (Marais & Meier, 2010).

a. The school is the place where adolescents spend most of their daily time, interacting and socialising with others. It is the natural social setting for them. However, it is also in this sociotemporal space

that the student behaviour is influenced. In fact, the characteristics of the school may impact on the ways in which the students behave with others. Panchoo (2016), Ugboko & Adediwura (2012), Ramharai, Curpen and Mariaye (2012), Pascal (2015), Gutuza and Mapolisa (2015) and Edinyang (2017) found the following school features that encourage students to misbehave: overcrowded classroom; too much harsh discipline measures; student alienation; the feeling of disempowerment from the principal to deal with indiscipline; lack of effective leadership from the principal; inadequate supervision; absence of the teaching of social, creative, communication and interpersonal skills; lack of student voice and choice in their learning; the feeling of rejection by students; lack of care from friends, educators and the principal; lack of extracurricular activities and sport activities; the banning or controversial use of corporal punishment; and absence of academic support for students with academic and behaviour problems.

Besides, the educator is also a factor that influence the student behaviour negatively. Students may manifest disruptive behaviour when he/she makes ineffective use of innovative pedagogies; shows little interest in students; does not provide academic feedback and guidance; does not communicate effectively; fails to plan in a proactive manner; uses punitive or reactive measures; teaches an irrelevant curriculum; comes late to class; uses the mobile phone in class; does have the leadership and authority to discipline the mischievous students; adopts a selfdefeating attitude to the problem of a lack of discipline (Gambo & Muktar 2017; Daly, DerMartirosian, Ong-Dean & Wishard-Guerra, 2011; Wolhuter & Russo, 2013; Rampa, 2014; Gitome, Katola & Nyabwari, 2013; Silva, Negreiros & Albano, 2017).

The end of character education in state secondary schools is also a contributing factor to student misbehaviour. Disgrace (2016)

found that educators fail to inculcate positive and good behaviour among students, and this is likely to have an impact on what the students conceive as acceptable and unacceptable behaviour.

However, according to Save the Children (2017), poor student discipline is to the result of the failure to inflict corporal punishment; yet educators and even parents believe that corporal punishment is effective in teaching a lesson as it is a behaviour modification strategy (Mugabe & Maposa, 2013). In this legal context, principals and educators do not take the risk of prosecution for child abuse and they feel that their power to discipline students has been reduced; they feel disempowered (Coetzee, 2010).

b. Peer pressure are more likely to give in to peer pressure and manifest unacceptable behaviour that may have a negative impact on themselves or on others (Gallani, 2015). Besides, Lukman and Kamadi (2014) argue that the peer group pressure influences what the adolescent values, knows, wears, eats and learns. Bezuidenhout (2013) maintains that adolescents display disruptive behaviour in groups, not individually.

This is based on the Social Learning Theory which posits that adolescents learn to display socially unacceptable behaviour when they interact with other people. Besides, growing adolescents take up their peers at school as their role models as their parents are no more considered as role models to them (Ndakwa, 2013; Esiri, 2016). With peer pressure, students may be take drugs, alcohol, tobacco and weapons, bully other students who are not part of the group or who do not fit the group, and involved in illegal gang activities (Gitome, Katola & Nyabwari, 2013; Temitayo, Nayaya & Lukman, 2014).

They also often break the school rules to show their disapproval of the school authority and to challenge it; therefore, they are mainly involved in antisocial behaviour (Johnson, 2012).

In fact, according to Fosch, Frank and Dishion (2011), there are two processes that impact on the student behaviour: coercion and contagion. Coercion is an interpersonal exchange during which the student uses an aggressive behaviour to escape experiences he/she does not like; whereas, contagion is a process in which students mutually reinforce themselves through aggressive behaviour and sharing their mutual emotional patterns.

c. The family : Some characteristics of the family have an impact on the adolescent behaviour at school (Oloyede & Adesina, 2013). Child neglect and abuse by family members, exposure of the child to parental criminal activities and behaviour and acts of violence, the availability and use of dangerous weapons and drugs at home, divorce or remarriage of either parent are some of the family situations that negatively impact on the adolescent"s behaviour (Adigeb & Mbua, 2015; Magwa & Ngara, 2014; Seegopaul, 2016). Adegboyega, Okesina & Jacob (2017) add that the attachment theory explains that parental attachment affects the behaviour of the student; indeed, when the parents and the child develop negative relationships and the educators and the child develop unhealthy relationships, then the child manifests a lack of positive behaviour. Because adolescence is considered as the "storm and stress" period categorised by parental conflicts, mood disruptions and risk behaviour (Fiest, 2013), the three types pf parenting styles, namely flexible, permissive and authoritarian styles have an impact on the adolescent behaviour (Garcia & Santiago, 2017).

According to Garcia and Santiago (2017), flexible parents offer warmth and control equally and therefore the adolescent understands the necessity to obey to rules and they become self-discipline; permissive parents are too kind to their children to such an extent that they accept their behaviour decisions – they cannot

discipline them and, out of ignorance, they inculcate lawlessness and anti-social behaviour in them (Mouton, 2015); authoritarian parents impose rules that are non-negotiable and when children do not obey they are punished. Too much authority on the adolescent may decrease the selfconcept, and the ability of problem-solving and effective communication (Rahman, Shahrin & Kamaruzaman, 2017).

The family, therefore, acts as a socialising agent. It is evident that students may develop a certain alienation to others at school depending on the restrictive-permissive parental behaviour – dependence-independence; ascendance-submission; and cooperation-competition (Kumari & Kumar, 2017). This has an impact on the adolescents'' social skills and attitudes.

d. Community : The community in which the student lives may be socially disorganised. When there is poverty, low employment and education opportunities, gang activities, drug activities and crimes and the absence of cohesion among neighbours and community networking, the community is dysfunctional (Peterson & Morgan, 2011: Gambo & Muktar, 2017). As a result, there is a divergence between the values of the family and the values of this disorganised community, and the school fails at synchronising them. Such a situation causes the adolescents to lack social competence such as pro social behaviour and emotional regulation (Vijila, Thomas & Ponnusamy, 2013).

Besides, they may have inadequate respect for the cultural and traditional norms and manifest a low self-esteem. Adolescents with low self-esteem cannot handle their emotions and behaviour; they are disoriented (Naganandini, 2017). So, it is obvious that student indiscipline in schools is a reflection of signs of disorders in the community which surround the school and the society at

large (Ministry of Education and Human Resources, Tertiary Education and Scientific Research, 2015).

e. The Media are millennials and therefore their daily life at home, at school and even in their peer group is technology-driven. The new media dominate their lives (Council on Communications and Media, 2013). They are constantly involved in the "multi-tasking" process: they attend to the lesson and they also send messages, chat on the social network and even view YouTube on their mobile phones at the same time (Miller, Berg, Cox, Carwile, Gerber, McGuire, Votteler & Williams (2011).

Moreover, adolescents overconsume the social media, and they may suffer from behaviour risks such as bullying, click-forming, sexting, Facebook depression, anxiety, sever isolation, and self-destructive behaviours (O'Keeffe, Clarke-Pearson & Council on Communications and Media, 2011). Besides, video games play is associated with increased aggressive behaviour from adolescents (Holferth, 2010) and an overconsumption of media violence through video games and TV causes adolescents to become more verbally and relationally aggressive with other adolescents and they develop less prosocial behaviour (Gentile, Coyne & Walsh, 2011).

3. The Purpose of Behavioral Education

Character education that is built in education refers to Article 3 of the Law on the National Education System Number 20 of 2003 Chapter 2 article 3, that "National education functions to develop and form the character and civilization of a dignified nation in the context of educating the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God The Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen". The purpose of character education in the school itself is to improve the

quality of implementation and educational outcomes that lead to achievement formation of the character and morals of students as a whole, integrated and balanced in accordance with graduate competency standards. Through education character is also expected that students are able to independently improve and use their knowledge, review and internalize and personalize character values so that they manifest in daily behavior.

To achieve this, you cannot rely on one party course (schools) of course there is a need for cooperation between various tri educational center, especially for families. The family is an environment as well as a means of non-formal education closest to students, its contribution to success education of students is quite large. The average student attends education in school only about 7 hours per day or less than 30%. the rest about 70% of students are in the family and the surrounding environment so that based on the aspect of the quantity of time, education in schools contribute only 30% to the educational outcomes of students while the remaining 70% of the family environment participates in educational success of students.

B. Review of Relevan Studies

In this study, the researcher will present a study or thesis related to the title of the thesis : The first research is the result of research by Rezita Anggraini, who entitled "Teacher's Strategy in Formation of Student Character According to" 2013 Curriculum in Grade 4 Madrasah Ibtidaiyah Nurul Huda Ngadirejo". The purpose of this research is to find out what strategies are used by teachers to shape the character of students according to the curriculum 2013, what is the impact of the strategy and what are the factors success and obstacles in the formation of the character.

This research uses a qualitative approach with this type of research case studies, data collection techniques are carried out through observation, interviews and documentation. The results of this study indicate that student

character building strategies according to the 2013 curriculum in Madrasah Ibtidaiyah Nurul Huda has been considered good. The strategy taken is with learning whose application is in the form of collaboration, development, school culture and learning activity centers whose applications are: the application of the Javanese Kromo language as well as achievement stars, and activities daily life at home and in the community whose application is in the form of prayer, study check, and link book.

The three strategies have a good impact on the character of students with supporting factors including, there is support from parents, teachers, schools and motivation from students itself, as for the inhibiting factor is a feeling of heaviness or a kind of burden felt on students at the beginning of implementing the strategy these and other things that become obstacles are things that technical in nature.

Second, research by Syaiful Rizal and Abdul Munip in their journal which entitled "Class Teacher Strategies in Cultivating Character Values For SD/MI Students", this study aims to examine how implementation of classroom teacher strategies in growing character values to students in two educational institutions who are both equally implement character education but have different backgrounds.

This research is a type of research field with data analysis techniques using data analysis techniques qualitative description, the results of this study indicate that the implementation of classroom teachers in cultivating ideal character education, namely: through the integration of character values in every good subject religion and general, the intra curricular learning process both substantive content is found in the learning material as well as when the class teacher provide learning experiences to students in the classroom, process continuous self-development or extracurricular learning developing the potential of students also provides knowledge, feelings, behaviors that contain elements of character values, culture or habituation carried out by the classroom teacher with the support of schools, the collaboration between classroom teachers and the community

and the student's family for monitoring or supervising student behavior when being out of school.

The title of the third thesis research is "Efforts of Inner Class Teachers" Formation of Student Discipline Character at MI Nurul Huda Belik Pemalang" written by Fuani Tikawati Maghfiroh in 2016, this research intended to answer the problem of how the class teacher's efforts in the formation of student discipline character at MI Nurul Huda District Belik Pemalang Regency 2015/2016 Academic Year and this research is a descriptive analytic study, namely the data obtained such as: the results of observations, interviews and field notes, and are not stated in the form of numbers.

The data needed in this study obtained through interviews, observation and documentation, while the data analysis used is data reduction, data presentation and data inference. The results of this study state that the teacher's role class in the formation of the discipline character of MI Nurul Huda Belik students Pemalang, namely teachers as educators, teachers, mentors, trainers and evaluator. While the effort by using the method of habituation, exemplary, discussions, lectures and simulations. The results of this study show the attitudes and behavior of students towards a better direction by reflecting the habit of obeying the rules that exist in the school.

CHAPTER III
RESEARCH METODOLOGY

A. **Research Design**

In this research, the researcher was qualitative method in conducting this research. According to Gay (2009: 9), qualitative research is based on collection and analysis of non-numerical data such as observation, innervation, interview, and other more discursive source of information. It mean that the researcher collect and analysis the data from interview the students to find the application of strategies component by pre-service teachers to manage students behaviour.

In addition, Moleong (2006: 6) explains that qualitative research was the study which intends to understand the phenomenon of the what was experienced by the subject or the research, such as behavior, perception, motivation, anwd so forth. Dealing the theories, this research focused to find out the application of strategies component by pre-service teachers to manage students behaviour.

B. **Research Setting**

This research setting was at English Teaching Department of IAIN Batusangkar that the students who have done pre-service teachers in even grade in 2019/2020 academic years. According to Sugiyono (2012: 145), research requires research setting such as, at school, company, government institute, street, home and others. It means that research setting can conducted by the students who have finished carrying out pre-service teachers.

C. **Research Informants**

The informants of this research was the students who have finished carrying out pre-service teachers even grade in 2019/2020 academic year. In order to find the informant, the researcher used random sampling. According to Gay (2000: 138), purpose sampling is a judgment sampling, when the researcher selects a sample based on his or her experience or

knowledge of the group to be sampling. Purpose sampling is technique of sample to get source of data with certain consideration, such as informants are supposed know more about what the researcher want to know is.

Research informants should fulfill some criteria of informant. Moleong (2010: 32) state that there are five criteria in selecting the research informant: 1) honest, 2) reliable, 3) speaking up, 4) subject is not involved at certain group, and 5) subject views about certain case that happening.The researcher have some criteria for informant. The characteristics of the informants: 1) Based on observation, 2) An interview on pre service teachers who finished the activity in even grade in 2019/2020.

The informant of this research was English Teaching Department students who are students at IAIN Batusangkar. They were students who have completed the program at the end of semester eight.

Based on the theories, this research will be conducted the students who finished the program pre-service teachers of English Department of IAIN Batusangkar.

D. **Research Instruments**

The key instrument of this research was the researcher herself. As explained by Gay (2000: 19) the researcher relies on herself as the instrument of data collection. It means that the researcher do her own observations to interview, then she interprets the data by herself. In this research the researcher used observation notes. In the observation notes there are three columns that must be fulfilled while observation and researcher also interview the informant used interview guide. The main instrument in this research is interview guide and the supporting instrument is observation.

E. **Technique of Data Collection**

The technique of data collection used to get direct information from English students what are the application application of strategies component by pre-service teachers to manage students behaviour . The

techniques of the data collection applied to collect the data, researcher used interview. The interview technique used unstructured interview. The purpose of choosing this technique is to get direct information from the informants who were anxious in conducting research proposal seminar.

Researcher doing the technique of data collection namely interview. Hanafi (2011: 130) adds that interview is used to obtain information verbally through conversation that aims to gather information to accomplish a representative data. This technique was used to get direct information from the informants who are finished the pre service-teachers program. Gay, Mills and Airasian (2012) state that unstructured interview is title more than a causal conversation that allows the qualitative researcher to inquire into something that has presented itself as an opportunity to learn about something at the research setting. It meant the researcher interviewed the informants to get more data about students anxious and researcher use Indonesia and Minang language to minimize the missing information of the informants, and then the researcher will use recorder to record all of the conversations in the interview process.

F. **Research Procedures**

This research was conducted by applying the following steps. The researcher will do pre-research, whilst-research and the post-research. In preparation, the researcher applied several steps. They are: The first researcher must finding the problem, after find the problem the researcher doing preliminary observation, and then after doing preliminary observation the researcher must finding related theories of research proposal, the next researcher doing preparing proposal of the research from chapter one until three, after researcher make a proposal they will doing consulting the proposal with the advisors and do revising until finished and to get approval from advisor to doing proposal seminar, after that the researcher having proposal seminar, and the last after doing proposal seminar researcher doing revising of the proposal.

In whilst-research, the researcher also apply several steps. They are: The first, after researcher conducting proposal seminar they will get the letters of research permission for doing observation, after that researcher doing observation to find more information, complete steps to resolve problems that exist in the research, after they find the real problem the researcher doing interview to more complete information about they feel, after researcher interview the informants researcher doing transcribing the interview, the next researcher doing re-interview, and the last doing transcribing re-interview. In post-research, the researcher also apply several steps. They are: The first researcher doing analyzing the data interview, and then doing drawing the conclusion, and the last researcher writing the research report.

G. **Cheking of Data Trustworthiness**

In checking the data trustworthines, the researcher was used triangulation to ensure the trustworthines of the collected data. Moleong (2006:330) states that triangulation is a technique, which was use to see the validity of the data by using another way in collecting the data. In this research, cheking the data trustworthiness was the purpose that reached by the researcher used the qualitative research. In this research, the researcher was use technique of triangulation to check the data trustworthiness. After collecting the data from all informats by using interview, the researcher checked the data from some informants by using the second interview, the researcher checked the data trustworthiness by using time triangulation. It is used to get data in different time and to confirm the first data from interview result.

H. **Technique of Data Analysis**

The data was analyzed based on result of the interview. The result of the data was analyzed based on result of the interview. The result of interview analyzed in three steps, they are: data reduction, data display and conclusion or verification of the data.

According to Miles and Huberman in Sugiyono (2010: 246-252) in analyzing the qualitative data needs three actives, as follows:

1. Reduction of the data

    The reduction of data to process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcription. The reduction of data is occuring during the interview or observation happen. It menas when data is collected, the phase of the continuing of reduction is occuring, such as make conclusion, condification, investigate of theme, grouping, and write memorandum.

    In the data reduction, the researcher did some steps. First, the researcher recorded the interview and maked trancription of interview result. Second, the researcher coded the transcription for each items related to the application of strategies component by pre-service teachers to manage students behaviour.

2. Data display

    In this step, the researcher displayed the data in from of table to find out the application of strategies component by pre-service teachers to manage students behaviour.

3. Conclusion and Verification of the data

    After reducing and displaying the data the researcher made conclusion and verification of the data. This activity is aimed to conclude the application of strategies component by pre-service teachers to manage students behaviour.

CHAPTER IV
FINDING AND DISCUSSION

A. **Research Finding**

This chapter presents the result of the research entitled The application of strategies component by pre-service teacher to manage students behaviour. The data were collected through interviews. The researcher found an interesting phenomenon the strategies by pre-service teacher who manage students behaviour. The researcher interviewed September, 27, 2021 for the first interview. After that, the researcher interview to clarify the first information on Desember, 29, 2021 for the second interview. The researcher interviewed the researcher by using Bahasa Indonesia to make the communication ran well and effectively.

After collected the data , the researcher found there are some application of strategies component by pre-service teacher to manage students behaviour, they are:

1. Using Video Material

In this strategy the pre service teacher using video material to train students" memory. The video material was made by the teacher that related to the learning material. So, the teacher was used the video related to the learning material to attract the students" attention in online learning process. Based on the answer that said by the informant (1) in the first interview on Monday, September 27, 2021, pre-service teachers' strategy is: *I (1): "Strategi yang saya gunakan yaitu yang pertama yaitu menggunakan video agar bisa menarik minat siswa dan juga melatih ingatan siswa"*

I (1): "The strategy I use is the first one, namely using video"

The researcher interviewed on Wednesday, December 29, 2021 to check or clarify the first information and the result was:

I (1): "...Yang pertama yaitu menggunakan video".
I (1): "...The first is using video".

And also, based on the answer that said by the informant (2) in the first interview on Monday, oktober 11, 2021.

I (2): "kadang-kadang setelah di Bandicam mungkin minta dari siswanya sendiri apakah eee buat video percakapan bikin video atau nanti bikin seperti real seperti shortfilm mungkin untuk kelas 7 belum bisa kita cobakan mungkin kalau kelas 7 baru perkenalkan diri melalui video kalau kelas 8 itu pernah saya cobakan dia melakukan percakapan itu pilih tempat sendiri misalnya mungkin situasinya dikelas ya dicari kelas yang bisa dia manfaatkan kalau apa namanya percakapan di halaman apa dikebun"

I (2): "Sometimes after going to Bandicam, maybe they ask their own students whether make a video conversation, make a video or later make it like a real one like a short film, maybe for grade 7 we can't try it maybe if class 7 just introduces itself via video when in class and class 8 i have tried him to have a conversation, choose his own place, for example, maybe the situation is in class, yes, look for a class that he can use if what is the name of a conversation in yard"

The researcher interviewed on Thursday, Oktober 14, 2021 to check or clarify the first information and the result was:

I (2): "menggunakan Bandicam dalam proses pembelajaran kadang-kadang sekali-sekali juga mengambil bahan yang berasal dari youtube"

I (2): "using Bandicam in the learning process, sometimes from time to time also take materials from YouTube"

Based on the answer that said by the informant (3) in the first interview on Monday, Oktober 19, 2021.

I (3): "....memakai video yang saya ambil dari google juga ada eee kosakata-kosakata penting yang saya sendiri catatkan dan mereka harus cari artinya ya habis cari artinya dan itu eee video kemudian menjelaskan dan memberikan beberapa catatan karena mereka kelas 7saya harus tahu harus banyak memerikan kosakata gitukan jadi kosakata itu mereka cari sendiri".

I (3): ".... using the video that I took from Google also had important vocabulary words that the mother herself wrote down and they had to look for the meaning, finished looking for the meaning and that was the video then explained and gave some notes because they are in 7th grade mother. must know that they have to describe a lot of vocabulary so they find the vocabulary by themselves "

The researcher interviewed on Tuesday, Oktober 21, 2021 to check or clarify the first information and the result was:

I (3): "....Ya, lebih banyak video ya video setelah video saya berikan kemudian memberi penjelasan melalui audio kemudian setelah itu memberikan latihan untuk melihat apakah mereka melihat video itu dan memahaminya"

I (3): ".... Yes, more videos, yes, videos after the video I was given, then gave an explanation via audio then after that gave practice to see if they saw the video and understood it"

From the interview, it was confirmed that the informant applied using video material as strategy to increasing students" motivation in online english learning.

2. The pre service teachers does not give time limit to Students in Collecting Assignment

Based on the answer that said by the informant (1) in the second interview on Wednesday, Oktober 29, 2020, English teachers' strategy is:

I (1): "saya sebagai guru PPL menerima kapanpun dikirim tugas oleh siswa karena kita tidak boleh mempersulit siswa sekarang"

I (1): "We as pre-service teachers accept whenever assignments are sent by students because we can't make things difficult for students now"

And also, based on the answer that said by the informant (2) in the first interview on Monday, September 11, 2021.

I (2): "pembelajaran melalui google classroom itu penyerahan tugasnya tidak diberi batas waktu karena mengingat kondisi jaringannya aman-aman saja pada waktu pembelajaran ada yang tidak kalau kita kasih batas waktu kemungkinan yang mengumpulkan tidak akan beberapa orang kalau tidak dikasih batas waktu walaupun telat masih bisa mengumpulkan"

I (2): "learning through google classroom is not given a time limit because the network is safe at the time of learning, if we give a time limit, it is possible that some people will not collect if they are not given a time limit even though it is late. can still collect "

From the interview, it was confirmed that the informant applied not gave the time limit to students in collecting the assignment to make students feel easier in making and collecting the assignment.

3. Providing Concise and Dense Material to Students

In this strategy the pre-service teacher gave the students concise and dense material to the students. In online English learning   many students are difficult to understand the material that provided by the teacher. So, the teacher gave the students concise and dense material so that the students easily to understand the learning material.

Based on the answer that said by the informant (1) in the first interview on Monday, September 27, 2021, pre-service teachers' strategy is:

I (1): "...Terus yang keduanya memberikan materi yang sudah diringkas atau di ee diringkas dengan ringkas dan padat"

I (1): "...Then the second one provides the summarized material with concise and dense"

The researcher interviewed to informant 1 on Wednesday, Oktober 29, 2021 to check or clarify the first information and the result was:

I (1): "...Terus yang kedua memberikan materi yang sudah diringkas dengan padat dan ringkas agar siswa itu lebih mengerti"

I (1): "...Then the second one provides the summarized mmaterial with concise and dense so that the students understand better"

Based on the answer that said by the informant (3) in the first interview on Tuesday, Oktober 19, 2021, English teachers' strategy is:

I (3): "...memadatkan materi karena materi kali ini sangat penting bagi siswa"

I (3): "... compacts the material because the material this time is very important for students"

The researcher interviewed to informant (3) on Thursday, Oktober 21, 2021 to check or clarify the first information and the result was:

I (3): "...setiap siswa menyimpulkan membuat catatan sedikit tentang video tadi kemudian eee misalnya perkenalan diri kan apa saja tadi yang diucapkan oleh orang untuk perkenalan diri apa saja poin-poin perkenalan diri kemudian nanti mereka eee mencatatkan poin-poin itu nanti mereka sendiri bikin video tentang perkenalan diri sendiri"

I (3): "... every students concluded that he made a little note about the video earlier, then, for example, self-introductions, what were said by people for self-introduction, what are the points for self-introduction, then later they will write down those points. myself make videos about self-introductions "

From the interview, it was confirmed that the informants applied given the material to the students that summarize and dense material so that easily to understand by the students.

4. Giving Games to Students

The pre-service teacher strategy is giving games related to the material to the students. Pre-service teacher apply the games used by Kahoot Application. Based on the answer that said by the informant (2) in the first interview on Wednesday, september 29, 2021, pre-service teachers' strategy is:

I (2): "menggunakan aplikasi Bandicam banyak sebenarnya ada Kahott ada Bandicam dan lain sebagainya yang memang intinya membuat anak lebih tertarik untuk belajar"

I (2): "using the Bandicam application a lot, actually there is Kahott, there is Bandicam and so on, which essentially makes children more interested in learning"

The researcher interviewed on Thursday, Oktober 14, 2021 to check or clarify the first information of informant (2) and the result was:

I (2): "kadang-kadang juga menggunakan Kahod kalau Kahod tidak bisa langsung di Google Classroom tapi dibikin sendiri Kahod itu seperti game-game yang ada di hp anak-anak yang ada seperti who wants to be a millionaire"

I (2): "Sometimes Kahod also uses Kahod if Kahod can't go directly to Google Classroom, but Kahod's self-made games are like games on existing children's cellphones such as who wants to be a millionaire"

Based on the answer that said by the informant (3) in the second interview on Thursday, Oktober 21, 2021, Pre-service teacher strategy is:

I (3): "sambil bermain game mereka bisa berbahasa inggris juga kan"

I (3): "While playing games they can speak English too, right"

From the interview, it was confirmed that the informants applied give game related to the material to the students. The game used by Kahood Apllication and used for make the students enjoy the learning process.

In the second interview for informant 1, 2 and 3, the researchers conducted Prolong Engagement, in which the researcher conducted deeper interviews with informants.

5. Giving Praise/Reward

The teacher strategy is giving praise to the students who work well. For example to the students who collect the task early. Based on the answer that said by the informant (1) in the first interview on Monday, September 27, 2021, English teachers' strategy is:

I (1): Ya, biasanya siswa tersebut ngirim tugas lebih awal berarti dia udah mulai langsung pas tugas dikasih dia langsung bekerja terus eee dia kirim ada yang setengah jam sudah siap saat terus dikasih apa eee kata "good job" gitukan"

I (1): Yes, usually the my students who send assignments early mean that they have started immediately when the assignment was given, she

immediately went to work and then he/she sent half an hour ready then were given what was the word "good job"

And also, based on the answer that said by the informant (2) in the second interview on Monday, Oktober 11, 2021.

I (2): "anak-anak yang aktif itu akan kita kasih pujian misalnya good atau you can do like your friend, im sure you can do all of you apa namanya eee sebenarnya bisa contohnya saja teman kamu bisa tidak menutup kemungkinan kamu juga bisa jadi seperti itu membangkitkan semangatnya"

I (2): "The children who are active we will give praise, for example good or you can do like your friend, im sure you can do all of you, what is the name of eee, actually you can, for example, your friends can not rule out you can too. so like that raises his enthusiasm "

And also, based on the answer that said by the informant (3) in the second interview on Tuesday, Oktober 19, 2021.

I (3): "....Eee sudah pasti berupa pujian ada kalau mereka eee itu dijanjikan pas tatap muka ini akan diberikan gitu kan ketika nanti tatap muka ada reward yang akan saya berikan, tunggu ya jadi pas tatap muka karena sudah ada janji itu saya berikan ada yang berupa apakah kado kecil yang isinya buku atau apalah pena semacam itulah gitukan jadi bagi mereka yang tugasnya lengkap, latihannya lengkap, catatnya lengkap diberi reward"

I (3): "… .Eee is definitely in the form of a compliment if they are promised that when they meet face to face, this will be given, right when face to face there is a reward that will be given to you, wait yes, so when you meet face-to-face or because it's already there. I promised that mother gave something in the form of a small gift containing a book or something like a pen like that, so for those whose tasks are complete, the exercises are complete, complete notes are rewarded"

From the interview, it was confirmed that the informants applied given praise and reward to the students who make the task well and active in online english learning process.

6. Giving Learning Evaluation

Based on the answer that said by the informant in the first interview on Monday, September 27, 2020, English teachers' strategy is:

I (1): "....Diamati mungkin ada juga yang eee sama tugasnya dengan yang ngumpul yang pertama atau mencontek pada waktu itu saya kasih apa tolong ya tugasnya dikerjakan sendiri-sendiri kenapa tugasnya sama semua"

I (1): ".... Observed, maybe there are also those who have the same job as the first one who gathered or cheated at that time. At that time I give, please, son, the tasks are done individually, why all the tasks are the same"

And also, based on the answer that said by the informant (2) in the second interview on Monday, Oktober 11, 2021.

I (2): "Itu menggunakan Google Form, menggunakan Google Form yang bentuknya diusahakan bisa semenarik mungkin"

I (2): "It uses Google Form, using Google Form which can be made as attractive as possible"

And also, based on the answer that said by the informant (3) in the second interview on Thursday, Oktober 21, 2021.

I (3): "Ya, setiap siap satu KD itu selalu diberikan evaluasi ya berupa evaluasinya itu ada yang kalau praktek praktek mereka harus mengirimkan misalnya video perkenalan diri mereka harus kirim video perkenalan diri japri pribadi ya yang untuk praktek kalau nanti dalam bentuk apanya eee pengetahuan itu dalam bentuk soal-soal diberi tes ya diberi tes"

I (3): "Yes, every KD is prepared, it is always given an evaluation, yes, in the form of evaluation, if they practice practice, they have to send, for example, self-introduction videos, they have to send self-introduction videos of Japri personally, yes, for practice, what kind of things. This knowledge is in the form of questions, given a test, yes, given a test"

From the interview, it was confirmed that the informants applied learning evaluation to the students. Learning evaluation useful for the students specifically to know their skills and enthuciastic to increase their skills than before.

B. **Research Discussion**

In this part of the research, the researcher can discussess The application of startegies component by pre-service teachers to manage students behaviour. Based on the interview, several strategies that are used and applied by pre-service teacher in manage students behaviour. The pre-

service teacher used more than one strategy to teach students in the learning process.

The first strategy used by pre-service teacher is giving video in online learning process. According to Stempleski & Tomalin in Mohamad et al (2014) video has a great motivational potential. Video as material delivery and teacher as task provider. For example, when the teacher gives a video, the video conveys material to students. after the video is watched by students, the teacher will provide exercises in accordance with the video. Video has become one of the fastest-moving trends and aims to provide a configurable infrastructure that integrates learning material, tools and services.

Second, In this strategy the teacher does not give time limit to students in collecting assignment. Assignment given to students can be collected anytime accordance the situation of the students includes the facilities and infrastructure owned by the students. In this way, students do not feel overwhelmed when making assignment and feel easier in collecting the assignment.

Third, providing concise and dense material to students. According to El-Seoud et al (2015:5) states that design content to be relevant to students" goals and intention to avoid lose of interest in the subject. Using concise and dense material is highly recommended because concise and dense assignments will make students more motivated to work on assignments when online english learning. In addition, according to Dimyati and Mudjiono (2010:97) states that the factors that can influence the students" motivation is the effort is how the teacher prepares themselves in teaching students starting from mastery of the material, how to convey it, interesting students" attention, and organize classroom discipline. In this step, the teacher takes photos of the material and sends it to students through groups and asks students to take notes the material. for the next meeting the teacher will provide training related to the material given.

Fourth, giving games to students. In this strategy, the teacher gave the game to the students in english online learning process. According to El-Seoud et al (2015:5) use educational games to support learning material. There are many different apps and sites that offer fun games to encourage learning in all subject areas. The game given by the teacher is use Kahood Application. Gave the game to the students can make them more attractive in learning process.

The last is giving praise/reward to students who perform well. According to Wulandari & Surjono in Ferismayanti (2020: 7) indicators of student learning motivation include reward/praise/appreciation. The psychological touch is in the form of students feeling appreciated for the efforts made. In addition, According to El-Seoud et al (2015:5) state that help students to gain confidence. This could be easily achieved when students in what they are doing and achieve their goals. Giving praise by the teacher can be seen as motivation that can change the behavior of the student concerned, related to the cognitive, affective, and psychomotor domains. In this strategy, when the teacher gives assignments to each student, for students who submit assignments early and students who active in online english learning process.

So the teacher gives praise and reward such as the word good job or little praise in form books and pens. The last one is giving learning evaluation. Carol Ames in Wahyudi (2017:29) states that evaluation procedure he greater the emphasis on competitive evaluation and grading, the more students will focus on performance goals rather than mastery. Low-achieving students who have little hope of either performing well or mastery the task may merely want to get it over with evaluation is very important to apply every time the learning process is completed. This is useful for measuring the ability of students in understanding the material provided by the teacher. At this stage, the teacher collects student assignments, then checks and reviews student assignments. This aims to

make students know how good their abilities are and to make this

evaluation as their motivation to learn harder

CHAPTER V
CONCLUSION AND SUGGETION

A.   Conclusion

Based on the research findings and discussion on The application of strategies component by pre-service teacher to manage students behaviour, the researcher concludes that the pre-service teacher used a suitable strategy for students in increasing their motivation in online English learning. Based on research findings there are six strategies used by the pre-service teacher to manage students behaviour. These strategies include: 1) Giving video material, 2) The Teachers does not give time limit to Students in Collecting Assignment 3) Providing concise and dense material to students, 4) Giving Games to Students 5) Giving students the praise/reward, 6) Giving learning evaluation.

B.   Suggestion

1.   Pre-service Teacher

For the pre-service teacher, the researcher suggests keeping applying his strategies, keep doing creativity during the use of the strategy in teaching English for students in online or offline learning.

2.   Other English teachers

For other English teachers, the researcher suggests to imitate and modify the strategies that used by pre-service teachers.

3.   English Department of IAIN Batusangkar

For the English department of IAIN Batusangkar, the researcher suggest to added material about how to teach english students to manage students behaviour.

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