



#### **CHAPTER IV**

#### **DATA ANALYSIS AND DISCUSSION**

This chapter provides the data results and a detailed analysis and discussion of the classroom action research cycles. The data results were analyzed and

discussed in relation to the related literature. At the end of this chapter, there will also be a final discussion of all the cycle's results.

This research can be divided into two stages, namely: the preparation stage (pre-cycle) and the implementation stage (cycles 1 and 2). The research started with a pre-cycle test that was then followed by cycle 1 and cycle 2. One variable was measured in the pre-cycle, which is Impulsive Behavior. The two variables in the two cycles, namely: and Impulsive Behavior and Behavior Chart. The impulsive behavior was measured using a triangulation of the instrument data.

#### **4.1 Pre-Cycle**

The research observation started from the 8<sup>th</sup> day of the month of August 2016 until the 14<sup>th</sup> day of the month of October 2016. Various problems were observed during the observation – cognitive and affective problems. The students were actively involved during lessons with activities that requires the students' motoric skills, therefore psychomotor problems were not much observed. There was only one student who was unaware of the correct way of holding a pencil when writing. The other arousing problems in the classroom were aspects such as grammatical errors, behavior problems, student-teacher relationships, teacher-parent relationships; reading comprehension; and student motivation. The research was decided to be focused on the behavior problem in the classroom, specifically on the students' impulsive behavior.

The pre-cycle preparation was conducted before the lesson and was done by observing the students and discussing with the mentor teacher, who was the homeroom teacher of the class, about the arousing problems in the classroom. The pre-cycle lesson was conducted on the 27<sup>th</sup> of October, 2016 with a pre-cycle lesson

plan (see Appendix A-1) that has been previously discussed with the mentor teacher. It was done to indicate the problem in the Grade One A class at a Christian junior school in Makassar. The instruments used were mentor's behavior checklist (see Appendix B-1) and mentor's interview (see Appendix B-2) regarding the impulsive behavior of the students during a lesson. These instruments were validated by two validators before being used during the pre-cycle lesson. The behavior checklist was validated by validator 1 (see Appendix A-1) and validator 2 (see Appendix A-2). The behavior interview was also validated by validator 1 (see Appendix A-3) and validator 2 (see Appendix A-4). The pre-cycle lesson was conducted to examine the problem and to collect supporting data. The results from the pre-cycle were then used to be compared with the results of the other two cycles – wherein the implementation of the treatment was made.

The pre-cycle lesson started on time, went as expected, and ended on time. The lesson started at 09:52 A.M. It was two minutes behind the actual lesson time. The students were greeted and were asked whether they remembered about poems. The students were told of the purpose of the lesson, that is to learn about the proper way of pronouncing words and the use of good intonation in reading poems. The students were led to do Brain Break, which is a bunch of short exercises, for a minute. After getting the students' attention, the lesson topic was then introduced. Examples of poem recitation were given through two short video clips with different ways of reading poems. The first video clip lasted for five minutes while the second video clip lasted for three and a half minutes. The students were also demonstrated the proper way of reading the poem entitled "*Pelangi*" (Rainbow). The poem is printed on an A4 sheet of paper . The students were then told to study

the given poem by pairs. After studying the poem with their pairs, some students were asked to come to the front of the class to recite the poem. Some of the students were confident and volunteered to recite in front of the class. The students still needed help from the teacher in terms of memorization and the proper expression when reciting the poem. After most of the students have recited the poem, the lesson was concluded by reminding the students again about poems. The students were also told that they will be having a graded recitation about the poem that they have just read, and that the rubric and a copy of the poem will be attached in their Bahasa Indonesia file which will be brought home to be studied with their parents. The lesson ended on time.

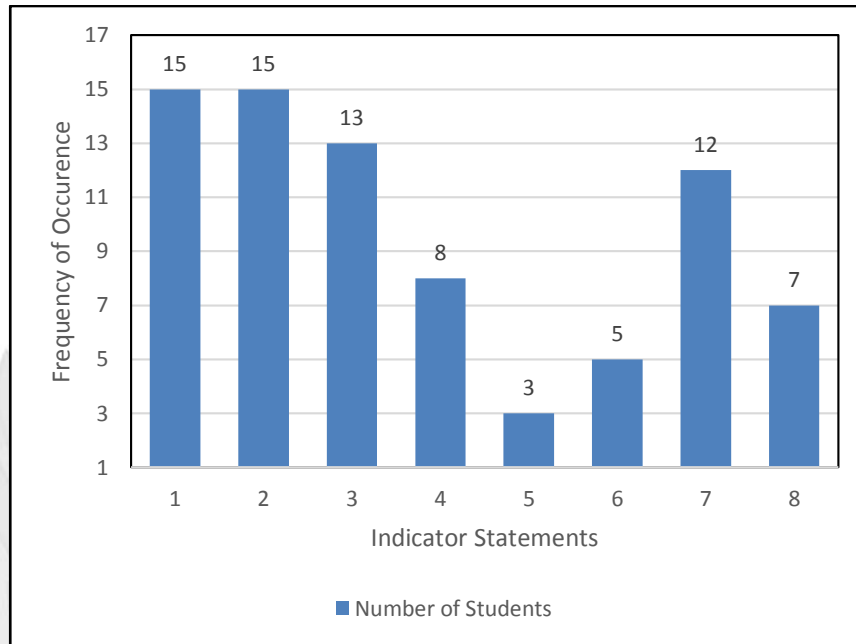
A behavior checklist (see Appendix B-1) was used to check whether the considered impulsive behavior in first grade students were visible in the students in Grade One A class. The purpose of the checklist was to keep track of the students' impulsivity during a lesson. The checklist is composed of the names of the students and some indicators that is considered as impulsive behavior possessed by children in early education level. Each indicator was given indicator statements that will help measure the students' impulsive behavior during the pre-cycle lesson. The indicators statements of impulsive behavior that was observed were: blurting out, not raising hand before speaking, speaking when the teacher speaks, speaking when another student speaks, making noises with mouth, making noises with hands or feet, not sitting on their seats properly, and disturbing their seatmate. From the result of the checklist the frequency of the indicators being shown by the student during the lesson can be observed. Below is the data result of the pre-cycle checklist on the frequency that the indicators were shown during the lesson:

**Table 4.1** *Pre-Cycle Behavior Checklist Result Table*

No.	Indicator Statements	Frequency
1	blurting out	15
2	not raising hand before speaking	15
3	speaking when teacher speaks	13
4	speaking when another student speaks	8
5	making noises using mouth	3
6	making noises using hands or feet	5
7	not sitting on their seats properly	12
8	disturbing their seatmate	7

Source: Researcher

The data results show that two indicators statements stood out from the rest. The two indicators that occur most often during the pre-cycle lesson were “blurting out” and “not raising hands”. The least indicator statement that occurred was “making noises using mouth.” 88% of the total number of students showed the indicator statement of blurting out and not raising hand before speaking during the lesson. 76% of the students, during the lesson, spoke when the teacher was talking. 70% of the students did not stay in their seats when they were supposed to during the lesson. 47% of students spoke while another student was speaking. 41% of students were observed disturbing their classmate during the lesson. 29% of students made unnecessary noises with their hands and feet. 17% of the students made unnecessary noises with their mouths – like humming, clacking their tongues, singing, shouting. The percentage was taken by dividing the number of frequency of occurrence of the indicator statement with the total number of students, which is 17 students, and multiplying the result with 100. The comparison of occurrence of each indicator statements in the pre-cycle lesson can be seen in the graph below:



**Figure 4.1** *Pre-Cycle Student Behavior Checklist Result*

Source: Researcher

Based on the checklist results, 88% of the total number of students can be said to possess the traits of impulsive behavior in first grade students. The conclusion of the data from the behavior checklist is supported with an interview (see Appendix B-2) taken with the mentor teacher shortly after the class was done. During the interview, a short discussion about the ongoing phenomenon in the classroom was made. The teacher mentor was able to answer the questions with enough details to explain the situation in the classroom. The interview lasted ten minutes.

It was taken to consideration to go into the implementation stage and to implement a treatment for the found problem in the classroom that is the students' impulsive behavior. Lang and Evans (2006) mentioned that behavior chart is one of the many approaches a first-grade teacher could do towards misbehaving students or who shows behavior impulsivity. It was decided to use behavior chart in regards to the students' impulsive behavior.

## 4.2 First Cycle

The first cycle includes planning, action, observation, and reflection phase.

### 4.2.1. Planning

The planning for the first cycle was done from the 25<sup>th</sup> to the 28<sup>th</sup> of October 2016. The planning phase includes finding theories that supports the indicators needed for both student impulsive behavior and behavior chart. The instruments for the research were validated on the 28<sup>th</sup> of October 2016. The instruments were validated by the first-grade homeroom teachers from Grade One B and Grade One C. The validators were chosen to check the validity and reliability of the instruments due to their direct daily experience and interaction with first-grade students and their knowledge of teaching strategies as Bachelor of Education graduates. Validator 1 did the validation of the impulsive behavior instruments – behavior checklist (see Appendix A-7), observation questionnaire (see Appendix A-9), and interview (see Appendix A-11), on the 31<sup>st</sup> of October 2016.). Validator 2 also did the validation of the impulsive behavior instruments – behavior checklist (see Appendix A-8), observation questionnaire (see Appendix A-10), and interview (see Appendix A-12), on the 31<sup>st</sup> of October 2016. The lesson plan used for the first cycle was discussed with the mentor teacher. It was agreed that the first cycle would be done during the Bahasa Indonesia lesson on the topic about poem recitation. The treatment to be implemented during the lesson was also discussed with the mentor teacher. The behavior chart that will be used during the lesson was shown to the mentor teacher. The mentor teacher approved of the lesson plan, and a behavior chart

that would be used during the lesson. The behavior chart was made with two rows and eleven columns (see Appendix A-5). The behavior chart was called the I Can Do It chart.

The plan for the first cycle was discussed with two other first-grade teachers and an open discussion was made about the behavior that the teachers usually experience and the behavior they expect from the students when the treatment is implemented. The three teachers agreed that the students were showing certain impulsive behaviors in the classroom and were often not following the classroom agreements. The teachers also agreed that the treatment of implementing a more positive rather than just a mixture of reinforcements will be a better option or approach towards the students' behavior. Therefore, it was decided to use behavior chart during the planned lesson to help monitor the students' behavior during lessons.

#### **4.2.2 Action**

The first cycle was conducted on November 1, 2016. The lesson used for the first cycle was delivered as planned by the researcher and the mentor teacher. The lesson started on time and finished at the right moment before break time. The time allocation of the lesson was sufficient for the flow of the lesson to go on well. The teaching and learning process went accordingly well and the students were able to be taught the lesson topic of the day. The students were able to show proper behavior throughout the lesson. The lesson was started by greeting the students and reminding the students about what poems are. The students were asked whether or not they still recall the lesson they had about



poems. The students seemed confused and started to guess. The students were then told about the purpose of the lesson, that is about the proper way of declaring poems and the specific poem about rainbow that they will be presenting. The students got excited when they heard the word “*pelangi*” (rainbow). The I Can Do It behavior chart sheets were given out to each student while explaining about what it is. The students were explained about the classroom procedures to be followed and its connection with the sheets that was previously distributed. The students were asked to give thumbs up if they understood and thumbs down if they did not. All the students present gave thumbs up. The students were then asked if they agree with the classroom procedure, and again all the students present gave thumbs up. The students were reminded of the function of the charts which is to monitor their behavior. If they follow the classroom procedures and did not break any rules for 10 minutes, a line will be drawn on the row of the Happy Apple, but if they don’t, a line will be drawn on the row of the Sad Apple. The students who got a full row of Happy Apple got a sticker that they can put in their sticker chart. The sticker chart is one of the classroom management strategies that the mentor teacher uses in the classroom. If the students got a full row of Happy Apple but still has even only one line drawn in the row of the Sad Apple, the student won’t get any sticker to put in their sticker chart. The sticker chart procedure is that if they can get 30 stickers, they get to trade it in with a prize from the mentor teacher. The students are usually given stickers when they succeed academically and if they can show appropriate behavior that is according to the student profile of the school. The presentation went according to the planned lesson. The students were able to

follow through the lesson with minimal distractions. The researcher found it better to concentrate on the lesson and delivering it to the students. The lesson went and ended well.

### 4.2.3 Observation

In this phase, the data results of each instrument used is discussed. The Mentor's Checklist, Mentor's Observation Questionnaire, and Mentor's Interview were used as instruments.

#### 4.2.3.1 Mentor's Behavior Checklist

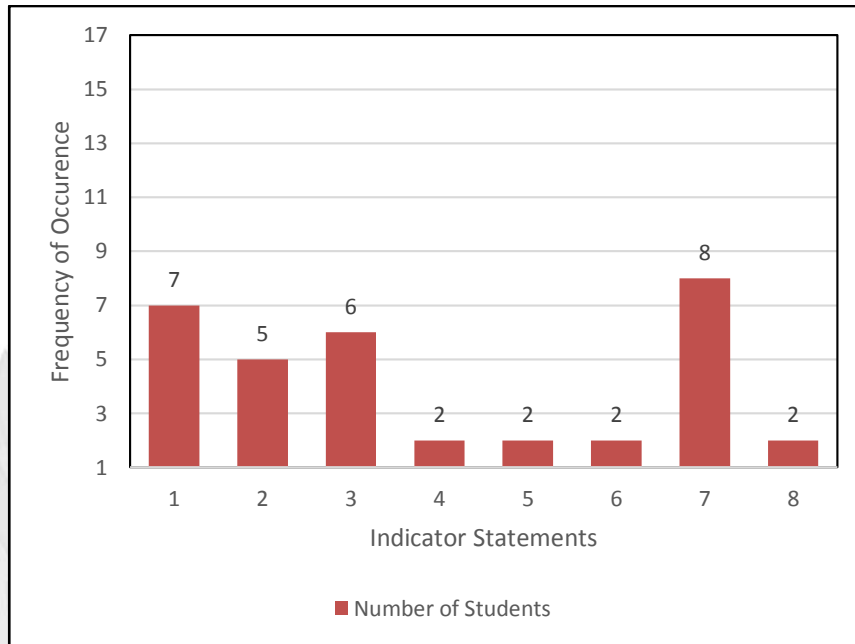
A behavior checklist (see Appendix B-3) was used to identify the frequency of the occurrence of indicators for the students' impulsive behavior during the Cycle 1 lesson. The mentor teacher observed the students as the lesson went on and saw the students who are positive of the indicator statements given. Below is the data result of the Cycle 1 checklist on the frequency that the indicators statements are shown during the lesson:

**Table 4.2** *Cycle 1 Behavior Checklist Result Table*

No.	Indicator Statements	Frequency
1	blurting out	7
2	not raising hand before speaking	5
3	speaking when teacher speaks	6
4	speaking when another student speaks	2
5	making noises using mouth	2
6	making noises using hands or feet	2
7	not sitting on their seats properly	8

Source: Mentor

The data results show that the indicator statement that occurred most on Cycle 1 was “not sitting on their seats properly.” The least that occurred were four: “speaking when another student speaks,” “making noises using mouth,” “making noises using hands and feet,” and “disturbing their seatmates.” 47% of students did not stay seated in their seats during the lesson. Some of the students were either playing with their chairs or going to the back of the classroom. 41% of students blurted out answers and unnecessary comments during the lesson. 35% of the students spoke with fellow students while the teacher is speaking and teaching the lesson. 29% of the students did not raise their hands before answering questions. 11% of students spoke when other students were having their turn to speak. 11% of the students made unnecessary noises using their mouths – like humming, singing, clacking their tongues, and making hush noises. 11% of students made noises using their hands and/or feet – banging the table, stomping their feet, clapping their hands. 11% of students disturbed their seatmates. The students being disturbed reported it to the teacher as the teacher was teaching. The occurrence of each indicator statements in the Cycle 1 lesson can be seen in the graph below:



**Figure 4.2** *Cycle 1 Behavior Checklist Result*

Source: Mentor

Based on the checklist results, it can be stated that the amount of occurrence of the indicator statements has gone lower than that of the pre-cycle lesson. The frequency of occurrence did not go over nine students. It could be said that half of the students in the research were able to minimize their impulsive behavior frequency. The total amount of frequency of the occurrence of indicator statements was 34, compared to the pre-cycle lesson which was 78. The percentage of frequency of occurrence for the first cycle was 43% compared to the total amount of the pre-cycle lesson. The first cycle was 56% less in frequency percentage than the first cycle. The frequency was less than half than the pre-cycle lesson.

#### 4.2.3.2 Mentor's Observation Questionnaire

An observation was made by the mentor teacher during the Cycle 1 lesson. Throughout the lesson, the mentor teacher sat at the back of the class observing. The mentor conducted an observation on the students' behavior using an observation questionnaire (see Appendix B-5). Below is a table showing the observation questionnaire questions and the answers:

**Table 4.3** *Cycle 1 Behavior Questionnaire Result Table*

No.	Indicator Questions	Answer
1	Did the students blurt out?	Yes
2	How many students blurt out instead of raising his/her hand first during the lesson?	1 to 5
3	How many times was the teacher interrupted by a student while speaking?	1 to 5
4	How many times was a student interrupted by another student while speaking?	1 to 5
5	How often do the students make noises using their mouths?	almost never
6	How often do the students make noises with their hands and/or feet?	almost never
7	How often do the students make noises using the things around them?	sometimes
8	How many students kept going out of their seat?	1 to 5
9	How many students did not sit properly on their seats?	1 to 5
10	How many students like to poke or disturb his/her seatmate?	1 to 5
11	How many times did a student complain about another student's behavior towards that student?	1 to 5

Source: Mentor

The questionnaire is a supporting instrument for the data of the behavior checklist. The data of the observation questionnaire can be compared to the data of the behavior checklist. The answer to question 1, which is "yes," and question 2, which is "1 to 5," can be related with the data result of the behavior checklist, which states

that 7 students blurted out when teacher asked questions and 5 students did not raise his or her hand before talking. The answers to question 4, that is “1 to 5,” can be related to the data in behavior checklist which states that 6 students interrupted a fellow student while he or she was talking. The answers to questions 5 and 6, that is “almost never,” can be related to the checklist data which states that 2 students made noises using either their mouths, hands, or feet. The answers to questions 8 and 9, that is “1 to 5,” can be related to the checklist data that states that 8 students either kept going out of their chairs or did not seat in their seats properly. The answers to questions 10 and 11, that is “1 to 5,” can be related to the checklist data that shows that 2 students disturbed their seatmates during the lesson that caused the students being disturbed to complain to the teacher about it.

The answer to question 3 which is about the amount of times the researcher was interrupted by a student while speaking was “1 to 5.” This was one count different from the behavior checklist data that shows that there were 6 students who interrupted the researcher. The dissimilarity of the data was caused due to the preoccupation of the mentor as the mentor was observing. Question number 7 was not in the checklist, therefore it is a new data. The answer to question 7 shows that the students sometimes make noises using the things around them. It was also observed by the researcher in the teaching

journal that some students were making noise by dragging their chairs or tapping their pencils on their tables.

#### **4.2.3.3 Mentor's Interview**

An interview (see Appendix B-7) with the mentor teacher was made after the lesson has ended. This was to avoid forgetting the incidences that happened during the lesson. The mentor teacher was interviewed and the points of the conversation were written down. The interview was both about the two variables – impulsive behavior and behavior chart. The interview took approximately 10 minutes. The questions used for the interview were all in English, but the mentor teacher answered with both English and Bahasa Indonesia. The results of the interview can be concluded as below:

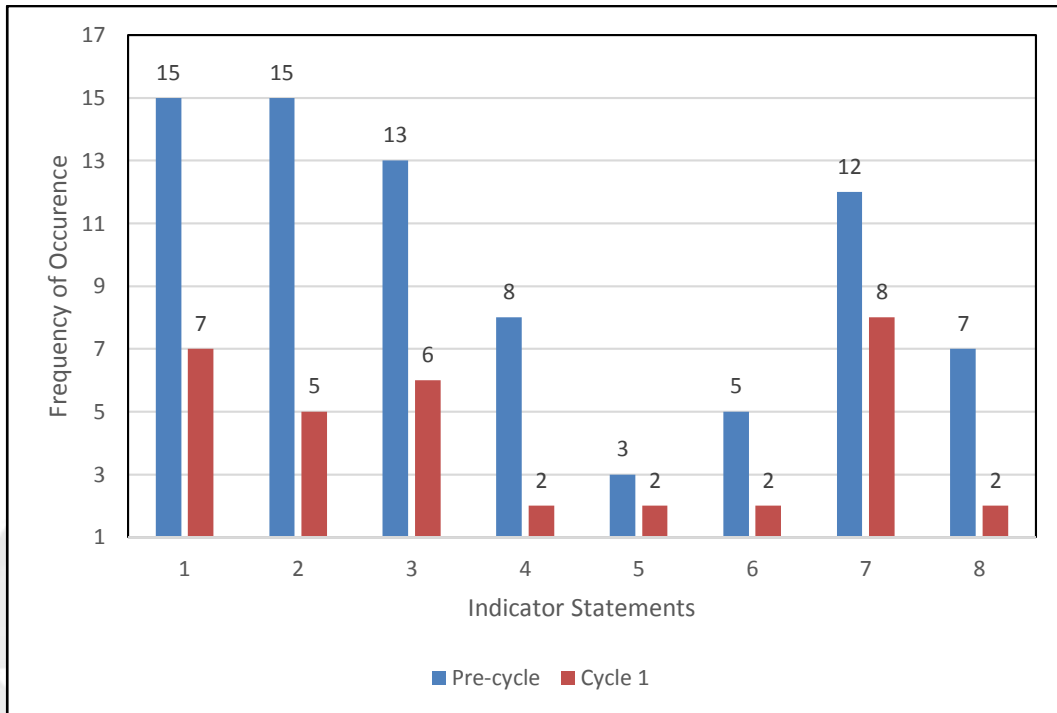
- 1) Compared to the pre-cycle lesson during Bahasa Indonesia class, the students of Grade 1A were better behaved. They had been used to hearing verbal reprimands if they behaved in a manner that does not contribute well to the classroom agreement. Now, most of the students did not have to be continually warned about the way they present themselves during the lesson.
- 2) The impulsive behavior of the students was better managed with the implementation of a token economy and social encouragement. The students studied effectively, decreased the tendency of impulsivity, and were more attentive and respectful during the lesson.

3) The students responded well towards the use of the behavior chart. The appreciation and acknowledgment of some students' good behavior motivated the rest of the class to behave well as well. The students liked being acknowledged of their good deeds.

#### **4.2.4 Reflection**

A reflection was made in order to analyze the strengths and weaknesses of the first cycle. The first cycle went according to the lesson plan. The data used to indicate whether the implementation of behavior chart was successful in managing the first-grade students' impulsive behavior. As the behavior chart was reinforced in the lesson, it was observed that the students were more aware of their behavior and were developing better self-control. Compared to the pre-cycle lesson, there was a decrease in the impulsive behavior of the students. Below is a figure showing the difference of the frequency of occurrence of each indicator of the behavior checklist used during the pre-cycle lesson and the Cycle 1 lesson:





**Figure 4.3** *Pre-cycle & Cycle 1 Behavior Checklist Result Comparison*

Source: Mentor

Based on the figure above about the comparison of the pre-cycle and the first cycle result, it can be seen that frequency of occurrence of the indicator statements decreased. This means, the students did not show much impulsive behavior in Cycle 1 compared to in Pre-cycle. Each indicator experienced a decrease in frequency. The decrease in frequency indicates an increase in the management of impulsive behavior. Indicator statement 1 decreased by 46% from the pre-cycle lesson, and is now 41% out of 17 – the highest frequency of occurrence and also the number of students in the research. Indicator statement 2 decreased by 33% from the pre-cycle lesson, and is now 29% out of 17. Indicator statement 3 decreased by 46% from the pre-cycle lesson, and is now 35% out of 17. Indicator statement 4 decreased by 25% from the pre-cycle lesson, and is now 11% out of 17. Indicator statement 5 decreased by 66% from the pre-cycle lesson, and is now 11% out of 17. Indicator statement 6 decreased

by 40% from the pre-cycle lesson, and is now 11% out of 17. Indicator statement 7 decreased by 66% from the pre-cycle lesson, and is now 47% out of 17. Indicator statement 8 decreased by 46% from the pre-cycle lesson, and is now 11% out of 17.

The strengths and weaknesses of the first cycle were reflected during the reflection. The strengths of Cycle 1 were as follows:

- 1) The lesson went according to the lesson plan. The time allocation was well-managed. The explanation of the lesson material went quite well. The students were able to listen attentively to their classmates who were presenting. The students participated in a conducive manner.
- 2) The use of the I Can Do It behavior chart was effective in helping the researcher have a visual monitor of the students' behavior as the lesson went on. The students understood the function of the behavior chart.
- 3) The students seemed have a realization of their behavior during the lesson and were more aware of their actions and choices.

The weaknesses found in Cycle 1 were as follows:

- 1) The behavior chart had too much squares therefore it took time to reach all the squares in order for the students to experience getting a sticker from the researcher. The token economy was not fully experienced during the first cycle.

- 2) The time for the cycle was not enough to really monitor the progress of the students' behavior.
- 3) The mentor teacher was a little preoccupied and was not focused on observing the class during the lesson.

To maintain the strengths that had so far been accomplished and to tackle the weaknesses of the research cycle, several points were made. First, in response to the complication with the behavior chart, a consultation with the mentor teacher regarding the matter was made. The mentor teacher then suggested that the behavior chart be altered for the next cycle. Second, better use of the available time will be done for the next cycle to achieve better research experience. Third, a clear communication with the mentor would be observed to minimize the chances that the mentor would again be preoccupied on the second cycle.

The result of the data was as expected for this research, but in order to strengthen the present data, the researcher decided to continue this cycle into a second cycle. In the second cycle, the researcher would like to know whether the use of behavior chart would continue to keep the data constant and further decrease the frequency of impulsive behavior from occurring, or would it be as the pre-cycle and increase in frequency. As Eggen and Kauchak (2010, p. 84) mentioned, students pass through certain stages at different rates of moral development. This implied that moral perspectives could be different among students as they experienced different rates of development – making the way they behave vary.

### 4.3 Second Cycle

The second cycle includes planning, action, observation, and reflection phase.

#### 4.3.1 Planning

The first cycle went according to plan, and it has been decided to take a second cycle to strengthen the conclusion that behavior chart is able to monitor students' impulsive behavior. The second cycle was decided to be done on November 3, 2016, during PKN. Similar to the first cycle, the first step in the planning stage of the second cycle covered the process of lesson and material preparation. The lesson plan was designed according to the lesson which is about "*hidup rukun*" (living in harmony). The preparation of the lesson was based on the discussion with the mentor teacher together with other first-grade teachers.

The preparation of the instruments that were going to be used for the second cycle was done before the first cycle. Cycle 2 used the same instruments for both variables as the instruments used in Cycle 1. The behavior checklist, teaching checklist, behavior observation questionnaire, behavior chart observation questionnaire, behavior interview, and behavior chart interview that were used were the same as the one used for the first cycle. There was no validation done since the instruments have already been validated. The only alteration of the instrument used was the behavior chart and the lesson plan used. The mentor teacher approved of the lesson plan and the behavior chart that would be used during the lesson. The mentor teacher only suggested to reduce the number of boxes for the chart of the behavior chart. The chart was

originally made to have two rows and eleven columns (see Appendix A-5), but was then changed to having two rows and six columns (see Appendix A-6).

#### **4.3.2 Action**

The action stage of the second cycle was held on November 3, 2016. In this stage, the lesson was delivered as what was planned in the lesson plan. The lesson plan on the subject, PKN, wherein the second cycle was done, was started and finished as planned. All the teaching media that were used for the lesson were prepared well and experienced no technical problems.

The lesson consisted of two parts: the explanation about the I Can Do It behavior chart and the explanation of the lesson material, which was about “*hidup rukun*”. The allocated time the first part of the lesson was ten minutes, and the allocated time for the second part of the lesson was thirty minutes. The first ten minutes of the period was the opening of the lesson. This included greeting the students and an introduction to PKN, since this is the first meeting for PKN (Bahasa Indonesia class was changed to PKN). The learning objective was also explained after the introduction to PKN.

Before delivering the lesson, the I Can Do It behavior chart were distributed first and then explained to the students. Three students were assigned to help distribute the sheets of paper wherein the charts were printed on. As the assigned students were distributing, the class expectations and the purpose of the behavior chart were explained to the students. The students were reminded that the right motive in choosing to do right – behaving well, was to glorify God and not merely to get a reward. The students agreed to what was said. Some

students raised their hands and gave examples of their own experience where they chose to do what is right and further explained that they understand that God is to get all the glory in all that they do. One student mentioned that God loves everyone and wants men to obey Him.

The explanation of the lesson was then delivered for the rest of the class period by lecture combined with open-discussion with the students. The lesson was introduced by showing a video clip about “*hidup rukun*”. The video clip lasted for about 8 minutes. The students listened to the explanation of the lesson and were guided to ask and answer questions about the lesson topic. The students were also told to retell the main points of the topic using their own words and understanding. There was also an activity about the topic. The students had to roam around the room and ask several questions about fellow classmates according to the activity sheet given. After the short activity, there was a brief review about the topic. The lesson ended well and on time.

During the lesson, the instruments for the second cycle were given to the mentor to use in observing the ongoing progress during the lesson. The mentor was given the checklist and questionnaire for both Variable I: Impulsive Behavior and Variable II: Behavior Chart. As what was done on the first cycle, interviews about the students’ impulsive behavior that was observed during the lesson and the researcher’s use of behavior chart during the lesson were done shortly after the lesson has ended. The interview did not take long since the source was momentarily preoccupied and was not able to spare more time on the interview. Enough information was taken.

### 4.3.3 Observation

The observation phase of the second cycle is a discussion of the data results of each instrument. The Mentor's Checklist, Mentor's Observation Questionnaire, and Mentor's Interview were used as instruments.

#### 4.3.3.1 Mentor's Behavior Checklist

A behavior checklist (see Appendix B-4) was used in the second cycle to strengthen the data in the first cycle. The mentor teacher observed the students as the lesson went on and saw the students who are positive of the indicator statements given. Below is the data result of the pre-cycle checklist on the frequency that the indicators statements are shown during the lesson:

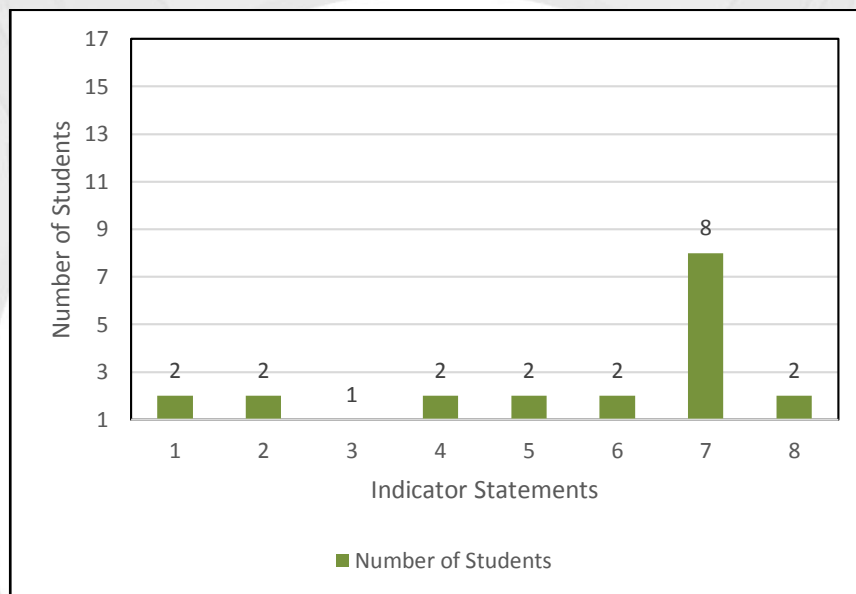
**Table 4.4** *Cycle 2 Behavior Checklist Result Table*

No.	Indicator Statements	Frequency
1	blurting out	2
2	not raising hand before speaking	2
3	speaking when teacher speaks	1
4	speaking when another student speaks	2
5	making noises using mouth	2
6	making noises using hands or feet	2
7	not sitting on their seats properly	8
8	disturbing their seatmate	2

Source: Mentor

The data results show that the indicator statement that occurred most on Cycle 2 was the same as Cycle 1, which is "not sitting on their seats properly." The least that occurred was "speaking when teacher speaks." 47% of the students did not stay seated in their seats during the lesson. Some of the students were

either playing with their chairs or going to the back of the classroom. Indicator statements numbers 1, 2, 4, 5, 6, and 8 got 11% of frequency of the occurrence. 5% of the students spoke while the teacher was speaking during the lesson. The comparison of occurrence of each indicator statements in the pre-cycle lesson can be seen in the graph below:



**Figure 4.4** Cycle 2 Behavior Checklist Result

Source: Mentor

Based on the checklist results, it can be stated that the amount of occurrence of the indicator statements has gone lower than that of the pre-cycle lesson. The frequency of occurrence did not go over nine students. It could be said that half of the students in the research were able to minimize their impulsive behavior frequency. The total amount of frequency of the occurrence of indicator statements was 34, compared to the pre-cycle lesson which was 78. The percentage of frequency of occurrence for the first cycle was 43% compared to the total amount of the pre-cycle lesson. The



first cycle was 56% less in frequency percentage than the first cycle. The frequency was less than half than the pre-cycle lesson.

#### 4.3.3.2 Mentor’s Observation Questionnaire

An observation was conducted by the mentor for the second cycle. The mentor was in the class throughout the period of the lesson. The mentor’s seat was located at the back of the classroom. Throughout the lesson, the mentor conducted the same observation, as in the first cycle, on the students’ behavior using the observation questionnaire (see Appendix B-6). In the observation questionnaire, the statements were made according to the five indicators. Below is a table showing the questions and the answers:

**Table 4.5** *Cycle 2 Behavior Questionnaire Result Table*

No.	Indicator Questions	Answer
1	Did the students blurt out?	No
2	How many students blurts out instead of raising his/her hand first during the lesson?	1 to 5
3	How many times was the teacher interrupted by a student while speaking?	1 to 5

4	How many times was a student interrupted by another student while speaking?	1 to 5
5	How often do the students make noises using their mouths?	almost never
6	How often do the students make noises with their hands and/or feet?	almost never
7	How often do the students make noises using the things around them?	sometimes
8	How many students kept going out of their seat?	1 to 5
9	How many students did not sit properly on their seats?	1 to 5
10	How many students like to poke or disturb his/her seatmate?	1 to 5
11	How many times did a student complain about another student's behavior towards that student?	1 to 5

Source: Mentor

The answers of the observation questionnaire can be compared to the data of the behavior checklist. The answer of question 2, which is "1 to 5," can be related with the data result of the behavior checklist, which states that 2 students blurted out when teacher asked questions or did not raise his or her hand before talking. The answers to questions 3 and 4, that is "1 to 5," can be related to the data in behavior checklist which states that only 1 student interrupted the teacher while the teacher was talking and 2 students interrupted a fellow student while he or she was talking. The answers to questions 5 and 6, that is "almost never," can be related to the checklist data which states that 2 students made noises using either their mouths, hands, or feet. The answers to questions 8 and 9, that is "1 to 5," can be related to the checklist data that states that 8 students either kept going out of their chairs or did not seat in their seats properly. This is the same result as the first cycle. The answers to questions 10 and 11, that is "1 to 5," can be related to the

checklist data that shows that 2 students disturbed their seatmates during the lesson, that caused the students being disturbed to complain to the teacher about it. Question number 7 was not in the checklist, therefore it is a new data. The answer to question 7 shows that the students sometimes make noises using the things around them. The mentor's answer for question 7 was constant just like in Cycle 1. It was observed by the researcher in the teaching journal that the number of students who showed the indicators of impulsive behavior were decreasing. The students were behaving in the way that is expected of them according to the classroom agreement and the student profile. The students were contributing well in promoting good learning environment through their classroom behaviors.

#### **4.3.3.3 Mentor's Interview**

An interview (see Appendix B-8) with the mentor teacher was made after the Cycle 2 lesson has ended. The mentor teacher was interviewed and the conversation were written down. The interview took approximately 6 minutes. It did not take as long as the first cycle interview. The questions used for the interview were all in English, but the mentor teacher answered with both English and Bahasa Indonesia. The results of the interview can be concluded as below:

- 1) The students of Grade 1A showed better classroom behavior.

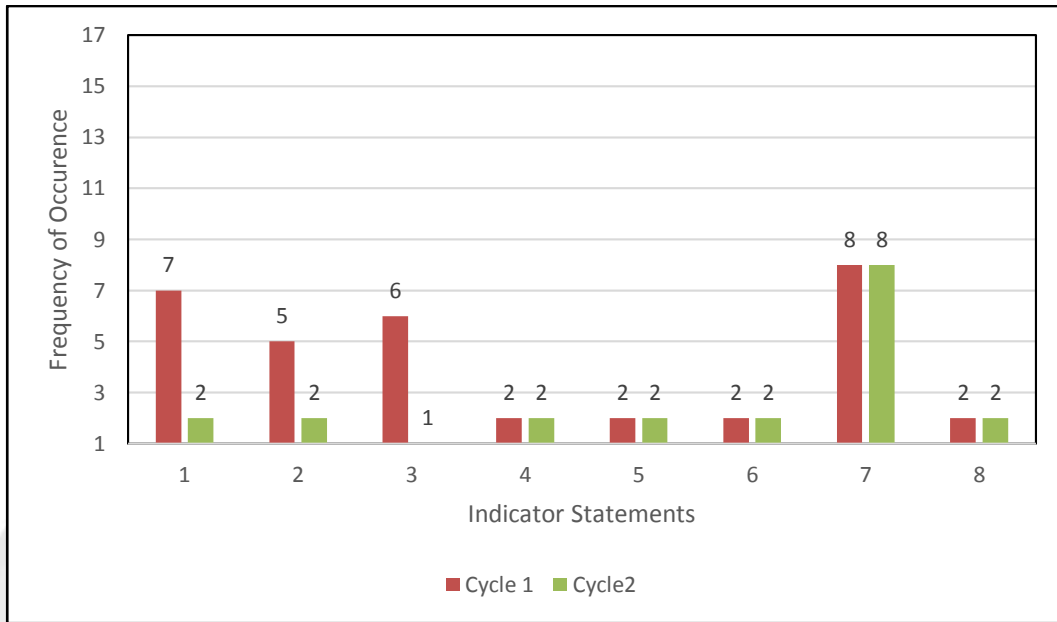
They responded well towards the researcher's encouragement of

their behavior and the researcher's response towards their impulsive behavior. They were more aware of their behavior and the expectation set by the researcher. Although there were still a few students who showed impulses during the lesson, it was not as worse compared to before the use of behavior chart in the classroom.

- 2) The mentor teacher agreed that the use of behavior chart was indeed impactful towards the students in terms of their impulsive behavior.
- 3) The students were able to use the behavior chart effectively. The students responded well to praise and were more aware when their acts were neglected.

#### **4.3.4 Reflection**

After the lesson has been conducted, a reflection was made in order to analyze the strengths and weaknesses of the second cycle. The second cycle went according to the lesson plan. The data used to indicate whether the use of behavior chart was successful in monitoring the first-grade students' impulsive behavior. As the behavior chart was again used in the lesson, it was observed that the students were more aware of their behavior and were developing better self-control. Compared to the first cycle lesson, there was a constant result and also a decrease in the impulsive behavior of the students. Below is a figure showing the difference of the frequency of occurrence of each indicator of the behavior checklist used during the Cycle 1 lesson and the Cycle 2 lesson:



**Figure 4.5** Cycle 1 & Cycle 2 Behavior Checklist Result Table

Source: Mentor

Based on the figure above about the comparison of the first cycle and the second cycle result, it can be seen that frequency of occurrence of the indicator statements both were stable and also decreased. This means, the students still did not show much impulsive behavior in Cycle 2. Three indicators experienced a decrease in frequency. The decrease in frequency indicates an increase in the management of impulsive behavior. Indicator statement 1 decreased by 28% from the first cycle lesson, and is now 11% out of 17. Indicator statement 2 decreased by 40% from the pre-cycle lesson, and is now 11% out of 17. Indicator statement 3 decreased by 16% from the pre-cycle lesson, and is now 5% out of 17. Indicator statement 4 to 8 remained stable in frequency and did not experience any change in the frequency of occurrence.

The strengths and weaknesses of the second cycle were reflected during the reflection. The strengths of Cycle 2 were as follows:

- 1) The lesson went according to the lesson plan. The time allocation was well-managed. The explanation of the lesson material went quite well. The students were still able to listen attentively to their classmates who were presenting. This was the same as the first cycle.
- 2) The use of the I Can Do It behavior chart was effective in managing students' impulsive behavior during the lesson.

The weaknesses found in Cycle 2 were as follows:

- 1) More time for the cycle was needed for better data collection.
- 2) A next cycle was not able to be done due to the lack of amount of time of the internship at the school where the research took place.

At this point, based on the results of instruments described above, it could be concluded that 100% of the indicators of behavior chart were met. The students were triggered to conduct desired positive behavior by the application of behavior chart. Powell and Caseau (2004, p. 445) suggests for extra grades as an example of a reward. Although this was not used in the research since the subject of the research would not find that reward appealing. The use of rewards itself was meant to trigger the students to decrease in impulsive behavior and learn self-control. Cameron and Pierce (as cited in Santrock, 2011, p. 445) stated that classroom rewards can be useful as an incentive to engage in task, in which case the goal is to control the student's behavior.

#### **4.4 Final Discussion**

The results indicating the progressive cycles of the classroom action research from the instruments used in the observations of the pre-cycle and the two

research cycles are analyzed and discussed in this section. The analysis of the result is to answer the research question: “What is the impact of behavior chart towards first grade students’ impulsive behavior during lessons?”

The indicators of impulsive behavior that were used in this research were:

1. The student blurts out and does not ask for the teacher’s permission, by raising his/her hand before speaking
2. The student does not wait for his/her turn to speak, and cuts in conversations
3. The student makes unnecessary noises during the lesson
4. The student couldn’t stay still in the position they are expected to be at during the lesson
5. The student frequently disturbs other students

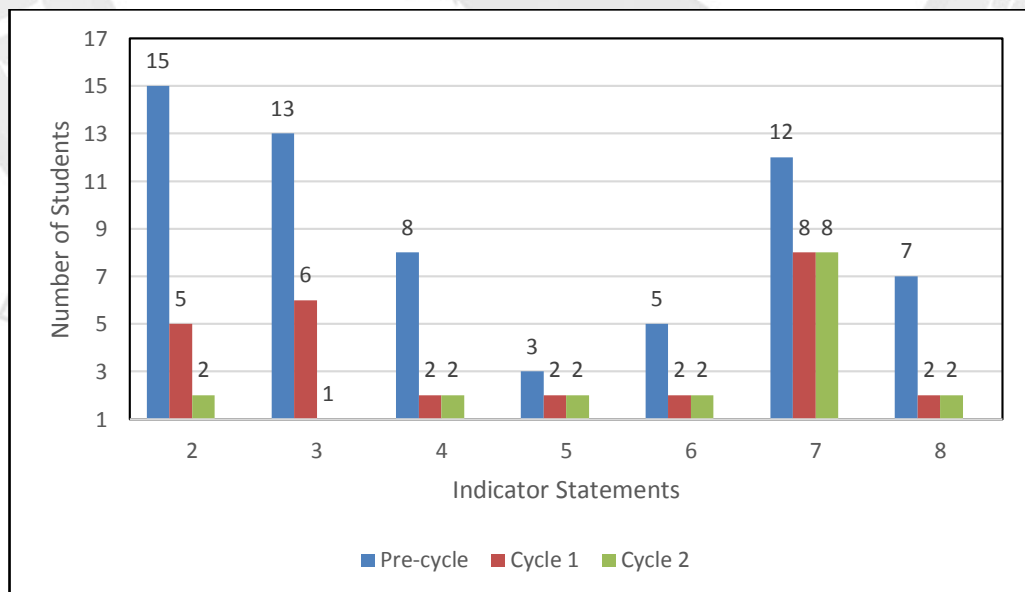
The indicators of behavior chart that were used for the instruments of the research were:

1. The teacher is able to model positive behavior for the students
2. The teacher ignores the students’ destructive or negative behavior
3. The teacher acknowledges the students’ positive behavior
4. The teacher reprimands the student’s negative behavior by talking to the student in private
5. The teacher shows consistency in the approach towards both positive and negative behaviors of the students

6. The teacher conducts a behavioral plan to help promote a more positive behavior

It was stated by Geller (2016) that behavior chart could be used to monitor students' positive behavior, therefore decreasing the possibility of impulsive behavior from students. Using a behavior chart, the students could monitor their positive and negative behavior with the researcher's help during a lesson and would collect points and stickers for their behavior. It was also reported in some studies that teachers spend as much as 30% - 40% of their time addressing discipline problems (Walsh, 1983 as cited in Levin & Nolan, 2007, p. 32). Usually this is using the wrong approach that can be a big waste of teaching time. Therefore, this research aims to study whether behavior chart can be used to bring positive impact towards students' impulsive behavior by monitoring the students' behavior during lessons.

The comparison of occurrence of each indicator statements in the all the lessons can be seen in the figure below:



**Figure 4.6** *Precycle - Cycle 2 Behavior Data Comparison*



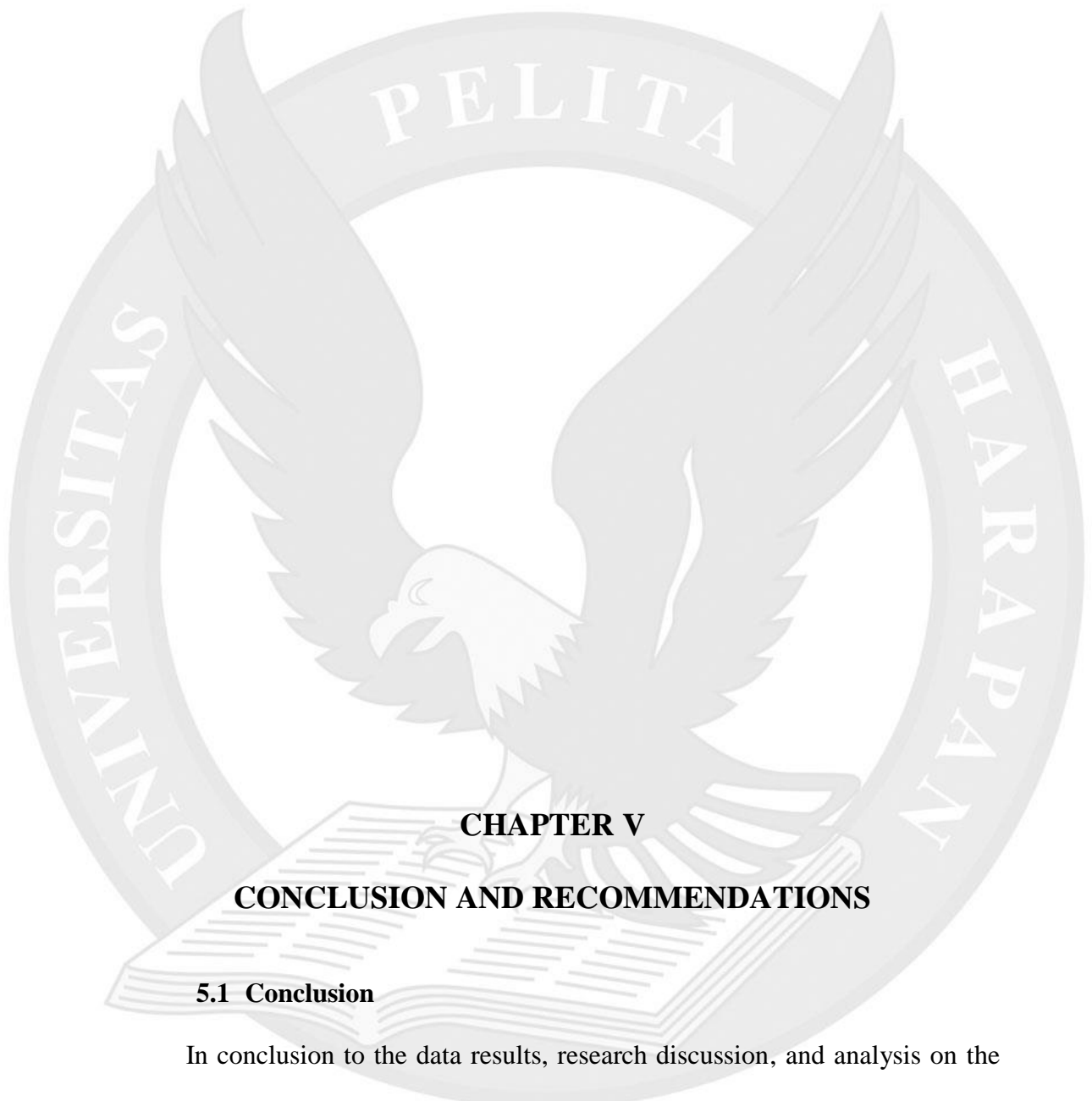
Source: Mentor

The data results show that two indicators statements stood out from the rest. The indicator that occurs most often during the Cycle 1 lesson was “not stay in seat”. Eight out of seventeen students showed the most occurring indicator statements for the first cycle. Four indicator statements that occurred were “speaks while other students speak”, “makes noise using mouth”, “makes noise using hands or feet”, and “disturbs seatmate”. Two students showed each of the four indicator statements. That was for the pre-cycle lesson.

Based on the checklist results, it can be stated that the amount of occurrence of the indicator statements has gone lower in the two cycles than that of the pre-cycle lesson. The frequency of occurrence did not go over nine students. It could be said that half of the students in the research were able to minimize their impulsive behavior frequency. The total amount of frequency of the occurrence of indicator statements was 34, compared to the pre-cycle lesson which was 78. The frequency was less than half than the pre-cycle lesson.

The results of other instruments used in this research supported the analysis description of mentor observation paper and researcher observation rubric results. The summary of mentor interview and mentor feedback on lesson plan results explained the positive behavior conducted by all students in general.

This chapter has provided the results analysis and discussion of the classroom action research. The next chapter will cover the conclusions and recommendations of the research.



## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusion**

In conclusion to the data results, research discussion, and analysis on the previous chapters, it can be stated that behavior chart has a positive impact towards first grade students' impulsive behavior during lessons. Mentor checklist, mentor observation questionnaire, and mentor interview provided thorough explanation of the data results in terms of managing students' impulsive behavior during lessons.