

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In the education world, the cognitive skill of a student isn't the only aspect that is developed. There are three aspects that should be considered for a good quality teaching and learning, namely: cognitive, affective, and psychomotor (Handayani, 2015). Students get their knowledge, develop their skills, and get their character shaped in school. Therefore, the school has a very important role in determining the students' quality of life. Bacon (2011) stated that the quality of education is not only determined by how well students can think, but must also be integrated with moral values. An educated person is expected to have good moral value, since it has been considered an essential aspect of education. In the Bible, Genesis 1:27 states that "God created man in His own image." Man lives, moves, and have life in God (Acts 17:28), therefore man is created to glorify God. Having good moral values is a form of submission and an act of worship to God and obedience to the purpose of the creation of man.

Moral values can be developed in the classroom. Students can learn certain values through good classroom discipline. Newman & Newman (2008) mentioned that the moral values of a child determine his behavior and how he controls his behavior. First grade students are usually not aware of their behavior, unless they are told about it. This is why young students often tend to be disruptive and impulsive with their behavior. It can be said that learning will not run well when disruptive behavior is present during the teaching and learning process. Preventing

these disruptions is inevitable if one is to achieve good quality teaching and learning experience.

The Bible mentioned that, when sin entered the world (Genesis 3), the likeness of God in man has been smeared. Now, all mankind has the ability to fall into sin. DiMarco (2015) mentioned that the child is a sinner and his disruptive behavior is what shows it. Impulsivity is a form of disruptive behavior (Austin & Sciarra, 2016). Chance (2003) mentioned that “a child exhibiting impulsive behaviors in class is a distraction to his classmates and to the teacher.” Campbell and Werry (1986, p.120) define impulsivity as "erratic and poorly controlled behavior.” Hurlock (1999) states that impulsive behavior is related to the child’s inability to put on the “mental brakes” before acting. Tileston (2004) emphasized that impulsive behavior is a persons’ inability to control own impulses. A few phenomenon found in students with impulsive behavior are “shouting, singing, not paying attention to the lesson, not cooperating in activities” (Chance, 2003).

Behavior difficulties have been found to affect students’ performance in class, causing students to not be able to do their best. Students with impulsive behavior can be a challenge for the class teacher. Students’ impulsive behavior can distract the class, disrupt lessons, and interfere the teaching and learning process. The Individuals with Difficulties Education Act, also known as IDEA, states that the connection between students’ class behavior and learning must be acted upon with a positive approach and not just thought about (Willis, 2007).

The result of the research observation showed that following classroom procedures and behaving in the right manner were much encouraged in the class. However, the phenomenon found in the first grade class in a Christian junior school

in Makassar was that there were students who did not follow classroom procedures. These students displayed impulsive behavior during lessons in class. They do impulsive acts like: answering questions without raising their hands, not waiting for their turn during class recitations, blurting out unnecessary comments while the teacher or a fellow student was talking, and making unnecessary noises during the lesson. The teachers have tried reminding them and warning them of their behavior but they only acknowledged the class procedures for a short period of time. The teachers had to keep reminding them of the class procedures. There was also a certain number of students who fail to control their impulsive actions. These actions disrupt the teaching and learning process and diverts the focus of both the students and the teacher. A good classroom can be examined through the teacher's behavior management during the teaching and learning process (Evertson & Weinstein, 2013). Therefore, in response to the observed problems of student behavior during lessons, an initiative to find the right student behavior treatment was made.

Piaget classified these students into the stage of —morality by constraint. His study indicated that young children were not capable of understanding why certain behaviors are acceptable or unacceptable (Fields & Fields, 2006, p. 49). Hence, it could be said that the students aren't well disciplined since they were unaware of their own behavior. These first-graders needed to be understood of the proper behavior expected and to be aware of the way they behave in the classroom. God gave man the choice to choose between doing good or evil; between doing what is pleasing in God's eyes or what is pleasing for the flesh (Genesis 2:16). Students are human beings that have fallen into sin and has the tendency of engaging into disruptive behavior. Because of the reasons stated, behavior chart

was chosen to be applied in response to the students' behavior that was observed during lesson sessions. By using behavior chart, it was expected that the students could understand more about what was regarded as acceptable and unacceptable behavior in the classroom.

## **1.2 Research Questions**

This research was conducted in an attempt to answer the research question:

- a. What is the impact of behavior chart towards first grade students' impulsive behavior during lessons?

## **1.3 Purpose of the Study**

Based on the research questions, the purpose of the research is to find out the impact of behavior chart towards first grade students' impulsive behavior during lessons.

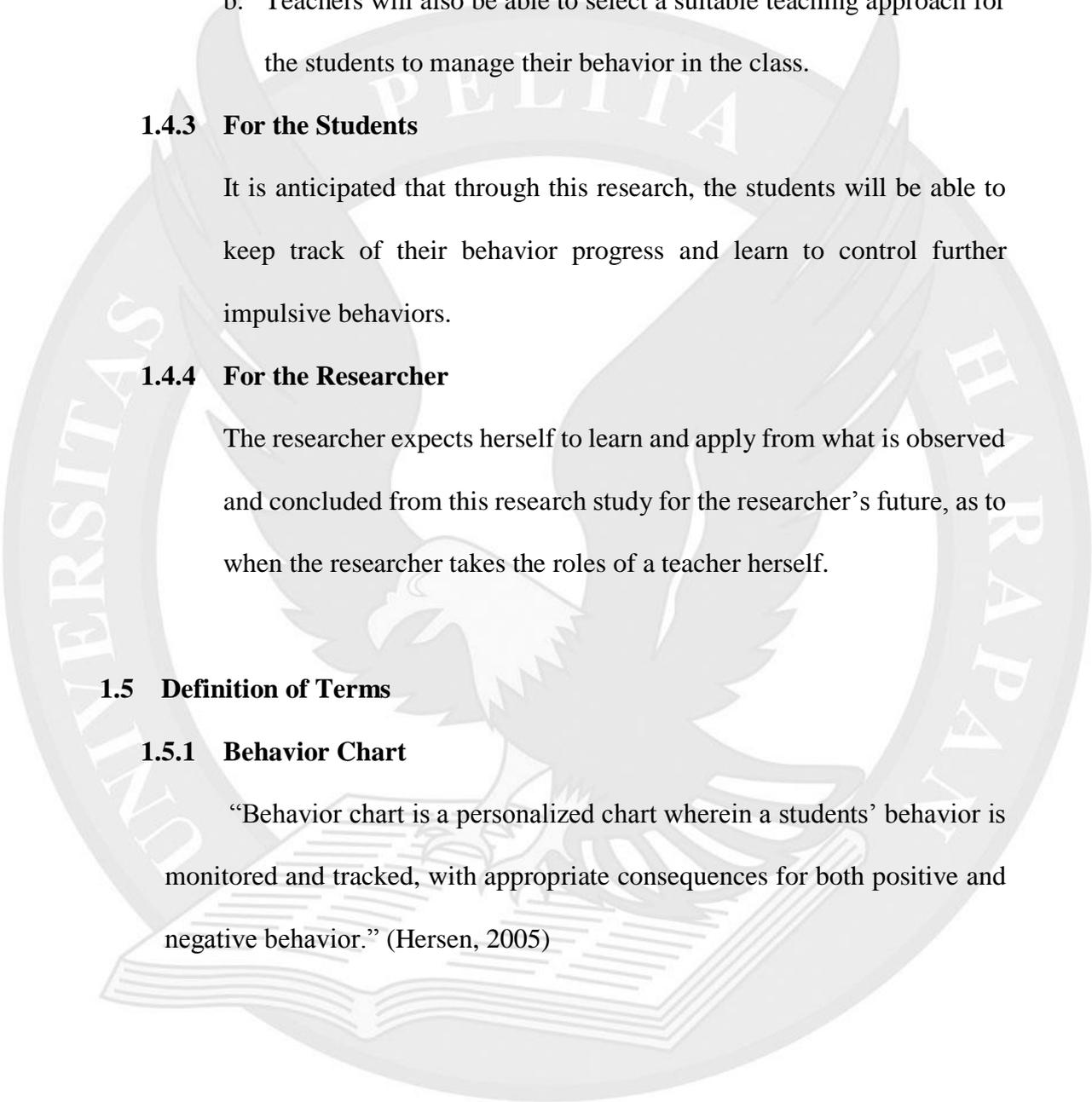
## **1.4 Significance of the Study**

It is expected that this research study will yield benefits for the following:

### **1.4.1 For Schools**

This research study can serve as a reference for schools to be able to improve and help guide the student's classroom behavior.

### **1.4.2 For Teachers**

- 
- a. Teachers, as agents of transformation, will be more aware of how to help students decrease their impulsive behavior in class for a better learning environment.
  - b. Teachers will also be able to select a suitable teaching approach for the students to manage their behavior in the class.

#### **1.4.3 For the Students**

It is anticipated that through this research, the students will be able to keep track of their behavior progress and learn to control further impulsive behaviors.

#### **1.4.4 For the Researcher**

The researcher expects herself to learn and apply from what is observed and concluded from this research study for the researcher's future, as to when the researcher takes the roles of a teacher herself.

### **1.5 Definition of Terms**

#### **1.5.1 Behavior Chart**

“Behavior chart is a personalized chart wherein a students' behavior is monitored and tracked, with appropriate consequences for both positive and negative behavior.” (Hersen, 2005)

#### **1.5.2 Impulsive Behavior**

Impulsivity is “a deficiency in inhibiting behavior, holding back, or controlling behavior, which appears as “acting without thinking.” (Wicks-Nelson & Israel, 2006, p. 243)

Indicators that show students’ impulsive behavior (Tileston, 2004, p.28):

- a. Speaking out without permission
- b. Making noises
- c. Talking out of turn
- d. Getting up from their desks or chairs to walk around or to go to the pencil sharpener, trashcan, and so forth, for the third or fourth time
- e. Intentionally breaking rules

### **3.1 Research Settings**

#### **3.2.1 Research Subjects**

The subjects of the research were first grade students. The subjects were a total of seventeen students from the Grade 1A class of a Christian junior school. There were nine male students and eight female students. There were seven new students, those who had their kindergarten program in different schools, and ten old students, those who graduated from the kindergarten program of the school where the research took place. The age of the students ranges from the age of six to seven years old. The students came from different family backgrounds. All of them spoke with a Makassar accent in everyday conversations, but they are able to speak in daily-used Bahasa Indonesia conversations.

#### **3.2.2 Research Location**

The location of the research was in the Grade 1A classroom of a Christian junior school in Indonesia that is located in the province of Makassar. The school has an outdoor basketball court, an outdoor soccer field, a computer laboratory, a science laboratory, two cafeterias, and six classrooms in the hallway for the first and second grade levels. There are three classrooms provided for the first-grade students: Grade 1A, 1B, and 1C. The Grade 1A class is on the second floor. It had twenty-five chairs and tables, a whiteboard, two air conditioners, good-conditioned lights, and a hanging LCD projector. There were charts, posters, or other classroom decorations on the wall, white board, and bulletin boards.

### **3.2.3 Research Time Allocation**

The research was conducted during the four-month internship at the assigned school, from the last week of July to the first week of November 2016. The pre-cycle lesson for the research was done on October 27, 2016 during a lesson about poems in Bahasa Indonesia class. Previous observations were done throughout the teaching periods before the research cycles began. The research cycles were conducted on the first week of November 2016. The first cycle lesson was done on November 1, 2016. The second cycle lesson was done on November 3, 2016.