

CHAPTER I

INTRODUCTION

1.1 Background

In this modern era, education is crucial to build a well-manner generation. Each party in the education field must understand their important roles in educating and disciplining the future generation. The government, teachers, parents, and students must work together to achieve it. In order to learn effectively, students need to learn in a productive learning environment, which is “a classroom that is orderly and focused on learning” (Eggen & Kauchak, 2010, p. 352). Students must be trained to be responsible with their own behavior, be discipline, and contribute well in creating conducive learning atmosphere. Unfortunately, based on the researcher’s observation in grade VIII at a private school in Bangka, the students had disciplinary issue as the major issue in the classroom. Levin and Nolan (2014) point out that a discipline problem occurs when a behavior disrupts the teaching and learning activity and disturbs the rights of others to learn. The eight graders were noisy while the teacher was explaining, did not pay attention, some of them slept during class and did not bring their textbooks and stationaries. As the result, the researcher had to do some behavioral interventions to reduce students’ misbehavior and improve their discipline. Eggen and Kauchak (2010, p. 358) state that “the cornerstone of an effective classroom management is a clearly understood and consistently monitored set of rules and procedures.” They also claim that the foundation of a behavioral management system is specifying clear rules and consistently applying consequences. Teacher can apply a behavioral management

system to immediately initiate desired behaviors and reduce misbehavior (Eggen & Kauchak, 2010, p. 377).

Levin and Nolan (2014) state that procedures give students necessary expectations to finish particular task optimally without asking the teachers' instructions. With clear procedures, students' confusion will be decreased. Besides that, the procedures to keep the class quiet could reduce classroom disruptions and disciplinary problem so that it can increase on-task time (Wong & Wong, 2009, p. 170). Besides that, classroom rules have purpose to determine clear boundaries of students' behavior (Wong & Wong, 2009, p. 149) so that any confusion of behavioral expectations will decrease (Arthur, Gordon, & Butterfield, 2006). Then, consequences are needed to reinforce the use of classroom rules (Khalsa, 2007, p. 39). Consequences can "reduce misbehavior and lead to the development of resilience in students" (Vitto, 2003, p. 147).

The Researcher decided to implement classroom procedures, rules, and consequences. The classroom learning environment is expected to be more conducive after implementing them. Actually, there were minor issues found during the learning process. Firstly, three out of thirty students learned slowly due to their limitation of vocabularies. However, it was just a minor problem as they eventually could catch up with the lesson by asking their teacher or their other friends for help. Secondly, five out of thirty students had low confidence in speaking English as it could be seen from their scores. It was also a minor problem as it did hinder the learning process. Eventually, based on the researcher's discussion with mentor teacher, disciplinary was the major issue and it was the issue that need to be handled by the researcher. Therefore, the researcher decided to do the research entitled "The

Implementation of Classroom Procedures, Rules, and Consequences to Improve Grade VIII Students' Discipline at a private school in Bangka". Not all the rules, procedures and consequences in this research could be applied in all schools in any regions and grades. There were other factors, such as students' characteristics, students age and cultural difference that make any rules procedures and consequences different in every region. Therefore, the implementation of classroom procedures, rules and consequences need to be adjusted based on students' characteristics, students' age and local culture.

1.2 Research Questions

Based on the background, the research questions for this study are:

1. Can the implementation of classroom procedures, rules, and consequences influence grade VIII students' discipline at a private school in Bangka?
2. How can classroom procedures, rules, and consequences influence grade VIII students' discipline at a private school in Bangka?

1.3 Research Purposes

Based on the research questions, the purposes of study for this research are:

1. To know if the implementation of classroom procedures, rules, and consequences can influence grade VIII students' discipline at a private school in Bangka.
2. To know how classroom procedures, rules, and consequences can influence grade VIII students' discipline at a private school in Bangka.

1.4 Explanation of Terms

The definition of terms which are used in this study are:

1.4.1 Discipline

Discipline in learning means student's self-control and awareness toward any form of rules, duties and responsibilities by not doing something that can disrupt the learning process (Saputro & Pardiman, 2012). The indicators of students' discipline that used in this research are the students could: develop self-control by following classroom procedures and following the teacher's instruction, prepare to learn by coming on time to class, bringing their English textbook to class before the class starts, doing the task which is given by the teacher, and show respect by not sleeping during class and not making noise while the teacher is talking. The reasons for using these indicators will be explained in Chapter 2

1.4.2 Procedures

Levin and Nolan (2014, p. 155) define procedures as “routines that call for specified behaviors at particular times or during particular activities.” The examples of procedures which stated by Wong and Wong (2009) are procedure to start the lesson, procedure to end the lesson, procedure to keep the class quiet, and procedure to seek for teacher's help or attention.

1.4.3 Rules

Rules are “expectations of student behavior and clearly set limits for the student” (Khalsa, 2007, p. 39). Rules should be designed to ensure the teaching and learning process to run well and manage a classroom condition which can improve students' on task behavior and learning outcomes (Levin & Nolan, 2014, p. 158).

1.4.4 Consequences

Consequences are what students face if they break a rule (Wong & Wong, 2009). Vitto (2003) says that consequences are needed to deal with misbehaviors

occur in the classroom. Consequences should “reduce misbehavior and lead to the development of resilience in students” (Vitto, 2003, p. 147).

1.4.5 The Implementation of Classroom Procedures, Rules, and Consequences

Indicators of the implementation of classroom procedures, rules, and consequences are synthesized as: create a few rules (less than six), tell students the reason for each rule, create consequences that are reasonable and logical, explain classroom procedures, rules, and consequences clearly, rehearse classroom procedures by doing them over and over, reinforce correct procedures by giving students praise, smiles, or positive words, be consistent in implementing classroom procedures, rules, and consequences. The explanation for this synthesis will be provided in Chapter 2.