

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

One of the important aspects in a learning process is obedience. Students were created in God's image (Genesis 1: 26) so the students have ability to obey the rule and behave according to the standards. The standard of good behavior is God's moral laws (Erickson, 2004, p. 458). God's moral law is clearly stated in the commandment and each law helps human to follow the right path and live a sacred life. In daily life there are rules that given by the authority to make sure that human follow the right direction.

Obedience means that there is a right response toward every rules and regulations that given by a person in authority. In the classroom, the students should follow every rule and procedure given by the teacher, when the students obey rules and regulations then they can become discipline. Discipline helps students to create a good learning environment for instance the classroom condition has less of distruption and interruption, the students can listen to the teacher's instruction clearly, stay on task and focus during teaching and learning process. It makes the students easily achieve the learning goal and help a teacher to build a conducive classroom. Through obedience, the students can achieve more than a good academic achievement (Van Brummelen, 2009, p. 70). Obedience helps the students to develop their calling and reflect the nature and character of God in their life (Graham, 2009, p. 49). Students also learn the meaning and purpose of their existence in life (Wilhoit, 1998).

Obedience is the way students show their personal responsibilities in life. It is determined by every decision they choose in daily life (Graham, 2009, p. 239). Responsibility means the students are in control of their own choices, follow the learning process effectively, also show maturity and responsibility during teaching and learning process (Vitto, 2003, p. 127).

In an ideal classroom condition, the students are expected to show their obedience through following the classroom procedures given by the teacher. Students should be able to show self-awareness (Walters & Frey, 2007) such as being ready when the teacher already stands in front of the class and be silent when the classroom condition is too noisy. Students should be able to respect others in the classroom (Rogers, 2011) for instance not walking around and talking without the teacher's permission. Students should be able to listen to teachers' instruction (Matella & Martella, 2012).

Since human falls into sin (Genesis 3), then it becomes difficult for human to understand their responsibility and became disobedient. Human fallen nature makes students fail to achieve the ideal condition and finally does a violation of rule and regulation (Stott, 2008, p. 81). It can be clearly seen through the inappropriate behavior of the students in the classroom. After teaching graders students in social science class, the teacher found a gap between the expectation and reality.

Students were not ready to start the lesson, even when the teacher already stood in front of the class (*See Appendix A8 and A9*). They also did not aware if the classroom condition was too noisy and disturbed teaching and learning process. The students did not ask for the teacher's permission

when they wanted to move from their seat during the teacher's explanation (*See Appendix A3 and A4*). They also interrupt other person's opinion and did not want to wait until their turn. Students did not follow classroom procedure and listen to teacher's instruction. They did not raise their hand properly and they moved before teacher's agreement (*See Appendix A1 and A2*). When they could not listen to the teacher's or another friend's voice, they kept silent and did not know what to do at the end (*See Appendix A12*).

God calls Christian teacher as a shepherd to guide the students in the right direction (Van Brummelen, 2009, p. 42). A godly teacher guides and redeems student's inappropriate behavior (Graham, 2009, p. 245) Teacher conducts the classroom discipline to help the students build a good behavior. Students who often show their disobedience should learn how to follow every rule and regulation given by the teacher. The source of human behavior is the heart of human himself. Human has ability either to response positively or negatively towards everything happen in their life, but the environment also brings a big impact. The teacher would most certainly focus our efforts to enhance learning on creating the proper environment so students could produce a positive behavior (Graham, 2009, p. 136). According to the explanation above, it can be concluded that teacher need to organize students, space, time, and materials so student learning can take place effectively (Wong & Wong, 2009, p. 83). "A comprehensive management plan that include both proactive (preventive) and reactive (disciplinary) management strategies" (Cruickshank, Jenkins, & Metcalf, 2012). The teacher needs to give an effort to minimize students' un

necessary interruption and disruptions during teaching and learning process. Students must understand when they need to talk or move to other table in case, they want to borrow stationery, so it disturb teaching and learning process. The students raise their hand but whenever the students speak and the teacher reply then it will interrupt the class (Wong & Wong, 2009).

Hand signal classroom procedure is one example of non-verbal communication system or gesture (Okon, 2011). Hand Signal included as body language or nonverbal communication. It helps the teacher to do the classroom management quickly, quietly and efficiently (Ali, 2011, p. 1096). The hand signal classroom procedure become a solution to help the teacher manage the class, teach the students' how to get teacher's attention and do an interaction without disturbing others (Wong & Wong 2009). The students are being expected to help the teacher build a good learning environment through following the procedure so the learning goals can easily achieve. This is one example of students' responsibility in the classroom. Therefore, the researcher decided to conduct a classroom action research on "The Implementation of Hand Signal Classroom Procedure to Enhance Grade X IIS 2 Students' Discipline in English Class at Sekolah Lentera Harapan Kupang".

## **1.2 Research Question**

According to the background of the problem above, the researcher proposes the following research questions:

- a. Does the implementation of hand signal classroom procedure enhance Grade X IIS students' discipline in English class at Sekolah Lentera Harapan Kupang?
- b. How does the implementation of hand signal classroom procedure enhance grade X IIS students' discipline in English class at Sekolah Lentera Harapan Kupang?

### **1.3 Research Purposes**

According to the background of the problem above, the aims of this research are:

- a. To know if the implementation of hand signal classroom procedure enhances students Grade X IIS's discipline in English class at Sekolah Lentera Harapan Kupang.
- b. To find out how the implementation of hand signal classroom procedure enhances students Grade X IIS's discipline in English class at Sekolah Lentera Harapan Kupang.

### **1.4 Explanation of Terms**

According to the background of the problem above, there are some terms that are important to be explicit:

#### **1.4.1 Discipline**

The word discipline can be defined as “a training to act in accordance with rules, instruction, and exercise designed to train proper conduct or action; behavior in accordance with rules of conduct; and a set or system of rules and regulations” (Matella & Martella, 2012). Discipline has various meaning. It can be defined as the enforcement of obedience or

order. Discipline means students are being taught to build their responsibility and self-control (Scarpaci, 2007, p. 3). Discipline can be defined as an act that facilitates self-control, self-development, responsibility, and character (Pelawi, Zendrato , & Sitompul, 2016)

According to the theories above, it can be concluded that discipline means that the students are responsible to maximize their own learning process through a positive behavior that is in accordance with rules and regulation, so the classroom become conducive and have less of disruption.

The indicators of students' discipline in the classroom are:

1. Students show self-awareness (Rogers, 2011, Martela Nelson & Martela, 2012 & Walters & Frey, 2007).
2. Students respect others in the classroom (Rogers, 2011, Martela Nelson & Martela, 2012 & Walters & Frey, 2007).
3. Students listen to the teachers' instruction (Rogers (2011), Martela Nelson & Martela (2012) & Walters & Frey (2007).

#### **1.4.2 Hand Signal Classroom Procedure**

“Hand signal is the number of fingers raised corresponds to a predetermined request established by the teacher as a part of classroom procedure” (Wong & Wong, 2009, p. 187). Hand signal is included as a non-verbal communication. “Gesture or hand signals is a movement of the head or limbs that has communicative value to someone capable of inferring meaning” (Thomson, 1973 as cited in Heimlich, 2010). “Hand signal as a non-verbal communication used by the educator to have a powerful influence over the class. Changes in non-verbal communication patterns can

garner the attention of students. It sets an organizational tone for the classroom” (Okon, 2011).

According to theories above, it can be concluded that hand signal is one example of the nonverbal communication system (gestures) and it already becomes an effective method used by the teacher to manage their classroom because it provides prevention from students’ unnecessary interruption and disruption during teaching and learning process.

There are some steps for the implementation of Hand Signals classroom procedure used by the researcher:

1. Teacher states and explains the procedure in English class (Wong & Wong, 2009).
2. Teacher demonstrates proper ways to use hand signals in English class (Institute, 2018 & Burden, 2017).
3. Teacher asks the students to rehearse and practice the hand signals (Institute 2018 & Burden 2017 & Wong & Wong, 2009).
4. Teacher gives feedback to the use of hand signals in English class (Institute, 2018 and Burden, 2017).