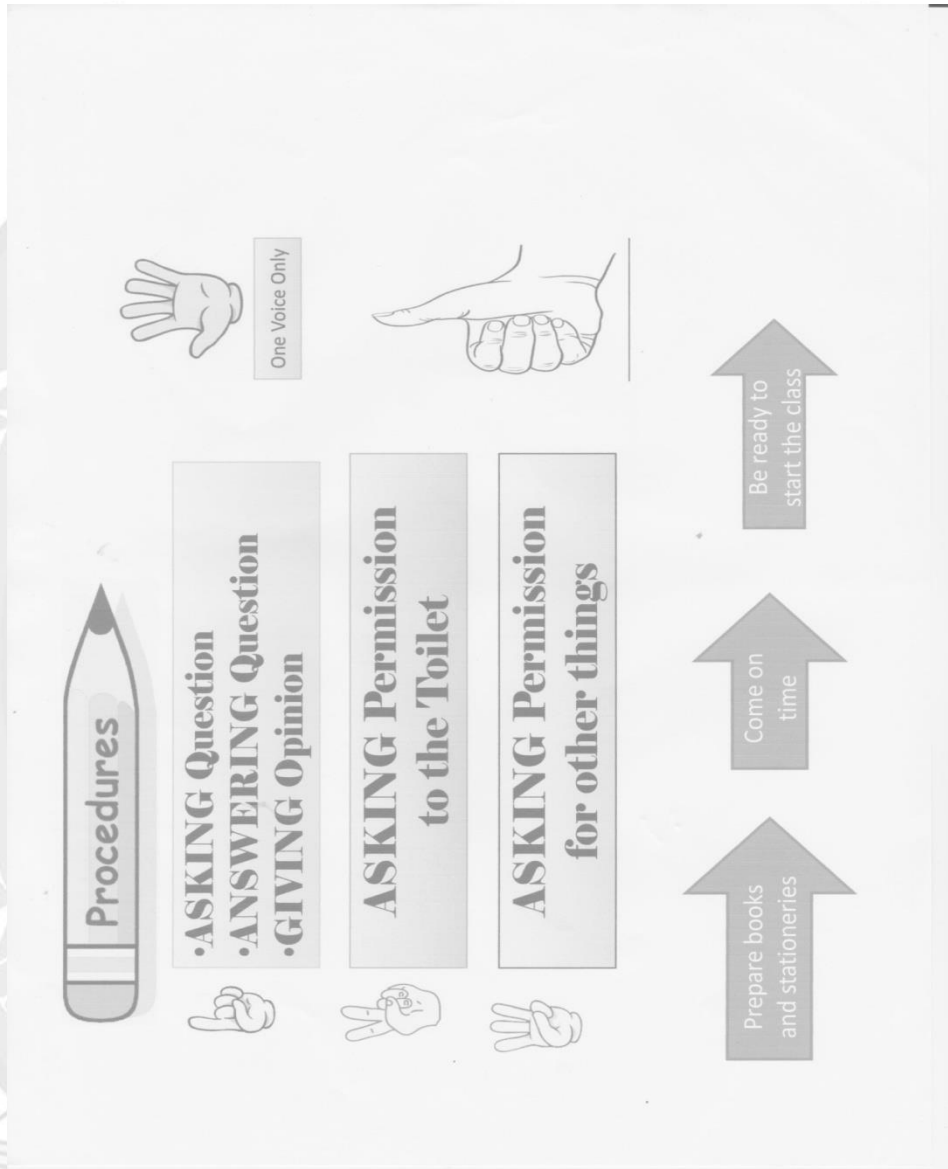


APPENDICES

Appendix 1 PPT Classroom Procedures



Appendix 2 Student's Checklist on Discipline

2

Put (√) either in the Yes column or No column based on your experience in the classroom!

NO	STATEMENT	YES	NO
1.	I asked permission before I go to the toilet and I go after I got the permission	√	
2.	If I wanted to talk during the learning process, I would ask permission based on class procedures		√
3.	I came on time to class and seated on my own chair before the class began	√	
4.	I have prepared my stationeries that needed in learning process before the class began	√	
5.	I listened attentively while the teacher and friends were explaining or talking in learning process		√
6.	I followed and did all instruction that given by the teacher		
7.	I became silent and attentive while the teacher gave quiet signal		√
8.	I did not do the activities that have no connection with the learning process		√
9.	I did not do any action that could disturb the learning process		√
10.	I like the condition and environment of my class after classroom procedures were being applied	√	√
11.	The learning process worked well after classroom procedures were being applied	√	
12.	I could enjoy the learning process in peace		√
13.	The classroom procedures made me more discipline in class		√
14.	The classroom procedures that applied are easy to follow		√
15.	I remember all the classroom procedures that applied		√
16.	The teacher explained the classroom procedures clearly	√	
17.	The teacher gave the examples how to apply the classroom procedures	√	
18.	The teacher reminded the classroom procedures in the beginning of the learning process	√	
19.	The teacher did not allow me to do something if it's not based on the classroom procedures	√	
20.	The teacher reminded me if I did not follow the classroom procedures	√	

21

[Redacted Name]

A

Put (√) either in the Yes column or No column based on your experience in the classroom!

NO	STATEMENT	YES	NO
1.	I asked permission before I go to the toilet and I go after I got the permission	✓	
2.	If I wanted to talk during the learning process, I would ask permission based on class procedures	✓	
3.	I came on time to class and seated on my own chair before the class began	✓	
4.	I have prepared my stationeries that needed in learning process before the class began	✓	
5.	I listened attentively while the teacher and friends were explaining or talking in learning process	✓	
6.	I followed and did all instruction that given by the teacher	✓	
7.	I became silent and attentive while the teacher gave quiet signal	✓	
8.	I did not do the activities that have no connection with the learning process		✓
9.	I did not do any action that could disturb the learning process	✓	
10.	I like the condition and environment of my class after classroom procedures were being applied	✓	
11.	The learning process worked well after classroom procedures were being applied	✓	
12.	I could enjoy the learning process in peace	✓	
13.	The classroom procedures made me more discipline in class	✓	
14.	The classroom procedures that applied are easy to follow	✓	
15.	I remember all the classroom procedures that applied	✓	
16.	The teacher explained the classroom procedures clearly	✓	
17.	The teacher gave the examples how to apply the classroom procedures	✓	
18.	The teacher reminded the classroom procedures in the beginning of the learning process		✓
19.	The teacher did not allow me to do something if it's not based on the classroom procedures	✓	
20.	The teacher reminded me if I did not follow the classroom procedures	✓	

Appendix B 1 Mentor Teacher's Checklist on Discipline

16/De/8
08

Put (✓) or (-) in each column based on your observation towards students in classroom!

No	Student's Name	Question				
		Does student come on time to the class?	Does student bring her/his English book and stationeries?	Does student use hand signals to get any permission?	Does the student follow the teacher's instruction attentively?	Does student follow the classroom procedures orderly so there is no disruption along the learning process?
1	Jojo	-	✓	✓	-	✓
2	Jodar	-	✓	✓	✓	✓
3	Timothy	-	✓	✓	✓	✓
4	Denise	✓	✓	✓	-	✓
5	Jesslyn	-	✓	✓	-	✓
6	Lizzy	✓	✓	-	-	-
7	Alexandra	-	✓	✓	✓	✓
8	Fredella	✓	✓	-	✓	-
9	Raignar	✓	✓	-	✓	✓
10	Jeremy	✓	✓	-	✓	-
11	Frans	-	✓	✓	✓	✓
12	Richard	-	✓	✓	✓	✓
13	Noah	-	✓	✓	✓	✓
14	Dianne	✓	✓	-	✓	-
15	Ellysha	✓	✓	✓	-	✓
16	Patty	✓	✓	-	-	✓
17	Joannabelle	-	✓	-	✓	✓
18	Alex	-	✓	✓	-	✓

Put (✓) either in the Yes column or No column based on your observation towards the teacher!

No	Question	Yes	No
1	Does the teacher explain the classroom procedures before the learning process begin?	✓	
2	Does the teacher give the example of implementing the classroom procedures?	✓	
3	Does the teacher remind the students about classroom procedures in the beginning of class and along the learning process?	✓	
4	Does the teacher implement the classroom procedure consistently along the learning process?	✓	

Mentor Teacher



Lucas Burhan

Appendix 3 Observation Result 1



UPH Teachers College

CLASSROOM OBSERVATION FORM

Internship

Teacher's Name: Lucas Burhan B.Th Day/Date : Monday/July 23, 2018
Class : 9A Subject area : English (Reading and Writing)
Lesson hours : 08.00-09.20

Please write down in detail and describe in a narrative of what happens during the learning takes place. Write in prose (describing facts) and not just points. Including activities that occur and a summary of what the teachers and students say.

Teacher taught Comparative and Superlative (Unit 1) for 18 students in class 9A, with 10 boys and 8 girls. The class started and ended on time. In opening, teacher was doing preparation, such as greetings and told the students what they will do in this session. The teacher started to write down the material about Comparative-Superlative (Part 1) and told the students that there will be another material about Comparative-Superlative for next session (Part 2). It took 15 minutes for the teacher to write down today's material. The students were taking notes quietly, some of them moving to another table to make sure that their position was comfortable to see the white board clearly.

The teacher used direct teaching method to explain the material. He reviewed what the students have learnt about comparative-Superlative when they were in Elementary School. He also told the differences between Elementary School and Junior High in learning Comparative-Superlative. The teacher used students' name in making examples of the topic, ex: "Kent is the most handsome guy in 9A". He also gave a critical question to the students regarding to the topic, ex: Asking about the correct spelling in "Hair drier" vs "Hairdryer". A student answered this question (Jojo), he said that "Hairdryer" is the answer because it used commonly in daily life. The teacher agreed with Jojo and added more explanation about it that "hairdryer" is a noun.

At 08.40 the teacher was giving some worksheets to the students. All students were doing the worksheets seriously although the teacher told that the worksheet would not count as their score or points. During worksheet time, the students were allowed to discuss with friends and also with the teacher. Some girls already finished their worksheet earlier than others. Those girls started to talk to each other (chatting) but did not really disturb other students who still work on their worksheet. 10 minutes before the times up, all the students already finished their worksheet. The teacher reminded them to bring the worksheets back to the next meeting so they could check it together.

Draw conclusions based on your observations to the points below, supported by theories that have been studied:

a. Class management (behavioral and classroom environment)

The teacher did not really apply a special or specific rule in class. The school already applied positive reinforcement (reward and consequences) in form of points. The students will get points if they perform good behavior or attitudes and obey the rules and procedures. In contrast, they will find their points decrease if they did not behave in appropriate way or if they break the rules and procedures. There was no certain setting arrangement in his class and students could move their chair to find a comfortable position in taking notes time.

b. Strategies and instructional media

The teacher delivered the materials by writing it down on the white board and asked the students to take notes so that they could easily remember the materials which they have written by themselves. The teacher also gave some worksheets to the students as a media or a tool to confirm whether they have understood the materials or not. He also allowed the students to discuss with friends in doing the worksheets.

c. Interaction in learning

The teacher used kind a direct teaching method in delivering the materials but he also opened with questions and answer session that the students could ask everything that made the confused related to the materials. The teacher also involved the students in free discussion about random topic nowadays.

d. Classroom assessment (knowledge, attitudes, skills)

The teacher provided some worksheet, quizzes and tests to assess students' cognitive domain (knowledge) and applied rewards and consequences with adding or minus points in the field of attitudes and skills.

Appendix 4 Observation Result 2



UPH Teachers College

CLASSROOM OBSERVATION FORM

Internship

Teacher's Name: Erick James Barkkan
Class : 9A
Lesson hours : 09.40 - 11.00

Day/Date : Tuesday / July 24, 2018
Subject area : English (Listening and Speaking)

Please write down in detail and describe in a narrative of what happens during the learning takes place. Write in prose (describing facts) and not just points. Including activities that occur and a summary of what the teachers and students say.

Teacher taught Listening and Speaking for 18 students in class 9A, with 10 boys and 8 girls. In this session the teacher started and ended the class on time but some students came late to the class. In opening, teacher was doing greetings as usual but it didn't go nicely because some students were coming and out (opened and closed the door) several times in first 5 minutes. After greetings the teacher told the students about what they will do in today's lesson. Then, he reminded the students about rules and procedures in class. In listening and speaking class, only one person could speak and others should listen. He gave an authority to the student who's speaking to rebuke her/his classmate if they did not listen to her/him (using bold marker).

In this session, the teacher explained how to do introduction using good techniques. He reminded them to pay attention with their voice and eye contact while speaking to others (doing introduction). As today is the first session of Listening & Speaking class, so the teacher asked them to stand in front of their friends and do the introduction as they practice their speaking skills. They have to do the introduction using good techniques and tell the class about name and holiday's activities. Some students told detail activities about their holidays and some student spoke briefly. While a student was telling his story in a single simple sentence, the teacher asked more information to let him explained and speak longer; ex: when a student said "In Bali, I went to the mall", the teacher asked whether going to the mall was the only reason he went to Bali or not. All students were doing introduction one by one and some boys directly gave comments when their friends spoke something funny.

There were two boys that really like to talk while other's speaking (did not pay attention) so the teacher reminded them for several times. After reminded those two boys many times, the teacher separated both of them (Noah moved to another table). Some students spoke in Bahasa Indonesia several times and the teacher keep reminding that they only can speak in English in Listening & Speaking class. A student (Noah) did not pay attention (disturb teaching and learning process) and the teacher gave him minus points.

After all the students have done the introduction, the teacher announced about the assessment that they will have. For speaking assessment they have to do a project in form of a video. The project is about "Career Field Project video" that they should do in groups. The teacher explained how the project looks like and the steps to do it. He also allowed them to choose their topics after giving some recommendations. He also asked the students to decide the groups arrangement by themselves. The students was given time for discussing with the group and talking about their preparation (includes decided who will be the interviewer and the camera person). After finished the discussion, the teacher asked the students to write down the career that they choose and discussed together where they should go to execute the project.

Some students were asking about the technicality in doing the project such as the duration, dress, and the things that should be shown in video. The teacher answered all the questions related to the project and reminded the about the due date to present the project. The class dismiss at 11 am sharp.

Draw conclusions based on your observations to the points below, supported by theories that have been studied:

a. Class management (behavioral and classroom environment)

The teacher reminded the students about the rules and procedures in class especially in listening and speaking class . No students are allowed to go to toilet while someone's speaking, no need permission to drink water (people need to drink a lot of water because human body needs it), English only, raise hands if cannot hear the voice of someone's speaking, and others common rules in classroom. The teacher also reminded them about manner in act and in speaking especially. They should say polite words such as please when asking for a help and say thank you for given something. Beside those rules, the school actually applied positive reinforcement (reward and consequences) in form of points. The students will get points if they perform good behavior or attitudes and obey the rules and procedures. In contrast, they will find their points decrease if they did not behave in appropriate way or if they break the rules and procedures.

b. Strategies and instructional media

The teacher used contextual based learning in delivering the material especially in practicing the listening and speaking skills. He also used project based learning to assess their listening and speaking skills so they could learning to practice their skills while the teacher could see their progress as well. Using video project is very useful especially for the students who have audio-visual style of learning.

c. Interaction in learning

As this is a listening and speaking class, the students are required to communicate everything in class by speaking. There is no sign signal needed in this classroom because the students have to practice speaking English in class. All the interactions including the question and answer should be done in English only.

d. Classroom assessment (knowledge, attitudes, skills)

This class has a project which is Career Field Project Video that will help the students to get and learn new knowledge or information from certain career field (Cognitive domain). The project also helps the students to challenge themselves in skills of speaking and listening to the professionals (Skill/Psychomotor domain). By doing brief interview (around 10 minutes), the students will feel the experience in how to speak politely (formal way) to professional or to adults (Attitudes/Affective domain)

Appendix 5 Teacher's Reflection Journal 1

UPH Teachers College

TEACHING REFLECTION JOURNAL

Field Experience 3 Program (Internship)

Teacher's Name : Lova Tio Manna M Day/Date : Thursday/August 16, 2018
Class : 9A Subject Area : English
Lesson Hours : 12.30-13.50 (2X40 minutes)

Please write down in detail and describe in a narrative of what happens while the learning takes place. Write according to the reflection guideline.

1. Elaborate the facts in teaching and learning activity according to the indicators of issue's variable and the learning activity according to the action's steps.
2. Analyze the facts that occurred and the accuracy of the applied solution in solving the issue based on theory.
3. Show a willingness to learn and have a clear focus for the future action.
4. Cite the references for any supporting theories.

Today is the last meeting for learning Unit 2 and I have given the students a test (Post-Test) as a confirmation that they passed this topic with a good understanding. The test given could also be a sign that they can move to next Unit. Before did the test, I did a review session and still using the inductive method. I started with lists of sentences on whiteboard and I asked the students to categorize each sentence based on their types. The students could follow the review attentively and they were also able to build some sentences using conjunction as the linking words correctly. They showed clearly that they already understood the material and ready to do the test. I have applied the inductive method for 3 meetings and it showed a good improvement to their understanding.

Today's lesson was so great that not only the inductive method successfully applied in this meeting but also the rules and procedures worked well in this classroom. I became stricter to the students and proclaim firmly all the instructions. I treated them not like children anymore and they started to consider me as their "real teacher". Almost all students started following and cooperating with my rule. They began to follow all my instructions attentively and I could manage the students who were "hard to handle" with my classroom management. I made a new seating arrangement to this class and I gave my full attention to all the students especially toward the "active students". Praise the Lord, I felt that they were being respect now.


D3

Marsh C (2004) mentioned that good discipline is based on: (1) developing a solid basis of trust and respect; (2) Teaching students how they are expected to behave; (3) establish a discipline plan. Other expert said that discipline is one of the results of well-managed classroom (Marzano, 2003). The students already being familiar with the procedures in class, they were being responsible with the rules, they did not do anything without my permission anymore and they consistently applied the hand signals in learning process.

Source:

Marsh, C. (2004). *Becoming a teacher* (3rd ed.). New South Wales: Pearson Education Australia.
J.Marzano, R. (2003). *Classroom Management that Works*. United States of America: ASCD.

August 16, 2018


Student Teacher


Mentor/Colleague

Appendix 6 Result of Mentor Teacher's Checklist I

Result of Mentor Teacher's Checklist on Discipline List Implementation

Indicators	Question	Student1	Student2	Student3	Student4	Student5	Student6	Student7	Student8	Student9	Student10	Student11	Student12	Student13	Student14	Student15	Student16	Student17	Student18	Percentage per Statement	Indicators' Percentage
Students followed classroom procedures	Does student use hand signals to get any permission?	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	0	1	61,10%	61%
Students pay good attention along the learning process in classroom	Does the student follow the teacher's instruction attentively?	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	0	61,10%	61%
There is relatively little wasted time	Does student come on time to the class? Does student bring their English book and materials?	0	0	0	1	0	1	0	1	1	1	0	0	0	1	1	1	0	0	44,40%	72,20%
There is relatively less disruption along the learning process	Does student follow the learning process orderly so there is no disruption along the learning process?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100,00%	72,20%
Percentage of Discipline's Improvement per Student		0%	80%	80%	80%	60%	40%	80%	60%	80%	60%	80%	80%	80%	60%	80%	40%	40%	60%		

DA

Appendix 7 Result of Student's Checklist on Discipline 1

Result of Student's Checklist on Discipline 1st Implementation

Indicators	Statement	Student1	Student2	Student3	Student4	Student5	Student6	Student7	Student8	Student9	Student10	Student11	Student12	Student13	Student14	Student15	Student16	Student17	Student18	Percentage per Statement	Indicator Percentage
Students followed classroom procedures	I asked permission before I go to the toilet and I go after I get the permission	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%	69,40%
	If I wanted to talk during the learning process I would ask permission based on clear procedures	0	0	0	0	1	0	0	1	0	0	1	1	1	0	0	1	0	1	1	
Students pay good learning process in classroom	I listened attentively while the teacher and friends were explaining or talking in learning process	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	61,10%	52,7%
	I became silent and attentive while the teacher gave quiet signal	1	1	1	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	44,40%	
There is nobody late during the learning process	I came on time to class and ready to start learning before the class began	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	44,40%	58,30%
	I have prepared my assignments that needed in learning process before the class began	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	72,20%	
There is nobody late during the learning process	I did not do the activities that have no connection with the learning process	0	0	1	1	0	0	0	0	1	0	1	1	1	0	1	0	1	1	50%	61,10%
	I did not do any action that could disturb the learning process	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	72,20%	
Percentage of Discipline's Improvement per student		37,50%	37,50%	37,50%	75%	25%	37,50%	50%	75%	62,50%	62,50%	75%	75%	62,50%	62,50%	75%	62,50%	75%	100%		

AS

Result of Student's Checklist on Procedure 2nd Implementation

Steps	Statement	Student1	Student2	Student3	Student4	Student5	Student6	Student7	Student8	Student9	Student10	Student11	Student12	Student13	Student14	Student15	Student16	Student17	Student18	Percentage per Statement	Indicators Percentage
Explain the classroom procedures	The teacher explained the classroom procedure clearly	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%	100%
Reliance and procedure under teacher's supervision	The teacher give the example how to apply the classroom procedures	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%	100%
Reinforce the classroom procedure by reminding the procedure and have the class experience it	The teacher reminded the classroom procedures in the beginning of the learning process	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	94,40%	94,40%
Consistent in applying the classroom procedure	The teacher did not allow me to do something if it's not based on the classroom procedure	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%	100,00%
	The teacher reminded me if I did not follow the classroom procedures	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100,00%	
applying the classroom																				94,40%	

77

Appendix 8 Teacher's Reflection Journal

TEACHING REFLECTION JOURNAL
Field Experience 3 Program (Internship)

Teacher's Name : Lova Tio Manna M Day/Date : Thursday/August 27, 2018
Class : 9A Subject Area : English
Lesson Hours : 12.30-13.50 (2X40 minutes)


Please write down in detail and describe in a narrative of what happens while the learning takes place. Write according to the reflection guideline.


1. Elaborate the facts in teaching and learning activity according to the indicators of issue's variable and the learning activity according to the action's steps.
2. Analyze the facts that occurred and the accuracy of the applied solution in solving the issue based on theory.
3. Show a willingness to learn and have a clear focus for the future action.
4. Cite the references for any supporting theories.

Today, I taught class 9A again in new Unit, with History as the theme. In this Unit, the students would learn about Sentence Structures (Grammar Understanding for Unit 3). I also planned to teach the students about writing because it related to sentence structure building. I taught the topic using inductive method as one of effective ways to teach this class. I used PPT as media to help me presented the learning materials efficiently. I started to show them some sentences and asked them to think and guess the pattern that might use in each sentence. They easily found and figured out the pattern of all the sentences. The students took notes and wrote down other examples of all the sentence patterns.

The students did the guided practice from the PPT attentively. There were no unimportant noises anymore along the learning process. The students did all the instruction given by me. They also showed respect that they always raised hands (using hand signals) to ask for permission. They also being respect to other students who were speaking in class (One-Voice-Only rule). The students came to the class on time and well prepared. I did not find students asked permission for taking books or stuffs at locker anymore and everyone really pay attention to my explanation. I gave reward points to all the students and fill the Responsible Character Chart of the class (school's system). Now, the students knew how to behave well in the classroom and being discipline towards all rules and procedures.

August 27 2018


Lova
Student Teacher


LB
Mentor/Supervisor

Appendix 9 Mentor Teacher's Checklist on Discipline 2

Result of Student's Checklist on Discipline 2nd Implementation

Indicator	Student1	Student2	Student3	Student4	Student5	Student6	Student7	Student8	Student9	Student10	Student11	Student12	Student13	Student14	Student15	Student16	Student17	Student18	Percentage per Statement	Indicator Percentage
Students followed classroom procedures	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%	100%
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%	
Students pay good attention along the learning process in classroom	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	94,40%	88,85%
	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	83,30%	
There is relatively little wasted time	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%	94,40%
	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	88,80%	
There is relatively few disruption along the learning process	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	88,80%	91,60%
	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	94,40%	
Percentage of Discipline's Improvement per Student	100%	87,50%	87,50%	100%	87,50%	100%	87,50%	100%	100%	87,50%	75%	100%	100%	100%	75%	100%	100%	100%		

(64)

P A R A P

Result of Mentor Teacher's Checklist on Discipline 2nd Implementation

Indicators	Student1	Student2	Student3	Student4	Student5	Student6	Student7	Student8	Student9	Student10	Student11	Student12	Student13	Student14	Student15	Student16	Student17	Student18	Percentage per Statement	Indicator Percentage
Students pay good attention along the learning process in classroom	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	100,00%	100%
Does student use hand signah to get any permission?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100,00%	100%
Does the student follow the teacher's instruction attentively?	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	83,30%	83,30%
Does student come on time to the class?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100,00%	100%
Does student bring his/her English book and stationery?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100,00%	100%
Does student follow the classroom procedure orderly so there is no disruption along the learning process?	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	83,30%	83,30%
Percentage of Discipline's Improvement per Student	100%	100%	100%	100%	100%	100%	100%	100%	100%	80%	80%	100%	100%	80%	60%	100%	100%	100%		

110

ARAP



THE FINAL PROJECT AUTHENTICITY STATEMENT

I, student of the English Language Education Program, Faculty of Education, Universitas Pelita Harapan,

Name : Lova Tiomanna Br Marbun
Student Number : 00000018715
Program : English Language Education

hereby declare that my *FINAL PROJECT* with the title **"THE IMPLEMENTATION OF CLASSROOM PROCEDURE TO IMPROVE STUDENTS' DISCIPLINE IN GRADE IX IN ONE OF THE SCHOOLS IN TANGERANG"** is:

1. an authentic work of my own, that incorporates material gleaned from various lectures, field-study, related literature as listed in the Reference List,
2. not a result of plagiarism or duplication of someone else's published work or final assignment/dissertation of *sarjana* degree in other universities except for the references which are clearly and appropriately indicated in accordance with the academic referencing regulations,
3. not a translated work of any collection of resource books or journal listed in the Reference List.

In the event that my *FINAL PROJECT* is proven to be incongruent with the declaration above, I would accept its disqualification.

Tangerang, March 8, 2019



Lova Tiomanna Br Marbun



UNIVERSITAS PELITA HARAPAN
FACULTY OF EDUCATION

FINAL PROJECT SUPERVISOR'S APPROVAL

**THE IMPLEMENTATION OF CLASSROOM PROCEDURE
TO IMPROVE STUDENTS' DISCIPLINE IN GRADE IX
IN ONE OF THE CHRISTIAN SCHOOLS IN TANGERANG**

By:


Name : Lova ~~Tiomanna~~ Br Marbun
Student Number : 00000018715
Study Program : English Language Education

has been examined and approved to be presented and defended in a comprehensive examination for the *Strata Satu* degree of English Language Education Study Program, Faculty of Education, Universitas Pelita Harapan, Tangerang, Banten.


Tangerang, March 8, 2019

Approval Signatories

Supervisor


(Yonathan Winardi, M.Pd.)

Department Chair


(Atalya Agustin, M.Pd.)

Dean


(Connie Rasilim, S.S., B.Ed., M.Pd.)



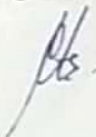
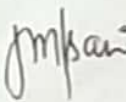

UNIVERSITAS PELITA HARAPAN
FACULTY OF EDUCATION

FINAL PROJECT EXAMINER PANEL'S APPROVAL

On Thursday, April 11, 2019 a comprehensive examination was conducted as partial fulfillment of academic requirements for *Sarjana Strata Satu* degree of English Language Education Study Program, Faculty of Education, University of Pelita Harapan, named:

Name : Lova Tiomanna Br Marbun
Student Number : 00000018715
Study Program : English Language Education
Faculty : Faculty of Education

with title "THE IMPLEMENTATION OF CLASSROOM PROCEDURE TO IMPROVE STUDENTS' DISCIPLINE IN GRADE IX IN ONE OF THE CHRISTIAN SCHOOLS IN TANGERANG" by an examiner panel which comprised of:

Name	Position in the Panel	Signature
1. Chandra Han, S.T., M.Div., Th.M.	, Chairman	
2. Meri Fuji Siahaan, S.S., M.Pd., M.Ed.	, Member	
3. Yonathan Winardi, M.Pd.	, Member	

Tangerang, April 11, 2019

FOREWORD

Praise the Lord Jesus Christ for His continual grace and blessings that I have been able to finish this final paper. It is He who has guided me along the journey and renewed my strength each day to finish this well. All glory belongs to Him.

This final project with title “THE IMPLEMENTATION OF CLASSROOM PROCEDURE TO IMPROVE STUDENTS’ DISCIPLINE IN GRADE IX IN ONE OF THE CHRISTIAN SCHOOLS IN TANGERANG” is prepared and written as a partial fulfillment of academic requirements for *Sarjana* Faculty of Education *Strata Satu* Universitas Pelita Harapan, Tangerang.

I realize that without supervision, support and prayers from every party it is impossible to finish this final project in timely manner. Therefore, I would like to express my gratitude for the following people whom He has sent to walk and share with me through this journey. Along the way, they have supported me through prayers as well as words of encouragement. May God bestow His abundant blessing upon you:

1. Connie Rasilim, S.S., B.Ed., M.Pd, the Dean of Faculty of Education.
2. Atalya Agustin, M.Pd., the Department Chair of English Language Education.
3. Yonathan Winardi, M.Pd., the supervisor who supervised and gave me many inputs. Thank you for being so generous Sir, God bless you and your family.

4. Mr Lucas Burhan, B.Th as my Mentor Teacher, who treated me very well and gave me many experiences during my internship term. Thank you for understanding my position and helping me conducted this research.
5. My beloved mom and dad, Lopner Marbun and Sarah Silalahi, my two brothers, Hilmer and Hizkia, and my one and only sister, Lilis, who keep praying and supporting me during my study in UPH. Thank you for being my top one motivation in finishing my research and my study here.
6. All UPH Teachers College's lecturers, who have been teaching me during my four-great-years of college, especially for my super Care Group leader: Ibu Atalya, who intentionally giving her times to support and motivating me in finishing this final project; Thank you for sharing your life and inspiring me to stand firm in faith.
7. 15ELT1 students, who teach me to know myself better and accept me the way I am. Thank you for making my days wonderful with all the bad and good moments that we had together since 2015 especially during my times finishing this final project. I am blessed having you guys as my "sharpener" in TC, I will never forget all of you: Adith, Awni, Dinda, Lita, Ben, Gabby, Gilbert, Hans, Ka Jerry, Puput, Yaya, Chito, Philip, Winda, Retta, Ka Ryanto, Sasmita, Ka Titin, Ka Yohanes, Ka Alfa, and Ka Yusri.
8. My beloved mentee(s): Destin Sterling Zega, Endah Mamangkey, Franzischa Wulandari, who make my days colorful in all my ups and downs time, thank you for being part of my life and accepting me the way I am.

9. My roommates (G304): Moudy, Yohana, Merisa, Ningsih, Juana, Velyana, Ita, Ella, Mustika, Yesi and Mega, who are giving me motivation in finishing this final project, thank you for being patient on my random actions.

10. Joab Aldo as the one who is inspiring me to understand the concept of being kind, thank you for helping me a lot during my difficult times in finishing my final project.

11. Last but not least, all the communities I have throughout my college life.

Lastly, I am fully aware that there are weaknesses in this study. Thus, critics and suggestions from readers will be useful. Hopefully, this study will be beneficial for every party reading it.

Tangerang, March 2019

Lova Tiomanna Br Marbun