

CHAPTER II

LITERATURE REVIEW

2.1 Discipline

2.1.1 Definition of Discipline

Discipline problem is any behavior that interferes with the teaching act, interferes with the rights of others to learn, is psychologically or physically unsafe or destroys property (Levin & Nolan, 2014). Marzano and friends stated that discipline is shown as the outcome of a well-managed classroom (Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005). In another book, Marzano said that discipline is part of well-managed classroom which should involve strategies for reinforcing positive behavior and dealing with disruptive and inappropriate behavior (Marzano R. , 2003). Discipline can be defined as form of ensuring a standard of obedience or regulation that will build self-control and responsibility (Scarpaci, 2007). Wai-Shing, Ming-tak, & Li (2008) added that discipline is also the action of maintaining students with misbehaviors as training to influence student's self-control, self-discipline, and self-management. Based on those theories, it can be concluded that students' discipline is an action or condition that includes students' behaviors towards regulations and activities in classroom which promotes students' responsibility and self-control.

Humanity's basic characteristic since the Fall is not that we are sinned, but that we are first of all sinner (Gangel & Hendricks, 1998). This thought challenged the researcher not to expect that all students are fine and do not need discipline as they are wicked sinners. It is true that the teacher cannot do many things to change students as

it is The Holy Spirit's work but, God can use teacher to help each student becomes a respectful, responsive and responsible one.

2.1.2 Indicator of Discipline

Marsh mentioned that good discipline is based on developing a solid basis of trust and respect, teaching students how they are expected to behave and establish a discipline plan (Marsh, 2004). Another expert stated that there are three things should be done to get the students' to be well-disciplined, which are develop learners' responsibility, create a positive classroom climate, and maximize opportunities for learning (Eggen & Kauchack, 2007). As discipline is shown as the outcome of a well-managed classroom (Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005), so the indicators used as standard of students' discipline are similar with a well-managed classroom. Here are the four indicators (Wong & Wong, 2009):

1. Students seriously participate in their learning activities, especially in academic activity, yet they obey all the instruction given by teacher happily.
2. Students understand the teacher, school, and their parent's expectation, and usually they are success.
3. Little wasted time, less noisy and relatively less disruption along the learning process.
4. The climate of the classroom is work-oriented but relaxed.

Based on those supporting theories and some considerations, the researcher took these four indicators as standard to check students' discipline:

1. Students follow classroom procedures (Indicator 1)

Student should be able to listen to teacher's instruction along the learning process (Matella & Martella, 2012). Students should obey all the instruction given by teacher happily (Wong & Wong, 2009). Scarpaci (2007) added that discipline take part as tool to build responsibility and self-control. By following classroom procedures, students train themselves to avoid lacking discipline.

2. Students pay good attention along the learning process in classroom (Indicator 2)

Student should be able to respect others in classroom along the learning process (Rogers, 2011). Students should seriously participate in their learning activities (Wong & Wong, 2009). Interaction between teacher and students bring a good sense of relationship (Vitto, 2003). When the students are being attentive in following the teacher's instructions, they are discipline.

3. Students maximize the time of learning in the classroom (Indicator 3)

Rogers (2011) points out that the students should be able to be on-task with their learning for it is one of the aims of discipline. The learning process should begin on time (Wong & Wong, 2009). Students expected to maximize the time of learning in the classroom (Levin & Nolan, 2007). A good time management makes a learning process run smoothly.

4. Students respect other students in classroom activities (Indicator 4).

A classroom with effective teacher and discipline students is an environment when the climate of the classroom is work-oriented but relaxed (Wong & Wong, 2009). To honor self and others are the expectations that require from students in the way of showing respect (Vitto, 2003). A safe community occurred when each student meets the expectation of the teacher (Levin & Nolan, 2007). When every student in the classroom behaves appropriately without disturb others the classroom climate will become the result.

In addition, Erickson (2004) emphasized that God's moral law is the standard of good behaviors (Erickson, 2004). So, it was cleared that discipline is something that people can practice as daily life's goal as disciple of God.

2.1.3 Purpose of Discipline

The purpose of discipline is to educate and to nurture students so that they are able to perform and behave more and more as their contribution in classroom community (Van Brummelen, 2009). Classroom discipline is important to establish a sense of responsibility and maturity in each student (Walters & Frey, 2007). Scarpaci (2007) added that discipline take part as tool to build responsibility and self-control. Based on these theories, it is concluded that discipline is needed by the students to control their performance and to hit the teacher's achievement in creating a good classroom management. It is quite common that not all the students are being discipline in classroom as it is needed some practices and guides.

2.1.4 The Importance of Discipline

As Christians, it is believed that being discipline is not for a pride but to be a blessing. Moreover, discipline should purposely disciple students in the Lord's way so it will bring students to live in understanding and wisdom of life (Van Brummelen, 2009). Actually, discipline is not only needed in classroom setting as it has to be a life style with an honest motivation. Christians believed that God is present and He watches over all His children, so discipline should taking part whenever and wherever it is. Being discipline does not mean performing well while there is a teacher or someone monitors, it is something to do with integrity. This should be a very difficult thing to do without the role of Holy Spirit who drives everyone to be discipline. In conclusion, discipline is needed to train students to be partakers of His holiness and to produce the peaceable fruit of righteousness (Hebrew 12:10-11). Van Brummelen (2009) says the purpose of discipline is "to disciple students in the Lord's way".

When a classroom is not managed well, the disciplinary problem may be occurred. Levin & Nolan (2014) stated that a discipline problem occurs when a behavior disrupts the teaching and learning activity and disturbs the rights of others to learn. He points out that misbehavior problem will reduce students' learning time that will end up with less learning and less achievement. In addition, "classroom discipline problems also have a negative impact on teacher effectiveness and career longevity" (Levin & Nolan, 2014). He also added if the teachers had to deal with disciplinary issue frequently, their motivation to teach can be decreased and replaced by ignorant attitude. Thus, disciplinary issue needs to be solved.

2.2 Procedure

2.2.1 Definition of Procedure

Procedures are sets of steps related to certain behaviors in particular time and in particular activities as a routine (Levin & Nolan, 2014). According to Wong & Wong (2009) procedure is a process or method to get what teacher wants done in the classroom. Procedure is also a set of steps to highly train a classroom in a smooth and efficient manner (Vitto, 2003). Moreover, procedures elaborate how classroom actions are properly carried out and affect everything from a student's being excused to do any unimportant actions (Scarpaci, 2007). In conclusion, the procedure is needed to help students in doing daily classroom activities and also to help teacher in managing the classroom.

2.2.2 Purpose of Procedure

Procedure is a means to describe what expectations that teacher has for the students to prevent misbehavior (Vitto, 2003). Procedures also help students to include classroom routines into their habits, give space for the teacher to teach, avoid students from intrusive distraction and to prevent misbehavior (Arthur, 2003). Moreover, Procedures are steps that arranged to support classroom management by promoting self-discipline (Scarpaci, 2007). It is true that classroom procedure is not the one and only way to change students' misbehavior in the classroom, but as there was no teacher applied it before in the school and it is applicable in their class yet answering the students' need, so the researcher applied it. In other words, classroom procedure is a proper way to help the students to improve their discipline. The researcher realized that the students' improvement was part of God's desire.

Paul's word in 1 Corinthians 3:6, "I planted the seed, Apollos watered it, but God made it grow," makes it more clear that human effort is accompanied, not substituted, by the divine working of God Himself. Rather than an excuse for laziness or ignorance, the role of the Spirit in the educational process provides a challenge to excellence (Gangel & Hendricks, 1998).

2.2.3 The Importance of Classroom Procedure

When the teacher faces disciplinary problem, the real problem usually is not only about students' behavior, but also the lack of procedures in the classroom (Wong & Wong, 2009). Procedures are needed to make students be able to improve their on-task behaviors and finish certain task well without asking teachers' instructions for classroom daily activities (Levin & Nolan, 2014). The necessity of procedure in classroom are: to give students important expectations on how things done in a classroom so that students can be successful in the classroom activities and learning process, to reduce wasted time and confusion so that many different activities can take place efficiently and to reduce classroom disruptions and disciplinary problem so that it can increase on task time (Wong & Wong, 2009). God Himself also gives clear procedures when He asks His people to do something or accomplish His work. One of the examples is in the book of Exodus, when God commanded Moses and His people to set up the tabernacle of the tent of meeting and all of its furnishings, He gave clear patterns and guidelines to set it up.

He told His people the materials needed to build it, the measurement of the tent and all the furniture of the tabernacle, how to make them, how to place the furniture of the tabernacle in the tent. By receiving clear procedures from God, His people could

do what God wanted optimally and accurately so that the glory of the Lord filled the tabernacle.

2.2.4 Kinds of Procedure

Wong & Wong (2009) categorize procedures in classroom into two types. The first type is instructional procedures for students learning. Some basic instructional procedures are procedure how to work in groups, procedure to take lecture notes, procedure to read the textbook and other related procedures that related to students activities in academic side. Instructional procedure for student learning conducts academic task of students (Wong & Wong, 2009).

The second type is procedures for classroom routine. This procedure includes how things done by the students to support classroom activities. Some procedures that usually teachers done in the classroom are procedure for entering the classroom, asking a question, leaving the classroom, procedure when someone is absent, procedure for quieting a class and other procedures that arranged and created by the teacher. In this research, the researcher implemented three kinds of procedure. Those procedures are procedure to speak up, procedure to get permission, and procedure to start the class (see Appendix 1 PPT Classroom Procedures).

2.2.5 Steps for Applying Procedure

Shindler in his book mentioned steps to help teachers implement the classroom procedure: teach the procedures, practice the procedures until they are sufficiently demonstrated, use positive recognitions of any behavior that is close to the expectation, celebrate success when done well and provide more opportunities for practice if not done well (Shindler, 2010). Teacher can apply procedures by explaining the

procedures, rehearsing them, monitoring them, providing feedbacks, and re-teach to the students (Vitto, 2003). In line with those theories, Wong & Wong (2009) mentioned three steps of classroom procedure as follows:

1. Teach. state, explain, model, and demonstrate the procedure.
2. Rehearse. Rehearse and practice the procedure under your supervision.
3. Reinforce. Re-teach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

Another expert point out that classroom procedure should establish a good classroom climate, should be taught to the students, and implemented the procedures consistently in classroom (Arthur, 2003). Scarpaci added that the mark of good classroom practices is their consistency (Scarpaci, 2007). So, based on those steps, the researcher decided to build up the step for applying classroom procedure into 4 steps:

1. Explain the classroom procedures (Step 1).

Levin and Nolan (2014) stated that students have to be taught the procedures through examples and demonstrations. Khalsa added that the procedures should be explained, modeled and demonstrated clearly (Khalsa, 2008). Additionally, Wong and Wong (2009) point out that teacher has to explain classroom procedures clearly, model it and also demonstrated it. Clear information and steps of procedures help students to do the procedure well.

2. Rehearse and practice the classroom procedure under teacher's supervision.

Levin and Nolan (2014) say that because students usually do not immediately use the procedures, teacher needs to have students practice it,

give feedback and remind students the correct procedure every time it is used in the classroom. Wong and Wong (2009) added that teacher has to rehearse the procedures by asking students to practice it correctly under the teacher's guidance and asking them to repeat again and again as it will become routines. Teacher has to have students practice the procedures until all the students follow all procedures correctly (Jones & Jones, 2017).

3. Reinforce the classroom procedure by reminding the class of the procedure and having the class experience it.

Wong and Wong (2009) point out that teacher needs to re-teach the incorrect procedure while give corrective feedback. Similarly, Jones & Jones (2017) added to teach procedure, reinforcement is the important step. In addition, it is important to reinforce a correct procedure and praise the students when they done the procedures well (Wong & Wong, 2009).

4. Consistent in applying the classroom procedure.

Scarpaci (2007) points out that the mark of good classroom practices is their consistency. Arthur (2003) also added that the classroom procedure should be established a good classroom climate, should be taught to the students, and implemented the procedures consistently in classroom. Similarly, Wong & Wong (2009) stated that the most important thing to be considered when establish the classroom procedures is consistency.

2.3 Theoretical Framework

Discipline is an important behavior needed to make learning process run well in the classroom. Having students with lack of discipline was a problem that needed to

solve by the teacher. Classroom procedures as sets of steps to get something done in a classroom, was an appropriate alternative to solve discipline problem. Classroom procedure is not only requiring teacher's action but also includes students' accountability in creating well-managed classroom. Procedure is also appropriate to apply in any grades and can be applied by every teacher. By implementing classroom procedure according to the steps consistently, the discipline of the students would be improved. It was not only beneficial for the teacher but also to train the students having self-responsibility.



