

CHAPTER IV

ANALYSIS AND DISCUSSION

4.1 Issue Identification

The School uses Cambridge Curriculum so English subject has 2 teachers, one teacher for Reading and Writing class which is the mentor teacher's class and another one for Listening and Speaking class with a native teacher. The Reading & writing class was on Mondays and Thursdays, meanwhile the Listening & Speaking class was on every Tuesday. As a teacher candidate, the researcher only taught in mentor teacher's class on Monday and Thursday, but the researcher could do observation in both classes. The researcher started to identify the issues that occurred in the classroom (9A) through some observations for 3 weeks from July 16, 2018 – August 6, 2018 when the mentor teacher and the native teacher taught. On Monday 23rd of July 2018, the researcher observed the class while the mentor teacher was teaching grammar (Reading and Writing Class) of Unit 1, about Comparative-Superlative. (see Appendix 4 Observation Result 2)

There was no problem in students' cognitive as the students could follow the lesson and did the worksheet on time. The students could answer the questions related to the topic and the result of their worksheet was good (9.3 in average). On other side, the researcher found that the classroom condition was not really managed well. It was found that the mentor teacher did not apply specific rules and procedure that made the students acted freely in class. Some students did chatting during teaching and learning process, no certain procedure to allow the students answering questions and giving opinions, and every student could speak whenever

they wanted. The researcher identified those behaviors and made conclusion that those behaviors were categorized as discipline problem.

The researcher followed all the meetings delivered by mentor teacher and those behaviors often occurred. The researcher also observed the native teacher on Tuesday 24th of July 2018 that taught speaking and Listening in this class (see Appendix 4 Observation Result 2). The class did not start on time because some students came late to the classroom. The learning process also did not go well as some students were coming and out several times as they opened and closed the door repeatedly. The students did not really prepare their books and stationeries before the class begin so that much time wasted to wait them went to their lockers. Some boys moved their chairs to be able to chat with their friends, and some students spoke in Bahasa Indonesia. The teacher reminded them several times to speak politely and not to use Bahasa Indonesia as the native teacher did not understand Bahasa Indonesia. The researcher identified that there was problem in affective area with same students both in mentor teacher and in the native teacher's class.

Actually, the researcher found that speaking skill was also a problem that needed to solve in this classroom as they had the tendency to use broken English and mixed their language although the teacher had made a clear rule for speaking only in English. The researcher could not follow up the speaking problem because the researcher only taught on Monday and Thursday in the Reading & Writing class. After identifying issues from the observations done while the other teachers were teaching the students, the researcher did other 3 observations towards that class while the researcher did the teaching. The first observation in researcher's class was

done on 6th of August 2018 when the researcher taught grammar (Unit 2) about Conjunction. The result of Unit 1 Test was good with the average 93.1. The students could understand the topic very well as they could do the worksheet correctly. The researcher had no problem to teach the content of grammar as the students have been learning and had exposed with English grammar since they were in Elementary level, but sometimes the researcher felt uncomfortable with the students' behavior that affected the learning process. Some students liked to talk while taking notes and did not listen to the teacher while spoke. The students had the tendency of not following teacher's instruction and sometimes suggested things that they wanted to do, such as requesting "free time". The researcher felt that the students did not show respect as the mentor teacher said that they treated the researcher not as a teacher but as a friend.

Once, the researcher felt the problem of this classroom was about respectful, but the mentor teacher added that they usually became more respectful to new teacher as time goes by. The researcher tried to identify the main problem of the research subject through few more observations in next meetings. The result of the observations was the students were lacking of discipline. Below is the result of the issues that found during observation in researcher's class.

Table 4.1
Issue Identification Result

Day	Date	Problem	Area
Monday	06/08/2018	<p>Discipline, Classroom management:</p> <ul style="list-style-type: none"> -Some students (boys) need more attention as they like to talk while take notes and sometimes did not listen to other who was speaking -Some students were still talking with loud voice during materials given -Some students still considered the teacher as a “friend” instead of respecting the teacher as a “real teacher” 	Affective
Thursday	09/08/2018	<p>Discipline, Classroom management:</p> <ul style="list-style-type: none"> -Some students (boys) need more attention as they rarely listening attentively to the teacher or friends who were speaking -The students did not really see the teacher as leader, they see the teacher more like a big sister -The students did not really respect the teacher, they did whatever they like 	Affective
Monday	13/08/2018	<p>Discipline, Classroom management:</p> <ul style="list-style-type: none"> -The students still broke the rules (from handbook) while they have been reminded for many times - Some students (boys) need more attention as they rarely listen attentively to the teacher or friends who were speaking -couple of the students still need to get more suitable methods to be controlled -The students who sit at the back move their chair in order to chit chat with another friend -The students were still seeing the teacher as a big sister instead of teacher/leader -Half of the students were still unreached by the teacher and not sure what they were doing -Too much waiting, thus the class was crowded 	Affective

Source: Researcher

Based on the issues found and based on mentor teacher inputs, the researcher concluded that the main problem needed to solve in this classroom was about discipline problem. After discussing with mentor teacher, the researcher decided to implement classroom procedure to overcome the problem. Classroom procedure is believed could improve students' discipline.

4.2 Data Presentation

4.2.1 Action Planning and Plan Activation 1

Action planning step started in the issue identification's week, on Monday, 13th of August. As the researcher did teaching and observing, the researcher also

had discussion with mentor teacher. After having discussion with the mentor teacher about the problem found and then decided the classroom procedure to overcome the problem, the researcher began the action planning. In this research, the researcher focused on the implementation of the classroom procedure as identified as the main problem in affective area. Before implementing the classroom procedure, the researcher did some preparation including building up some procedures that could answer students' needs, finding related literatures or theories, and creating simple PowerPoint to explain the procedure. In the action planning step, which was on one meeting before the implementation of classroom procedure, the researcher told the students about things needed to be concerned in the researcher's class.

The researcher told about her expectation towards their class as shared that every teacher is different and has his/her own style and expectation about their students. The researcher realized that went out the classroom to take stuff from locker is not a big problem for another teacher, but for the researcher it should not happen. The researcher expected the students to come on time to the classroom with all stationeries and English books with them. The researcher used four indicators to measure students' discipline improvement: students follow classroom procedures, pay good attention along the learning process in classroom, maximize the time of learning in the classroom, and respect other students in classroom activities.

The first implementation of classroom procedure was conducted on Thursday, 16th of August 2018 at 12.30-13.50 which was 2x40 minutes. In this meeting, the researcher started the class with a sharing about what the researcher felt during her time observing and teaching them. The researcher told about how a

good classroom supposed to be and how their class condition so far. The researcher honestly told that they needed to improve their discipline for making the learning process run well and comfortable. In the way of making a comfortable classroom climate, the researcher told the students about the goal or teacher's expectation through classroom procedure. The researcher showed a PowerPoint about some procedures and explained it to the students (see Appendix 1 PPT Classroom Procedures). The researcher also taught the students how to apply the hand signals in doing procedure to speak up and procedure to ask permission. When the hand signals taught to them, they laughed and found it was funny. Some of them purposely raised their hands that supposed to be a signal to get toilet's permission just to make jokes. They also asked other things to make the hand signals become funnier, such as "Miss, which finger that we need to show if we wanna go to canteen?", "Miss, can we use our left hands?", "Miss, why we only use less than 5 fingers to do something?". It was difficult to apply classroom procedure especially using hand signals to this classroom as they never knew and use it before.

There was no teacher applying types of classroom procedure in their class before. When the students agreed with the procedures and they understand how to deal with it, the teacher asked one student who seated at the back to show what he needed to do to get permission if he wanted to take stationeries from his locker. As the students correctly show his finger, the teacher asked one more student about procedure how to start the class and made sure other students also remembered all the procedures. After the researcher was sure that all the students could understand and remember the procedure, the lesson began.

Along the learning process, the researcher kept reminding the students about the classroom procedures if the students directly spoke up before rising hands. Although the students and the mentor teacher did not notice, but the researcher realized that sometimes the researcher unconsciously allowed some students answering question without performing hand signal. At the end of the class, the researcher concluded the lesson and also reminded the classroom procedures again as the researcher appreciate the students discipline improvement. The researcher also realized that the third step of the implementation of classroom procedure did not really implemented well. The researcher rarely reinforced the students if they did the procedure correctly. The researcher only focused on correcting what went wrong in the way the students implementing the classroom procedure.

The first implementation of the classroom procedure was successful that the researcher did not need much time to wait the students being ready to start the class, the teacher did not need to repeat same instruction many times and less disruption from talkative students. Although it was successful, but the researcher realized that many things needed improvement. The researcher needed to be more consistent to give responds to the students because there was tendency to let some of them called the researcher's name while using hand signals.

4.2.1.1 Data Presentation of Classroom Procedure 1st Implementation

Here are the results of classroom procedure implementation in the first implementation on Thursday, 16th of August 2018 according to teacher's Reflection Journal.

Table 4.2
Teacher's Reflection Journal on Classroom Procedure 1stImplementation

No	Steps	Reflection Content
1	Explain the classroom procedures	<ol style="list-style-type: none"> 1. "I became stricter to the students" 2. The teacher proclaimed firmly all the instructions and procedures. 3. "I treated them not like children anymore "
2	Rehearse and practice the classroom procedure under teacher's supervision	<ol style="list-style-type: none"> 1. The teacher could manage the students who were "hard to handle" with the new classroom procedures. 2. I made a new seating arrangement to this class 3. "And I gave full attention to all the students especially toward the "active students"
3	Reinforce the classroom procedure by reminds the class of the procedure and have the class experience it	<ol style="list-style-type: none"> 1. The teacher made the classroom procedure became familiar to the students
4	Consistent in applying the classroom procedure	<ol style="list-style-type: none"> 1. "I became stricter and treated them not as children"

Source: Researcher

Reflection Journal records the things that happened in the classroom while the researcher implemented the classroom procedures on Monday, 16th of August 2019. The Reflection Journal contains things that run well, things that did not run well and things that need to do in the next implementation. This Reflection Journal wrote by the researcher as the one who experienced the learning process and approved by mentor teacher (see Appendix 5 Teacher's Reflection Journal 1). Based on the Reflection Journal, the researcher needed to be professional as a teacher in responding and implementing the classroom procedure. By making the classroom procedure become familiar, the students could implement the procedures regularly as a habit.

4.2.1.2 Data Presentation of Students' Discipline 1st Implementation

Here are the results of students' discipline in the first implementation on Thursday, 16th of August 2018 according to mentor teacher's checklist, student's checklist, and reflection journal.

Table 4.3
Mentor Teacher's Checklist on Students' Discipline 1stImplementation

Students' Name	Indicator 1	Indicator 2	Indicator 3		Indicator 4
	Question3	Question4	Question1	Question2	Question5
Student1	Yes	No	No	Yes	Yes
Student2	Yes	Yes	No	Yes	Yes
Student3	Yes	Yes	No	Yes	Yes
Student4	Yes	No	Yes	Yes	Yes
Student5	Yes	No	No	Yes	Yes
Student6	No	No	Yes	Yes	No
Student7	Yes	Yes	No	Yes	Yes
Student8	No	Yes	Yes	Yes	No
Student9	No	Yes	Yes	Yes	Yes
Student10	No	Yes	Yes	Yes	No
Student11	Yes	Yes	No	Yes	Yes
Student12	Yes	Yes	No	Yes	Yes
Student13	Yes	Yes	No	Yes	Yes
Student14	No	Yes	Yes	Yes	No
Student15	Yes	No	Yes	Yes	Yes
Student16	No	No	Yes	Yes	No
Student17	No	Yes	No	Yes	Yes
Student18	Yes	No	No	Yes	Yes
Percentage	61.10%	61.10%	44.40%	100%	72.20%

Source: Researcher

Above is the result of mentor teacher's checklist towards students' discipline improvement that was conducted on Thursday, 16th of August 2018 (see Appendix 6 Result of Mentor Teacher's Checklist I). It showed that 61% of the students achieved indicator 1 and 2 which were students follow classroom procedure and students pay good attention along the learning process in classroom. There was also 72.20% of the students achieved indicator 3 and 4 which were students maximize the time of learning in the classroom and Students respect other students in classroom activities the learning process.

Table 4.4
Student's Checklist on Students' Discipline 1st Implementation

Indicator	Statement Number	Statement	Percentage per Statement	Indicator Percentage
Students follow classroom procedures	1	I asked permission before I go to the toilet and I go after I got the permission	100%	69.40%
	2	If I wanted to talk during the learning process, I would ask permission based on class procedures	38.8%	
Students pay good attention along the learning process in classroom	5	I listened attentively while the teacher and friends were explaining or talking in learning process	61.1%	52.75%
	7	I became silent and attentive while the teacher gave quiet signal	44.4%	
Students maximize the time of learning in the classroom	3	I came on time to class and seated on my own chair before the class began	44.4%	58.30%
	4	I have prepared my stationeries that needed in learning process before the class began	72.2%	
Students respect other students in classroom activities the learning process	8	I did not do the activities that have no connection with the learning process	50%	61.10%
	9	I did not do any action that could disturb the learning process	72.2%	

Resource: Researcher

Above is the result of student's checklist towards their discipline improvement that conducted on Thursday, 16th of August 2018 (see Appendix 7 Result of Student's Checklist on Discipline 1). According to student's checklist result, all the indicators of students' discipline had not reached by 100% of the students yet. It is shown that more than 50% of the students reached the four indicators of students' discipline which were students follow classroom procedures, students pay good attention along the learning process, students maximize the time of learning in the classroom, and students respect other students in classroom activities.

Table 4.5
Teacher's Reflection Journal on Students' Discipline 1st Implementation

No	Indicator	Reflection Content
1	Students follow classroom procedures	<ol style="list-style-type: none"> 1. "Almost all students started following the classroom procedure" 2. Almost all students started cooperating with the classroom procedure" 3. The students were being responsible with the classroom rules and procedure 4. "They started to consider me as their "real teacher""
2	Students pay good attention along the learning process in classroom	<ol style="list-style-type: none"> 1. "They began to follow all my instructions attentively " 2. "The active students who used to be "hard to handle" became more attentive"
3	There is relatively little wasted time	<ol style="list-style-type: none"> 1. All the activities done according to the time allocation in Lesson Plan
4	There is relatively less disruption along the learning process	<ol style="list-style-type: none"> 1. The students started consistently applied the hand signals in learning process. 2. "The students already being familiar with the procedures in class" 3. "...they did not do anything without my permission anymore" 4. "...and they consistently applied the hand signals in learning process". 5. The students became more respect

Source: Researcher

This Reflection Journal was written by the researcher as the one who experienced the learning process and approved by mentor teacher (see Appendix 5 Teacher's Reflection Journal 1). Based on the Reflection Journal, the researcher saw many improvements that the students achieved related to their discipline. The lesson plan ran well and there was no time-wasted anymore. The students have showed their improvements in showing respect and they also started to use the hand signals to get permission. Compared to previous meeting, this meeting was the best

meeting as the students actively participated in class activities and were aware of their behaviors.

4.2.2 Action Planning and Plan Activation 2

After making reflection and evaluation towards the first implementation of classroom procedure, the researcher planned the second implementation. As the result of the first implementation brought a good improvement to students' discipline, the researcher decided to take another data from the second implementation. Before doing the second implementation, the researcher prepared new checklists sheets to be filled by the mentor teacher and students. The checklists form used was still the same with the form on the first implementation day with same indicators. The second implementation of classroom procedure was conducted on Monday, 27th of August 2018 at 08.00-09.20 (2 X 40 minutes). The researcher began with a brief sharing about the students' improvement that made the teacher felt happy.

The researcher also told her expectation that the classroom procedure should become a routine along the learning process. As usual, the researcher opened a PPT about the classroom procedure. The researcher appreciated the students' improvement as none of the students were coming late in this second implementation of classroom procedure. The researcher gave plus point to the responsibility chart of the classroom that could added their chance to win The Best Class of the month Awards which held by the school. Similar with the first implementation, the researcher did not really emphasize on reinforcing the students

to do the procedure correctly and consistent. The researcher also explained the classroom procedure and emphasized on the way they were using hand signals. They should raise their hands higher and they did not need to call the teacher's name when raising hands. The researcher also made sure they remembered all the classroom procedure by recall the procedures without looking at the PPT. They showed a good response in this meeting and all the students came on time to the class. This second implementation was very good, the learning process ran well and the students showed good improvement. The students did everything according to the classroom procedures and there was no disruption and unimportant actions that did by the students anymore. The students had become familiar with the classroom procedure and became more discipline. This improvement was known by from reflection of the researcher that written by the researcher.

4.2.2.1 Data Presentation of Classroom Procedure 2nd Implementation

Table 4. 6
Teacher's Reflection Journal on Classroom Procedure 2nd Implementation

No	Steps	Reflection Content
1	Explain the classroom procedures	1. "I used PPT as media to help me presented....." 2. The teacher re-explained the classroom procedure before the class really began
2	Rehearse and practice the classroom procedure under teacher's supervision	1. The teacher monitored all the students' activities along the learning process and made sure they did everything according to the classroom procedures
3	Reinforce the classroom procedure by reminds the class of the procedure and have the class experience it	1. The teacher always reminds the students about classroom procedures and school's rules
4	Consistent in applying the classroom procedure	1. The teacher became more consistent in applying the classroom procedure. 2. "I did not find students asked permission for taking books or stuffs at locker anymore"

Source: Researcher

This Reflection Journal was written on Monday, 27th of August 2019 by the researcher as the one who experienced the learning process and approved by mentor teacher (see Appendix 8 Teacher's Reflection Journal). Based on Reflection Journal, the researcher had no problem in implementing the classroom procedure. The researcher did not feel that implementing the classroom procedure as a difficult thing anymore.

4.2.2.2 Data Presentation of Students' Discipline 2nd Implementation

Table 4.7
Mentor Teacher's Checklist on Students' Discipline 2nd Implementation

Students' Name	Indicator 1	Indicator 2	Indicator 3		Indicator 4
	Question3	Question4	Question1	Question2	Question5
Student1	Yes	Yes	Yes	Yes	Yes
Student2	Yes	Yes	Yes	Yes	Yes
Student3	Yes	Yes	Yes	Yes	Yes
Student4	Yes	Yes	Yes	Yes	Yes
Student5	Yes	Yes	Yes	Yes	Yes
Student6	Yes	Yes	Yes	Yes	Yes
Student7	Yes	Yes	Yes	Yes	Yes
Student8	Yes	Yes	Yes	Yes	Yes
Student9	Yes	Yes	Yes	Yes	Yes
Student10	Yes	No	Yes	Yes	Yes
Student11	Yes	No	Yes	Yes	No
Student12	Yes	Yes	Yes	Yes	Yes
Student13	Yes	Yes	Yes	Yes	Yes
Student14	Yes	Yes	Yes	Yes	No
Student15	Yes	No	Yes	Yes	No
Student16	Yes	Yes	Yes	Yes	Yes
Student17	Yes	Yes	Yes	Yes	Yes
Student18	Yes	Yes	Yes	Yes	Yes
Percentage	100%	83.3%	100%	100%	83.3%

Source: Researcher

Above is the result of mentor teacher's checklist towards students' discipline improvement that conducted in Monday, 27th of August 2018 (see Appendix 9 Mentor Teacher's Checklist on Discipline 2). The table above showed that all the students (100%) achieved indicator 1 and 3 which were students follow classroom procedure and students maximize the time of learning in the classroom.

There was also 83.3% of the students achieved indicator 2 and 4 which were students paying good attention along the learning process in classroom and students respect other students in classroom activities.

Table 4.8
Student's Checklist on Students' Discipline 2nd Implementation

Indicator	Statement Number	Statement	Percentage per Statement	Indicator Percentage
Students follow classroom procedures	1	I asked permission before I go to the toilet and I go after I got the permission	100%	100%
	2	If I wanted to talk during the learning process, I would ask permission based on class procedures	100%	
Students pay good attention along the learning process in classroom	5	I listened attentively while the teacher and friends were explaining or talking in learning process	94.4%	88.85%
	7	I became silent and attentive while the teacher gave quiet signal	83.3%	
students maximize the time of learning in the classroom	3	I came on time to class and seated on my own chair before the class began	100%	94.40%
	4	I have prepared my stationeries that needed in learning process before the class began	88.8%	
Students respect other students in classroom activities the learning process	8	I did not do the activities that have no connection with the learning process	88.8%	91.40%
	9	I did not do any action that could disturb the learning process	94.4%	

Source: Researcher

Above is the result of student's checklist towards their discipline improvement that conducted on Monday, 27th of August 2018 (see Appendix 7 Result of Student's Checklist on Discipline 1). According to student's checklist result, all the students (100%) achieved the first indicator of students' discipline which was students follow classroom procedure. 88.85% of the students achieved the second indicator which was students pay good attention along the learning process. 94.4% of the students achieved the third indicator which was students

maximize the time of learning in the classroom. 91.6% of the students achieved the fourth indicator which was students respect other students in classroom activities the learning process.

Table 4.9
Teacher's Reflection Journal on Students' Discipline 2nd Implementation

No	Indicator	Reflection Content
1	Students follow classroom procedures	<ol style="list-style-type: none"> 1. The students did all the instruction and followed the classroom procedure given by me 2. "They also showed respect that they always raised hands (using hand signals) to ask for permission" 3. "Now the students knew how to behave well in the classroom and being discipline towards all rules and procedures"
2	Students pay good attention along the learning process in classroom	<ol style="list-style-type: none"> 1. They also being respect to other students who were speaking in class, they applying One-Voice-Only rule" 2. "Everyone really pay attention to my explanation" 3. "The students did the guided practice from the PPT attentively"
3	Students maximize the time of learning in the classroom	<ol style="list-style-type: none"> 1. The students came to the class on time and well prepared. 2. "I did not find students asked permission for taking books or stuffs at locker anymore"
4	Students respect other students in classroom activities the learning process	<ol style="list-style-type: none"> 1. "There were no unimportant noises anymore along the learning process". 2. The students knew how to behave well in the classroom 3. The students already showed improvement in discipline character. 4. The students started to give their trust to the teacher

Source: Researcher

This Reflection Journal was written by the researcher as the one who experienced the learning process and approved by mentor teacher (see Appendix 8 Teacher's Reflection Journal). Based on Reflection Journal, the researcher saw many improvements that the students achieved related to their discipline. The data showed that there was improvement in students' discipline from first implementation of classroom procedure to the second implementation.

4.3 Outcome Assessment

4.3.1 Analysis of Action Variable: Classroom Procedure

The researcher analyzed the result of the two implementations of classroom procedure using reflection journal that written by the researcher after the implementation of classroom procedure was conducted. Based on the reflection journal in first implementation, the researcher did all the steps of the implementation of classroom procedure, but still need consistency in responding to the students' attitude towards the procedure. The researcher needed to be more firm in implementing the procedure with reducing the tolerant towards the students' action. In the second implementation, the researcher became more firm and confident in implementing all the steps. The second time of the implementation brought improvement as the result of the students' discipline also improved. The researcher found that by implementing all the steps of classroom procedure consistently, it would affect the result of students' discipline. Another thing that needed to be considered was about reinforcing the students in positive way to help them in doing the classroom procedure consistency in the classroom along the learning process. Reinforcement was really needed to make the procedures run well.

4.3.2 Analysis of Problem Variable: Students' Discipline

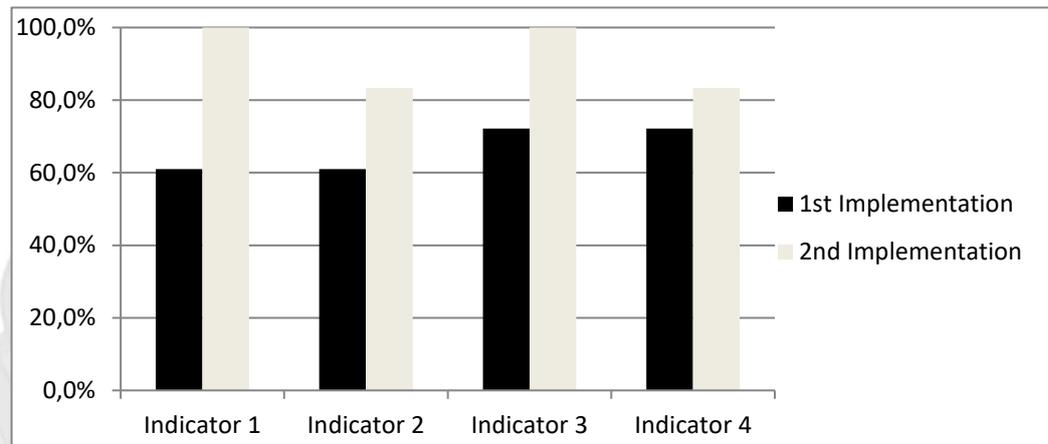


Figure 4.1 Mentor Teacher's Checklist Result on Discipline

The diagram above showed that there were improvements in students discipline from the 1st implementation and the second implementation according to mentor teacher's observations. The first implementation showed that 66.6% of the students reached the four indicators of students' discipline. The second implementation showed that 91.65% of the students achieved the four indicators of students' discipline. So, it could be concluded that there was improvement in students' discipline from the first implementation to the second implementation, as much as 25%.

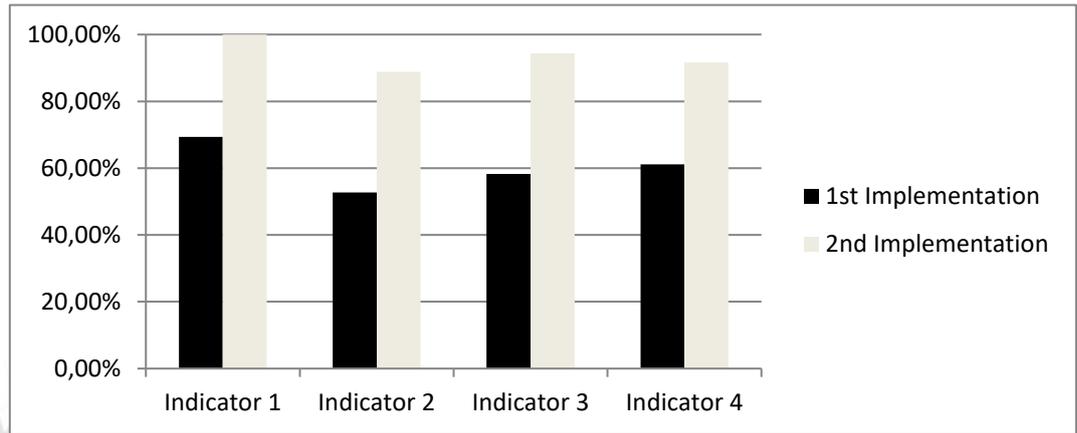


Figure 4.2 Student's Checklist Result on Discipline

Based on student's checklist result, it showed students' discipline improvement from the first implementation to the second implementation. The first implementation result showed that 60.39% of the students achieved all the indicators of students' discipline and the second implementation result showed that 93.71% of the students already achieved all the indicators of students' discipline. It can be concluded that the students' discipline improved from the first implementation to the second implementation and the improvement was 33.32%.

4.3.3 Discussion

These two implementations of classroom procedure show that classroom procedure could improve students' discipline in grade IX students. Actually, the researcher was always implementing the classroom procedure repeatedly in every meeting during her teaching in that school, but the researcher only took these two implementations of classroom procedure as data for this research. The implementations of classroom procedure helped the teacher to manage the classroom since procedures are steps that arranged to support classroom management by promoting self-discipline (Scarpaci, 2007). In addition, Wong & Wong (2009) stated that a well-managed classroom drives a condition that could

minimize the discipline problem through procedures. According to the result of students' discipline improvement and also supported by the theories, it can be concluded that the implementation of classroom procedure was an appropriate action to overcome students' discipline problem if it is implemented consistently.

Indeed, classroom procedures worked in the researcher classroom as the students became more discipline and behaved appropriately, but the fact that found in that school was the students did not show this improvement in other class with other teacher. After the researcher finished the teaching practices in that class and the mentor teacher taught them again, they behaved inappropriately like what they did before the implementation of classroom procedures. They came late to the class, spoke whenever they wanted and did not have any preparation to start the learning process. The researcher reflected that actually the classroom procedures improved the students' discipline successfully only in the researcher's class when she was implementing it.

So, it could be concluded that the implementation of classroom procedure should be integrated with the school's system and acknowledged by all the teachers in any subjects. The participation of all teachers in that school was really needed to achieve the goal, which was to improve students' discipline.