

CHAPTER I

INTRODUCTION

This chapter includes the background of the study, the statement of the major problems in the form of the questions which the researcher sought to answer, the purpose of the study, the significance of the study, and the definitions of key concepts in the study.

1.1 Background of the Study

Based on the researcher's teaching experience, there were some students who did not listen to the teacher, did not obey the rules and procedures, easily cried out, did not do the task, kept talking to their friends, and could not control their behavior for examples the students fighting and snapping to other friends.

The researcher also found that there were some students who have difficulties in finishing the meal. The main problem was caused by the students related to discipline problem. According to Charles (1999, p. 5), discipline refers to either of two things: misbehavior is evident and what teachers do to control misbehavior. The example of misbehavior is when the students are disrupting, goofing off, refusing to work, annoying others, cheating, or defying the teacher.

Teachers certainly expect ideal classroom conditions, such as a conducive time to study so that what the teacher teach can be understood by the students. But there is no teacher who never encounters problems when teaching in the classroom, because no matter how great the teacher is, he or she definitely cannot escape from various problems caused by the students in the classroom. One big

problem a teacher usually experienced is the misbehavior committed by students during the learning process and how to manage it.

From 1 Peter 4:7 (New International Version), it says for the culminating of all things is near. So be self-controlled and sober-minded for the sake of prayer. This verse taught about self-control, if the students have self-control, they can understand the importance of prayer (relation with God). In this verse, culminating of all things is near means the age of the students will continues, so it is very important for the students to have self-control from a young age. Based on the observation of the researcher, the misbehavior of the students happened because they could not control themselves. The students often disobeyed the rules and procedures in the classroom and they were rarely reminded by the teacher, so the researcher concluded the main problem is the students' self-management.

In this situation, the researcher tried to solve the main problem. Learned from the Bible about Ten Commandments in Exodus 20 (New International Version), God offers covenant faithfulness to those who love Him and keep His commandments, but God also will respond to the transgression for those who reject Him. From this teaching, the researcher offered to implement a rewards and punishments approach in her classroom to manage students' self-management by giving a reward to the students who obey and a punishment to the students who disobey the rules. The researcher also reinforced the rules and procedures in the classroom, so that the students also learn about obedience. Palmer said (1993, p.89) the key to the rule of truth in teaching and learning is found in that word "obedience," which means to listen with a discerning ear and respond faithfully to the personal implications of what one has heard.

At the end, this research was conducted also to find out whether the implementation of rewards and punishments approach could help or solve the problem in the classroom or not. The researcher expected the implementation of rewards and punishments approach could succeed in improving students' self-management.

1.2 Statements of Problem

The following are research questions to be answered at the end of this study:

1. Can the rewards and punishments approach improve K5 Students' Self-Management at kindergarten in Batam?
2. How can the rewards and punishments approach improve K5 Students' Self-Management at kindergarten in Batam?

1.3 Purpose of the Study

The purposes of this study are:

1. To find out whether rewards and punishments approach improve K5 Students' Self-Management at kindergarten in Batam.
2. To find out how rewards and punishments approach improve K5 Students' Self-Management at kindergarten in Batam.

1.4 Significance of the Study

The study is beneficial for:

- 1) Teacher

For the teachers who had the same problem in their classroom, this study has a benefit as an example to manage their classroom with the rewards and punishments approach.

2) Student

This research offers to the students some ways to control themselves in the learning process and also to have a motivation, so that the students can understand the lesson in the classroom.

3) Researcher

The researcher has benefits from this research such as variety way to manage the classroom, and as an experience to develop the researcher in the future. For the future researchers who are interested in the topics, this research can be a source and a mean of development for future researchers.

1.5 Definitions of Terms

There are some terms in this study which need to be defined in order to prevent misunderstanding.

1.5.1 Rewards and punishments approach

According to Wong and Wong (2009, p.149), rewards are what a student receives for appropriate behavior. The process of using punishers to decrease behavior is called punishment (Eggen & Kauchak, 2007, p. 172).

1.5.2 Self-Management

Self-management refers to the ability of an individual to regulate their emotions and resulting behaviors in ways that society considers acceptable. This includes how the individual copes with unmet wants or needs, perseveres when faced with obstacles, and sets goals for himself/herself (Bandy & Moore, 2010, p. 1).