

CHAPTER I

INTRODUCTION

1.1 Background

The smoothness of learning is important to be analyzed since this topic closely deals with students' ability to learn effectively. Brophy and Evertson (as cited in Jones & Jones, 2010, p. 201) found in their findings that the teacher who reduced classroom disruption are associated with the increased of students' learning. In advance, we should know that "An effectively managed classroom is one that runs smoothly, with minimal confusion and downtime, and maximizes opportunities for student's learning." (Evertson, Emmer, & Worsham, 2006, p. 20). Therefore, in the school's setting, teachers as well as students are responsible for doing appropriate behavior because it will affect the potential and ability of students. Thus, the effectiveness of learning in a classroom is determined by the behavior of every student.

Obviously, the classroom will not be effective if there is a lot of disruption and misbehavior of the student in the classroom. It will limit the ability of teacher to teach and students also cannot learn well (Sprague, *et al.*, as cited in Algozzine, Daunic, and Smith, 2015). The role of Christian Education is very essential in responding to this. Here, as Christian educators who have been redeemed by God, we are called to serve the students, as Christ has served us and become the agent of transformation, as He has transformed us.

However, as the result of man's fall, the image of God in each student was corrupted in all of its aspect. There is no doubt that sometimes the students will

fall short even when they try to make a good decision. They can also behave inappropriately despite knowing what should be done. “Therefore, students need guidance, supervision, and discipline” (Van Brummelen, 2009, p. 102). Thus, it is the responsibility of the teacher to lead students to have a proper behavior in the learning process, in order to instill a value and create effective learning.

Christian education should lead and direct the students to grow more like Christ as the image and likeness of God. As Proverbs 22:6 also tells us “*Direct your children onto the right path, and when they are older, they will not leave it*” (NLT). Furthermore, in the Christian Educators Handbook on Teaching, Gangel and Hendrics (1998) said “The teacher should develop their disciplined habits, teach Christ as Savior from penalty and power of sin, and praise good work and commendable behavior” (p.117). It is more important for the primary teacher because “As the first official voice of the school, the primary school teacher is in a position to construct positive behaviors foundation on which future educators can continue to build, or conversely they can fill them with contempt and disrespect” (Dobson, 2004, p. 175). In conclusion, it is the main role of the teacher to direct the students in the right way because their behavior will determine their future.

. The example of positive behavior in the classroom is obeying the rules, procedures, or behavioral expectations. It will create an orderly, good, and comfortable learning environment. The rules, procedures, or behavioral expectations that have been established in the classroom will also help the students as a guide to behave appropriately. Therefore, in the learning process the students should comply with those things in order to have a supportive classroom environment. On the other hand, students can maximize the use of time to learn

well then, they can develop their capabilities. Dobson (2004) firmly declared that it is a big mistake if the teacher does not set a standard for student's behavior (p.171). Considering some of the view above, it is clear that a teacher plays key role in shaping the students behavior.

Related to the discussion above, the researcher found that the learning condition in fourth grade Language class, XYZ school Tangerang, was not conducive. After the researcher did several sessions of observations from September until October 2015, the researcher found that the learning process did not run smoothly (See Appendix A-9). The researcher had to spend more time and energy to remind or rebuke the students. The researcher also had data of student's narrative report (See Appendix A-1). There were some minor disruptions that happened continually in the classroom. Generally, the students knew the rules and procedures that have been established before. However, the procedures in language class were only *"bring all your stuff, line up in front of the class properly, and stay at your language class until the time is up."* Indeed, there was no clear and printed expectation for the student behavior in the classroom. Therefore, the students often did inappropriate behavior during the learning process. Some of misbehavior that they did were calling out, forgot to raise hand quietly when speaking or asking question, humming or singing in the lesson time, often going to the toilet or drinking when they did not really need it, and did not stay on task.

Based on Erickson's eight life-span stages, the students at fourth grade in the age of eight to nine years old is in the fourth stage which is *"industry versus inferiority"* (Santrock, 2011). Jones and Jones (2010) indicate that in this stage the

students need to understand the teachers' behavior expectations (p.38). Moreover, one characteristic of an effective teacher is having positive expectations for student success (Wong & Wong, 2009). It means that the students know what they should do and what behavior that the teacher expects them to do. The students are also allowed to practice it and to receive reinforcement for developing the behavior. Those will encourage them to participate actively in the teaching and learning process.

Therefore, to face those problems the researcher decided to implement **Positive Behavior Support (PBS)**. Good and Brophy stated that "Successful classroom management is primarily a matter of preventing problems before they occur (p.193)" (Good and Brophy, 2003, as cited in Hunt, Wiseman, and Touzel, 2009). **PBS** content is a positive expectation of classroom behavior management that is designed by the teacher. Thus, it will help the teacher in prevent the misbehavior before the students do inappropriate behavior.

Encouraging and helping the students to develop their behavior to be a successful learner is the goal of all teachers including Christian teacher. It is the responsibility of the teacher to think about how to improve students' behavior in order to create an effective classroom. In this case, the researcher implemented **Positive Behavior Support**. By implementing this approach, it was expected that the students can do appropriate behavior as the teacher expects them to do and be a good role model for the other students.

1.2 Statement of the Problem

The statement of the problem for this study can be formulated into these following research questions:

- 1) Can the implementation of Positive Behavior Support improve grade 4 student behavior in the Language class at XYZ Elementary School Tangerang?

1.3 Purpose of the Study

The purpose of this research is to:

- 1) find out whether or not the implementation of Positive Behavior Support can improve grade 4 student behavior in the Language class at XYZ Elementary School Tangerang.

1.4 Benefits of the Study

By doing the research, it is expected that it will provide beneficial contribution to teachers, researcher and school.

1.4.1 For Teachers

- 1) to inform the teachers that Positive Behavior Support can be an alternative approach to help students in improving their behavior, reduce disruption, and prevent misbehavior in the classroom during the teaching and learning process.
- 2) teachers will spend less time on disciplining the students and more time on task and teaching.

1.4.3 For Researcher

- 1) the researcher enriches the knowledge about classroom management especially the improvement of students' behavior using Positive Behavior Support
- 2) for the next researcher, this study could be a reference for further research related to the use of Positive Behavior Support and students' behavior in the classroom.

1.4.4 For the School

- 1) this research becomes an input for the school to apply better behavior classroom management with an expectations, particularly using Positive Behavior Support in improving students behavior in order to have well-managed classroom.

1.5 Definition of Terms

1.5.1 Positive Behavior Support

Positive Behavior Support (PBS) is focused on the design of environments that promote desired behaviors and minimize the development and support of problem behavior (Horner, 2010, p.4). The elements of it are teaching expectations, monitoring expected behavior, acknowledging or encouraging expected behavior, and correcting behavioral errors.

1.5.2 Students' Behavior

Students' behavior is the manner in which the students act. There are two indicators to monitor it which are (i) student involvement in learning activities and (ii) student compliance with classroom rules and procedures (Evertson, Emmer, and Worsham, 2006, p.134).