

CHAPTER I

INTRODUCTION

1.1 Background

Van Brummelen (1998, p. 12-13) states that "...the overall aim of Christian education is to help and guide students be and become responsible disciples of Jesus Christ. Disciples are followers who grasp the vision of their leader and then apply that vision in everyday lives". He further explained that, "Disciples use their God-given authority to serve others in humility, and maximize their God-given abilities to serve Him and those around us." (p. 13).

The above quotations point out the aim of Christian education that is to become responsible disciples of Jesus Christ who use and maximize their skills and abilities to do works for serving Him.

Based on the pre-observation in grade eight classes at a private Christian school, it was identified that they were often chatting with friends about things that are have no relevance to the lesson during the teacher's explanation, talking when one student answers questions, yelling to friends or popping out answers and comments not at the appropriate time. Some students were throwing things to friends and using things to make jokes. Students were often more interested in their own business than paying attention to the learning activity that was going on in the class. They did not respond well when the teacher called the class to get attention. So, in other words, they misbehaved in the classroom.

Those students' misbehaviors interrupted learning activities and caused a loss of the learning time. The teacher had to stop the learning activity

several times to make the students stop misbehaving and get their attention back to the lesson. The learning process could not follow the time allocation well and caused the materials not to be delivered optimally and the learning activities fell behind schedule. The objectives of the activities in increasing writing ability in Bahasa Indonesia lesson could not be covered and students' writing ability did not increase. Therefore, based on the problem mentioned-above, the intent of this study is to study the “use of classroom procedures and rules in increasing Bahasa Indonesia writing ability of grade eight students”.

1.2 Statement of the Problem

1. Can the implication of classroom procedures and rules increase grade eight students writing ability in Bahasa Indonesia?
2. How can the implication of classroom procedures and rules increase grade eight students writing ability in Bahasa Indonesia?
3. What are the constraints in using classroom procedures and rules in increasing Bahasa Indonesia writing ability of grade eight students?

1.3 Purpose of the Study

The purpose of this study is:

- 1) To determine the implication of classroom procedures and rules in increasing grade eight students writing ability in Bahasa Indonesia.
- 2) Determine how the implication of classroom procedures and rules can increase grade eight students writing ability in Bahasa Indonesia.
- 3) Determine the constraints in using classroom procedures and rules in increasing grade eight students writing ability in Bahasa Indonesia.

1.4 Benefits of the study

1) For teachers

1. Benefits of the study is to determine the implication of classroom procedures and rules in increasing grade eight students writing ability in Bahasa Indonesia.
2. Determine how the implication of classroom procedures and rules in decreasing misbehavior affect Bahasa Indonesia writing ability of grade eight students.
3. Determine the constraints in using classroom procedures and rules in increasing grade eight students writing ability in Bahasa Indonesia.
4. Teacher can plan better for increasing Bahasa Indonesia writing ability of grade 8 students.

2) For students

1. Students know the implication of classroom procedures and rules in increasing grade 8 students writing ability in Bahasa Indonesia.
2. Students' writing ability increased.

1.5 Definition of Terms

1.5.1 Behavior

Levin & Nolan (2007, p. 69) states that behavior is the interaction of cognitive and moral development. Behavior is how people behave or act in a certain situation.

1.5.2 Misbehavior

Misbehavior or disruptive behavior includes certain behaviors that are not expected in the context of certain situation.

There are four types of definition of misbehavior according to Charles (2000, p. 138):

- 1) Benign disruptive: talking/laughing inappropriately and moving without permission. No hostility, but annoying.
- 2) Withdrawal from learning: daydreaming, unwillingness to do assigned work.
- 3) Immorality & indecency: cheating, lying, stealing, intimidating.
- 4) Hostile confrontations: bullying, fighting

The misbehaviors mentioned in this study refer to the first definition of misbehavior, which is the behaviors included in benign disruptive.

1.5.3 Writing ability

Writing is one of the aspects of language taught in school besides reading, listening, and speaking. Those are skills that must be required by students in Bahasa Indonesia lesson. In this study, the writing ability is specifically in writing news from information inferred in other news and from the observation of what happen around the students.

1.5.4 Classroom procedures

Procedures are routines that call for specified behaviors at particular time or during particular activities. Procedures are directed at accomplishing something, not at discouraging disruptive behavior (Levin & Nolan, 2007, p. 147).

1.5.5 Classroom rules

Classroom rules are the type of classroom guidelines that focus on appropriate behavior. They provide the guidelines for those behaviors that are required if teaching and learning are to take place (Levin & Nolan, 2007, p. 148). Classroom rules usually consist of the list of do's and don'ts in the classroom.

1.5.6 Discipline

The word discipline means either two things: the relative degree to which behavior is evident in the class and what teachers do to control misbehavior (see p. 19). In this study, the definition used is the first definition of discipline according to Charles. Discipline is the degree of students' behaviors that is supportive to learning process, is not disruptive, and it makes possible learning and teaching activity can run well.

1.5.7 Bahasa Indonesia

Indonesian or Bahasa Indonesia as it is called in Indonesian is the official language of the Republic of Indonesia, a country with a multilingual population numbering over 125 million people (Anwar, 1990, p. 1). Bahasa Indonesia is taught in all schools in Indonesia as a subject learned in all grades.