

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter mainly discusses and answers about the question that already stated in chapter I. This chapter divided into two parts. This chapter presents the findings and discussion which explore the discipline problems of three students in the eighth grade of MTs Modern Puteri Cindai Alus Martapura, how the teacher implements verbal and nonverbal intervention in handling discipline problems and the result of implemetation of the verbal and nonverbal intervention from the students and the about the suggestions to improve the teacher technique in handling students.

A. Findings

This chapter explained the findings based on observation, interview and documentary. The observation and interview answer the statement of problem which consist of : The first problem what are the discipline problems of three students in the eight grade of MTs Modern Putri Cindai Alus Martapura, the second what the interventions do the teacher for handling discipline problem and the last what the result from the given interventions related to the discipline problem.

The writer collected the data related to the first statement by doing observation to look for information about teacher's intervention for handling the eight grade student's discipline problem in teaching english at MTs Modern Putri Cindai Alus Martapura.

The second, the writer analyzed the result of the interview to get more information what the student's discipline problem in the classroom. The results of this research for several teachers can be learn how to teach english and know what the student discipline problem usually do.

1. Discipline Problem of The Eighth Grade Students at MTs Modern Putri Cindai Alus Martapura

The writer did six times of observation from substitute teacher and real English teacher during the observations, the writer found some student's discipline problem at the eighth grade at MTs Modern Putri Cindai Alus Martapura. The discipline problems were done by three students of class 8.1. they were 3 girls.

The writer concluded that chatting with peers is the most discipline problem in the classroom during the observations. Nevertheless, of all discipline problems are discussed in this part.

a. Chatting with peers

In this reasearch, chatting with peers was the most common discipline problems in class 8.1 in onther words, the most discipline problem that the students do during the teaching and learning processes is chatting with peers. Chatting with peers in this research happened while the teacher were asked to do exercise and while the students and the teacher were discussing the exercises. Moreover, chatting with peers also happened when the teacher walked to checked the student's work.

1) Student N (06.10.2017/12.30)

In this situation, student N was chatting with her friends. The situation is described in the following dialogue.

- N : (turned to face behind and talked with her friends)
 T : “now we are learn about the story in your book, please open your book on page 34
 N : (Still talking with her friends)
 T : “ N, please tell us what the story about ?
 N : (she could not answer. She opened her book and try to understanding the story)
 T : “can someone to explain ?”

These normally happen in the class during the teaching and learning process. They became problem is because the students had broken the rules. On the first meeting, teacher introduced the students about some rules and one of them was “ On voice On “. This rules means that while someone is talking, the other students have to listen and may not talk until they are allowed. In addition, the students also have interfered the teaching and the rights of other to learn. Besides the teacher also had introduced the “ clapping hands” the rule tnot ready o the students. This rule is used by the teacher to direct the students’ attention. While the teacher is clapping her hands for five times, the students have to repeat the clapping hands for five time too, to show that they are paying attention to the teacher. By not clapping hands, it means the students not ready to start the class or not pay attention.

All of the situation above were considered as a discipline problem since it disturbed the teaching and learning process. It also disturbed the other students since chatting takes two or more people to happen. When teacher explained a material, the teacher hoped that all of her students were paying attention to the teacher. However, some students would prefer chatting during the session than paying attention to the teacher. When the students talk with her friends, her friends would not pay attention to the teacher . As a result, both of them did not know what the teacher talking about.

b. Walking Around

The next discipline problem that the students did in the classroom was walking around the class. During the observation, walking around happened when the class having a morning devotion, while teacher preparing the lesson, explaining material , while the students were asked to do the exercise. The reasons why the students walk around are various. Some of them because they want to take something for their friends or just walk and move around the classroom. Here some example of the events when the students walking around.

1) student N (10.10.2017/7.45)

The students were doing exercise and the teacher was checking their work. The teacher walked around. When the teacher was in front of the classroom. N came to the teacher and her friends. After that they did

nothing and just saw the teacher. The teacher pushed them to be back to their seats.

This behavior was really disturb since student N walked and came to the teacher for doing nothing. It seemed like students N and her friend were just attracting the teacher. The writer found that the students only came to the teacher, waited until the teacher realized and smiled at the teacher. In order not to attract the other student's attention, the teacher pushed them back to their seats without saying anything, because of being pushed by the teacher, student N and her friend walked to their seats.

2) Student S (13.10.2017/ 7.45)

Here situation student S walking around.

S : (walking from her seat to another seat)

Student S walked around while the other students were doing exercise. In fact, student S just walked to another seat behind her and then called her friend's name, after she called her friend's name, she did nothing. Knowing student S walked around and disturbed the other students, the teacher stared at the student S. the teacher giving a signal to student S to sit back and not to disturb the other students. Student S knew the teacher was staring her because student S also paid attention to

where the teacher stood. After knowing the teacher was staring her, she sat back and continued her work.

3) Student R (24.10.2017/7.45)

After the students finished doing their exercise, the teacher discussed the exercise with them. She also asked one of the students to answer the exercise, during the discussion, student R walked to other students to take something. The teacher stopped discussion to call students R . Here is the situation student R misbehaved.

T : (finding one students to answer question) “siapa ya? (who ?)

D : called one of the name “A”

T : Okey D! you are answer the question!

R : (walked to her friend’s table to took something)

T : (Stopped the discussion), what that’s R ? answer the next question !

R : (she sat back to sit without answering the question)

While the teacher was finding a students to answer the question, students R walked to her friend’s table. She took something from the table. Since student R attitude was disturbing the classroom, the teacher called student R and asked the thing that student R took. Because of that, student R sat back to his seat. After that, the teacher asked him to answer him to answer the next question. By doing so, the teacher wished student R would not repeat her undesirable behavior in the future because he would be called to answer the question.

This activity became one of the discipline problems in the classroom because a disturbed the other student’s attention when a

student walked around. It also drew the teacher's attention since walking around the classroom was clearly seen by many people. When a student walked, it would draw the other student's attentions who were sitting around that student. Moreover, to the students who were visited by other students, they would not pay attention to the teacher since there was someone coming to them. Finally, this action distracted the processes of teaching and learning since the classroom condition was not conducive anymore. Normally, a good process of teaching and learning is when all students are sitting down on their chairs and listening to what the teacher says or commands to her students.

c. Laughing

During the observation the writer found that laughing became one of the discipline problems. In this situation, laughing is not laughing as usual. Here, the students are laughing out loud that draw the other students' and teachers' attention during the teaching and learning processes. This discipline problem happened while the teacher was preparing a material and explaining it, when the students did exercises, and also while the teacher and the students were discussing the exercises. Moreover, it also happened when the teacher walked around to check the students' work. Here some example of the events while the students were laughing.

1) Student N (10.10.2017/08.00)

Here situation while student N laughing with her friends.

T : (to busy with her computer)
 N : “HAHAHAHAHA”
 T : “what happened girls?”
 N : (stop laughing)

The teacher was preparing a material from her laptop. She was trying the power point to explain the material to the students. While the teacher was busy with her laptop, N and her friends were talking and suddenly N laughed loudly. The teacher and the other students were surprised because of it. The teacher then moved her attention to the place where the laughter came from. Later, she asked the girls, including students R, about what them laugh. As a result, they tried to stop laughing by closing their mouths their hands.

2) Student S (13.10.2017/08.10)

Here the situation while students S was laughing.

T : (supervising the students)
 S : (S was taking and later he laughed with her friends)
 T : “S, kerjakan ! (B do it!”)
 B : (tried to stop his laugh and back to her work)

While the other students were their work, Students S was talking with her friend. She laughed at something. Since his seat close to the teacher’s table, the teacher could hear it. It also distrubed the other students who sat around S. The teacher asked student S to do her work

instead of talking and laughing with her friend. Then, student S still laughed but he was back to focus on her work.

3) Student R (24.10.2017/08.25)

When the teacher asked the students to do an exercise, R and her friends were talking and made a lot of noise. In the middle of their conversation, R laughed loudly so that the teacher who was checking the other students' work was aware of it. The teacher directly moved and came closer to R's seat and checked her work. Student R realized that the teacher was approaching her. Therefore, she stopped laughing and focused on her work. When the teacher was checking her work, she tried to ask some questions to the teacher related to the exercise.

This was considered as a discipline problem because the students' behaviors had disturbed the other students, the students laughing loudly so that the people in the classroom could hear and distracted them. Usually, laughing happened out loud, the other students would be distracted and paid attention to them. As a result, the other students would also laugh if they knew what happened at that time. This condition would interfere the teaching and learning processes since the students are laughing normally. In other words, the students can laugh as long as their laughter do not disturb the other students and the teaching and learning processes.

d. Playing

In this research, playing means that the students do not do what the teachers ask them to do, but they do other things instead of doing the exercise, for example. During the observation, this kind of discipline problem had varied events, such as combing veil, hitting, moving hands, and scratching. The discipline problems happened mostly while students were asked to do the exercise. However, it happened while the teacher was teaching students. Here are some examples of the events while the students were playing.

1) Student N (24.10.2017/07.45)

Here situation while student N was playing during the lesson.

- T : “simple past is used for talking about past events for example “
 (looking at student N)
 N : (get mirror and comb her veil and then ask her friend to put a
 pin to her head)
 T : N, what is simple past tense?
 N : (suddenly squeezing and tried to explain” simple past tense is
 events in the past.....

The teacher was explaining the simple past tense to the students. During the lesson, N playing with her veil and mirror. Since the teacher faced the students while explaining. The teacher could clearly see what N did on her seat. As soon as the teacher saw N, the teacher immediately asked N to explain the material. Because she was surprised the teacher called on her name, she got squeezed at first after that, she tried to explain the material.

2) Student S (27.10.2017/13.10)

Here is the situation while student S was playing during the lesson.

The teacher was explaining action verbs. While listening to the teacher, S moved her hands up and down, left and right. This action was clearly seen by the teacher, the other students since the students were serious listening to the teacher, suddenly S did like that. The teacher stopped the lesson saw her waited until she realized that she was stared at the teacher. As a result, she felt ashamed and modded.

These actions were discipline problems because they had disturbed the other students while doing their work. Moreover, they disturbed the students who sat near to the students who were playing. However, teacher would be distracted the most, while teaching, the teacher faced the students. The teacher could see what the students did. Finding her students were playing and not paying attention to her would make her stop teaching and did something to stop the students.

e. Coming Late

Another discipline problem was coming late. Coming late is a common discipline problem that teachers usually meet in the classroom. However, from 6 time observation, the writer only found two cases of coming late done. The first one was done by a student in the morning. The second one was done by a student after break. The second case was done by subject of this research. Here is an event of the coming late.

1) Student R (27.10.2017/12.30)

Here is the situation when student R came late to the classroom.

Friends : “STAND UP!”

R : “Oh udah telat yah? Im late already, isn't it ?

T : (stare on her)

The students had just finished their break time. All students had been in the classroom and got ready to greet the teacher. When the chairman commanded, R came in passing the teacher to go to her seat. The teacher who was ready for the greeting suddenly moved her attention to student R. the teacher stared at her when she walked to her seat. However, student R did not realize it and she just acted like nothing happened. After that, the chairman continued her command for greeting the teacher. Although the action happened before the teaching and learning processes, coming late was also considered as a discipline problem since student R came late and distracted the other students while they were going to give an opening greeting to the teacher. It was also clearly seen that by saying “ *Oh udah telat yaa ?*”(*oh iam late ahead, aren't I ?*) it seemed that R was not really aware of her undesirable behavior. She did not realize that she had interrupted the other students.

Coming late is a discipline problem since it clearly distracts the teaching and learning processes. The teacher will postpone the lesson

when a student comes into the classroom lately. The students will also be distracted that the student comes when the other students are paying attention to the teacher. As a result, the teaching and learning processes were distracted for some minutes for this undesirable behavior.

f. Babbling

The last discipline problem is babbling. Babbling means that the students follow the teacher's word with her mouth moved. This discipline problem was rarely to happen. During the observations, the writer only found one student babbled once. Here is an example of the event when the student babbled.

1) Student R (24.10.2017/7.90)

Here is the situation when student R did Babbling)

T : "You have to understand the material. This topic will always come out on National Test..."

B : (Following what the teacher said by babbling)

The teacher was explaining a rule and how important the lesson was for the students. While explaining, the teacher was also walking around. The teacher was standing behind R. Getting bored with the teacher's word. Student R babbled to follow the teacher's word since the students R were laughing. The teacher touched R's back and said " I have eyes on my back " this statement is quoted from a film that the students and the teacher had just watched some days before. This action

made others students laughed. However, after that student R stopped babbling.

By babbling, the other students who saw this action would laugh since babbling is kind of mocking or teasing the teacher's action. The students would not totally feel distracted this action. They enjoyed it since it was a funny thing for them. But the teacher felt distracted because of it. The babbling student had interfered the teaching and learning processes and it made the teacher take time to handle it.

2. Teacher Intervention In Handling discipline problems

During the observation, the writer found that were some interventions that the teacher used to handle the students in class 8.1 the teachers applied many kinds of interventions to make the students stop their undesirable behaviors. The interventions that the teacher used were not only nonverbal but also verbal interventions. In applying the interventions, the teacher have their own power to control the students' behavior. The real english teacher and the substitute teacher have a legitimate power in the classroom. In other words, the teachers have a legitimate right to each and influence the students to behave appropriately through their interventions. Therefore, the students will do what the teachers ask them to do.

The writer concluded that each discipline problem was handled by various interventions. They consisted of nonverbal and verbal interventions. The teacher used signal interference, proximity control, touch control and planned

ignoring as her nonverbal intervention and used direct appeal, calling on the student, and name dropping as their verbal interventions. Nonverbal interventions are the better ways to solve the problems in the classroom since they did not distract the processes of teaching and learning. The interventions that the teacher used to solve each discipline problem are discussed below. They are the interventions that the teacher used during the lesson :

a. Nonverbal Intervention

- 1) Signal Interference
- 2) Proximity control
- 3) Touch control
- 4) Planned Ignoring

b. Verbal Interventions

- 1) Direct Appeal
- 2) Calling on the students
- 3) Name dropping

c. Nonverbal Intervention

- 1) Signal Interference

From the observation, the writer found that signal interference was most common nonverbal intervention that the teacher used in handling the student's discipline problem. There are two kinds of signal interference that the teacher use while teaching. They are staring and smiling.

Signal interferences means that when the teacher realize that one of her students are making problems during the lesson, the teacher will only stare at them, or smile at them. Sometimes, the teacher even stop their teaching and wait until the students realize that they are supervised by the teacher. When the students realize their mistakes, the teacher then continue teaching without giving any verbal or language to comment on the students behaviors. When the teacher stare at the students, it means that the students behave badly and the teacher want them to stop their behavior as soon as possible so that it will not distract the classroom. For example, in situation student S walking around but nothing doing. She just walk to her friend's table, which was right behind her, and called her friend's name. knowing the students S was disturbing the other students, the teacher then stared at her. The teacher stare showed that disagreed with the student S behavior and asked her to stop and sit back to her seat. As a result, student S back to her seat.

2) Proximity Control

In handling the students' discipline problem, the teacher also used proximity control. Proximity control means that the teacher still continue explaining but she is walking around the students who are off-task or misbehaving. Alternatively, while the students are doing exercise, the teacher can walk around the classroom to keep the students on task and stop misbehaving. Sometimes, the teacher will come to the

students and check their work to make sure that they do the exercises. Students usually misbehave when the teacher is away from them. But when the teacher near them, they will stop misbehaving and continue their work. For example, the teacher was redirecting the student's attention by clapping her hands for five times. However, student R did not realize it and did not follow clapping her hands. She was talking with her friends. The teacher then came closer to them to make them realize that the teacher was paying attention to them. As a result, they - stopped talking and focused the lesson.

3) Touch Control

Another nonverbal intervention is touch control. Touch control means that the teacher touch the students in order to stop the students from misbehaving. This technique usually goes with proximity control first. If proximity control does not work out, the teacher will touch the students to make them back on task. The touch that like a tap. The teacher do that because they want the student realize that they are being supervised and later stop misbehaving. This technique is quite useful and work out since the students who are tapped will be back on task as soon as the teacher touch them. For instance, in situation the teacher was talking with the students that sat near Student S. while the teacher was

talking, student S laughing and followed what the teacher said by kidding. The teacher noticed that it must have been student S did something bad. The teacher then touched student S for stop laughing.

4) Planed Ignoring

Planed ignoring is the fisrt step of nonverbal interventions. However, in this research, the teacher did not always use planned ignoring in handle the discipline problems since it took the teacher to be patient to ignore the students with discipline problems. Planned ignoring means that the tacher just ignore what the students do, even though it is bad, and continue the lesson as if nothing happens. This is because discipline problems that the students do are not really distracting the teaching and learning. Therefore, the teacher do not do any interventions toward the students. Example, in situation student R talking with her friends like talk with kidding. The teacher just ignored her.

Besides, nonverbal interventions the teacher also used some verbal interventions for handle the student's discipline problem. The following is the verbal interventions by the teacher.

d. Verbal Interventions

1) Direct appeal

The teacher also used direct appeal for handling the students' discipline problems. This was the most common verbal intervention that the teacher used. Direct appeal means that the teacher directly use verbal

intervention in order to stop the student's discipline problem. Different from the other intervention, direct appeal is a straight forward way from the teacher to request the students from misbehaving during the classroom. As soon as the teacher see the students doing something bad, the teacher will ask the students to stop it. For instance, in situation when student S was talking to other students were doing exercise. Then the teacher said some word that make her stop to talk. Since direct appeal is a straight forward way of requesting. Student S then stopped chatting and continued her work.

2) Calling on The student

The writer found that calling on the student was used for handle the student's discipline problem. In this research, calling on the students means that the teacher call on the student's name and ask them to explain or do the exercise since the students do not pay attention and listed to the teacher. This method is good because by calling on the students, the other students will not realize that the teacher are interrupting the students who are misbehaving. Therefore, the teaching and learning processes can still be continued. For example, in situation the teacher ask student N to explain the material because student N did not paying attention to the teacher but she was comb her veil and take a mirror. Then the teacher said " N, what is simple past tense ? by doing

like this, the lesson still continued because the teacher did not take the problem but asked student N to explain.

3) Name Dropping

The last verbal intervention that the teacher used is name dropping. Name dropping is part of calling the student technique. However, in using name dropping. The teacher redirect the students attention by inserting the students' name in an example or in the middle of the explanation. By hearing their names are mentioned by the teacher, the students will realize and be redirected to the lesson. For example in this situation the teacher talking with other students. Knowing student S not focus , the teacher said "OK ?" to other students, and she directly repeat what the teacher said, " OK, S ?" the teacher put S's name on her words. Student S realize when she heard the teacher mention her name. Soon, she awookee and answered the teacher, OK, Miss "

3. The student's Responses From Given Interventions by The Teacher In Handling Discipline Problem

From the observation, the writer found there were some discipline problem done by some particular students. The discipline problems were still repeated after the teacher tried to stop them. However, there were some discipline problem that did not occur after the teacher intervened it. In the

following section, the writer would like to concentrate on three students who did the most discipline problems.

a. Student N's Responses

During the observations, the writer found some discipline problems that student N had done. The writer conducted that the interventions that the teacher used in handling student N were succes. Every time the teacher intervened student N she would stop misbehaving at that time. Student N realized when the teacher intervened. As a result, she stopped and went back to focus on the lesson. She had a tendency to chst with her peers. While she was chatting, the teacher would intervened her. The teacher sometimes stared at her, directly asked her to stop, called her to answer questions, or walked around her.

All of the interventions from the teacher succesfully stopped her from chatting. But, calling on the student was most efective intervention that the teacher used since by calling her. She would directly realize that the teacher was paying attention to her and stopped her misbehavior. In addition, she also had tendency to shout while talking. To stop misbehavior, the teacher often sent a signal to her by staring at her or smiling at her. Since sending signal was a kind of a private message directly to a particular student, student N understood it and changed her undesirable behavior. The teacher sometimes also ignored her or walked near her in order to stop her. Moreover, she also liked to laugh out loud.

From the intervention that teacher used, calling on the student, direct appeal, proximity control, and signal interference, all of them worked well and made her stop laughing. Moreover, she also played during the lesson. The teacher realized it and sent a signal to her. Sometimes, the teacher also called her to answer the question or directly asked her to behave appropriately. The teacher also successfully handled the other discipline problems, such as walking around and laughing.

b. Student S's Responses

During the observations, the researcher concluded that the interventions that the teacher used was successfully. The discipline problem that she did mostly was chatting with peers. During six observations, the writer found that she chatted with her friends by student S occurred twice in a day. The teacher often called on her to stop her from chatting. After she realized, she would stop chatting and try to answer the teacher's question. Besides, the teacher sometimes walked around her, touched her, put her name in the middle conversation, directly asked her to stop, or just simply sent her a private signal.

However, there was one day when the teacher directly asked her to stop chatting and do her work, she did not stop but she answered the teacher with her own reason. Another discipline problems, such as walking around, laughing, and coming late. Were also successfully handled by the teacher. Student S did not repeat those misbehaviors on other days. All interventions

that the teacher used to handle the students were effective. For chatting, the interventions were only effective on that day since it was repeating on the other days. However, the teacher still could handle her and the classroom and prevented her from making any other trouble by disturbing the other students.

For handling student S the teacher used both nonverbal and verbal interventions. In some situation, she could be handled by using nonverbal interventions. However, there were other situation that the teacher needed to directly intervene verbally. The student would stop his misbehaviors when he realized that her teacher was around her or the teacher directly asked her to stop doing inappropriate behaviors.

c. Student R's Responses

During the observation, the writer found some discipline problems that student R had done. The writer concluded that the interventions used by the teacher for handling student R's misbehaviors were succesfull. Most of them worked well to stop the misbehaviors. Student R stopped her undesirable behaviors every time the teacher intervened her. She had a tendency to chat with her peers. Every time she chatted, the teacher would try to intervene by applying different interventios. All of the interventions succesfully stopped her from chatting. However, proximity control was the most frequent interventions that the teacher used since it worked well to stop her from chatting by coming near her and supervising her. Besides, she also had a

tendency to walk around during the lesson. The teacher tried to stop her walk around, either by nonverbal or verbal interventions successfully made her sit back to her seat. Similarly, the other discipline problems were also successfully handled by the teacher.

However, there was one day when the teacher could not handle her and not direct her to the appropriate behaviors. On that day, the teacher only came near student R but did not say any words. As a result, the student did not do her work and covered her head with her book and ignored the teacher. The interventions that the teacher applied to her in order to stop her were only successful in one day. On another day, although it was not on the next day, student R repeated the same discipline problem again.

Each discipline problem was solved by each intervention. After intervention, some of the discipline problem was successfully. However, there were some other discipline problem by being repeated after the teacher tried to stop them.

The writer may conclude that discipline problems may exist in every classroom. Discipline problems are things that teacher can not avoid to happen in classroom. To stop prevent the students from doing discipline problems, the teacher has to do interventions, either nonverbal or verbal interventions.

B. Discussion

The purpose of the research are to know what are discipline problem that doing by students, teacher's intervention in handling dsicipline problem, and to know what the students responses with teacher' s intervention when they did discipline problem. So , based on the result Teacher Intervention that uses at eighth grade in MTs Modern Puteri Cindai Alus Martapura that using theory such as being verbal and nonverbal intervention (levin and james : 1966). The students responses with the teacher's intervention are stopped did discipline problem and back to their seat for doing their work.

Related to the analysis the writer found 6 discipline problems during the observations there are chatting with peers, walking around, laughing, playing, coming late and babbling.

The data has been collected from observation, interview and documentary are processed and describe in findings. Then the data also need was analyzed and reported based on order of issues that had introduced earlier in this study.

Related to the data collected from observation the writer mentioned clear in explaining the english lesson. Sometime it is high category. The writer stated that english teacher in MTs Modern Puteri Annajah Cindai Alus Martapura in explaining lesson and handling student's discipline problem are clear and good.

Teacher is a people who followed by the students. It's like the students is the loyal follower. Every behavioral, habits and personality of teacher is imitated by the students. The teacher in every meeting have different ways in teaching the

students. This make students interest the lesson although not all students that listen and understanding what the teacher said.

When the writer do the observation in the class, the english teacher mostly use english language mix with arabic language when teaching. It is a probably for the teacher and the students. The english teacher should use english when teach subject in the class. If they do not do full english when teach, at least they often use english when teach. At first it must be difficult to do it. But, by always often do it, the students at least familiar with english language.

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