Positive Discipline in Managing the Classroom at STIKIP PGRI West Sumatera

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Abstract ---This study was descriptive design because the writer only wanted to describe about the discipline that was used by the lecturer in the classroom. The numbers of lecturers who were as the sample of this study were two English lecturers who were teaching Grammar II subject at STKIP PGRI WEST SUMATERA. Padang, so the writer took them all as the sample through total sampling technique. To find the data in this study, the writer used some instruments which are observation checklist, video and field note. The process in taking the data which was started from coming into the classroom observed the lecturer. The writer recorded the lecturer in two meetings for each lecturer. Then writer checked the data by using observation checklist and field note. Thus, the result of this study was all of lecturers used positive discipline in managing the classroom. Those, the lecturers used thirteen types activities of positive discipline which can be classified as following: the first type was showing a positive attitude. The lecturers show a positive attitude which was applied by two English lecturers. There were lecturer A, and B. Second, the lecturers show interest. The lecturer show interest was applied by all of the lecturers. Third, the lecturer focused on positive thinking. Fourth, the lecturer used supportive tone of voice. Fifth, they showed a sense of humour. Sixth, they listened to the students talk and taking them seriously. Seventh, acting tough the students enjoy with their jobs, it was used by all the lecturers. Eighth, used appropriate body language; it was applied by all of the lecturers. Ninth, they lowered body position. Tenth, the lecturers listened their students before judging. Eleventh, the lecturers were consistent in giving punishment and rules. Twelfth, the lecturer A separated the behaviour from the students. Thirteenth, respect diversity was applied by all the lecturers.

Key Words: Positive Discipline; managing the classroom

I. INTRODUCTION

Classroom management is very important in teaching and learning process. The contribution of the lecturer to manage the class is very important. In the large classroom the lecturers should know the character of the students. Then, the lecturers should be able to create a comfortable and safe atmosphere in the classroom, so learning process can run well. The students succeed

in acquiring knowledge because the lecturers manage their class effectively.

Discipline is very important in teaching and learning process. It was caused by discipline which is one of the most effective factors in teaching and learning process. If the students are not discipline in the classroom, the teaching and learning process would not run well and the students will not get knowledge that the lecturers explains. The lecturers apply discipline in the classroom in a good situation; it can develop

and control them to be a good behaviour. The lecturers in the class not only are able in delivering material but also can manage the classroom to be a good situation. Managing student's discipline is not easy for the lecturers. As the lecturers in the classroom, they should know how to make them discipline. Not only in the classroom but also in their daily life discipline can be applied by the students. In other hand, to make the teaching and learning running well, the lecturers should have skill to make they understand about the material that the lecturers explain but the situation stay fun, attractive, active for all the students. If the students learn in fun environment, they can enjoy in learning English. Furthermore, it can reduce students' anxiety in learning English.

The goals of discipline are to make the students become succeed in their academic, behaviour, society, and the others. In addition, discipline is the required action by lecturers toward students after the student's behaviour disrupts the ongoing educational activity or breaks a re-established rule created by the lecturers, school, or the others. Discipline, guiding children's behaviour, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them.

Positive Discipline is a discipline that is used in parenting. It focuses on the positive points of behaviour. In the positive discipline there are no bad students but bad behaviours. The lecturers should choose a good way. They may not make the students scare with them. In addition, the lecturers may not hurt the students verbally or physically.

II. METHODS

A. Classroom Management

In making teaching learning process run well the lecturers need to manage the classroom, so Marzano in Garret (2003, p. 1) states that classroom management is consistently identified as an important factor

in student learning. It means that without a good classroom management the lecturer will be difficult to create their classroom to be effectively, and the lecturer will confuse to attract students attention with their explanation.

Moreover, Everson and Weinstein (2006, p.7) state that classroom management is the action lecturer take to create an environment that support and facilitates both academic and social-emotional learning. This theory shows that classroom management can be alternative to make students better not only academic but also in social emotional learning

In summarizing, the lecturers need to concern and have good classroom management. It can make the teaching and learning process to be comfort and enjoyable for the students. Thus, they can receive all the materials that are conveyed by the lecturers well. It means that the lecturers are succeeding in teaching learning process.

B. Positive Discipline

The lecturer needs to use discipline rules to make the students know what should they do and don't in the classroom. Savage (2010, p. 8) states that discipline is actions that facilitate the development of self-control, responsibility, and character. It means that discipline can control the students in doing something in the class, so they know what must be done and prohibited. It can make them to have responsibility to themselves. Therefore, it can make their character to be better and be good students.

Moreover, the lecturer can give a good way to make the students disciplined. Neker and Deborah (2009, p. 27) explained that positive discipline is about guiding children's behaviour by paying attention to their emotional and psychological needs. This theory discusses that the educators or lecturers should observe the students to make the lecturers understand with their psychological needed in the class. Then, the lecturers know what kinds of positive discipline are given and used to them in the

class, so it can guide their behaviours to be better.

There are the activities that the lecturer can apply in the positive discipline. First, Nelson et al (2000, p. 117) state that there are nine activities in positive discipline. First, the lecturer uses a supportive tone of voice. The lecturers teach in the classroom should use tone of voice that appropriate with the situation in the classroom. Second, lecturers listen to students and take them seriously. If the students talk something to the lecturer, the lecturers listen carefully. Thus, there is no misunderstanding between lecturer and students.

After that, talk serious about something that has talked by the students. Next, acting tough they enjoy their jobs. The lecturer should make the situation being fun so the students enjoy doing their jobs. After that, the lecturers appreciate the uniqueness of individual students. All the students have the different characteristic, as the lecturer if the students has unique characteristic and it can be develop the lecturers should support and make them more have self confidence. Then, show a positive attitude. For example, eagerly trying to help students when the students difficult in some activities. For example help explain the material or homework that their not understand.

After that, the lecturer shows a sense of humour. It can make the situation being relax and happy in doing teaching and learning process. When the teaching and learning the lecturer should make like a joke or humour that can make situation not to be scare or bored. Next, the lecturer shows interest in and respect for students' outside interests. Respect to all students who have the different interest and support them. Then, the lecturer involves students in making decisions about the class and curriculum. In making decision it will be better if the lecturers have discussion with all the students. Thus, the decision that the lecturers make is better for all. Last, the lecturer looking for improvement, not perfection in student's work and behaviour. The lecturer should pay attention to the student's

improvement not only in perfection but also improvement of the students in doing anything and their behaviour with their lecturers, friends or staff in the school.

Magenta (2012, p. 12) there are nine activities that can lecturers apply in the positive discipline. First, the lecturer focuses on the positives. The lecturers build student's self-confidence by recognizing and supporting positive behaviour. To make the student's confidence the lecturers should give opportunity to show the student's ability, for example like speak English, answer the question or speak in front of the class about their opinion or tell something about them. Second, the lecturer shows interest and pay attention. If the students tell their ideas or opinions, and they are interesting and the newest information, so the lecturers need to give praises to the students. Third, the lecturer set a good example. The students will learn from the people around them. Model the positive behaviour that is expected which can be started from the lecturer such as kindness, patience and tolerance. If the students see the lecturers do it, so the students can follow their lecturers.

Fourth, the lecturer should share decision-making to involve the students in drawing up a classroom code of conduct. The lecturers should ask the students to make a deal. Thus, there is no misunderstanding and problems. Fifth, they listen before judging. The lecturers should ask questions to find out why the students misbehaved, did not complete their homework or not spirit to study in the class. Listen to student's explanation, maybe there are have good reason for not doing something. Such as conditions of their healthy, home or have problems. Sixth, the lecturer should be consistent. The lecturers should be fair and consistent and avoid showing any favouritism. They apply the same rules to everyone.

Seventh, the lecturer should separate the behaviour from the students. As the lecturers if the students do something wrong or makes a mistake, do not judge them. The

lecturer should focus on the behaviour and what needs to be done to make it right. The students often make poor decisions and must be given the chance to learn from their mistakes. Thus, the students can realize their mistake. Eighth, the lecturer respect diversity. Create opportunities to discuss, acknowledge and value the differences among learners including their culture, language, religion, gender and age. Encourage them to listen to and respect other points of view. Last, the lecturer cultivates mutual respect for rights. The students are more likely to respect the rights of others if their own rights are being respected. Schools should always respect the human dignity and physical integrity of both adults and children.

In Conclusion, the writer used the ideas from Nelson et al and Magenta as the indicators of this study because their ideas match the purpose of the study that would be done by the writer. In this, the writer would analyze kinds of positive discipline that are used by the lecturers. Thus, there are fifteen items as indicators of this study which are : showing a positive attitude, lecturer showing interest, focusing on the positive, shared decision making, the lecturer use supportive tone of voice, the lecturer showing a sense of humour, listening to the student talk and taking them seriously, acting tough the students enjoy with their jobs, use appropriate body language, lower body position, re-structure the environment, listening before judging, being consistent, separating the behaviour from the students, and respecting diversity

III. RESEARCH DESIGN

The design of this research was descriptive. According to Gay and Airasian (2000, p. 275) descriptive research determines and describes the way things are. Descriptive research was chosen because the writer wanted to describe the fact about positive discipline which was implemented by English lecturer at STKIP PGRI West Sumatera in classroom management.

To get the data in this research, the writer needed participants. Participants were the people who are needed to get the data in doing research project. Gay and Airasian (2000, p. 139) state that qualitative writer choose participants whom they judge to be thoughtful and who has information, perspectives and experiences related to the topic of research. In this research, the writer would use the total sampling. Sugiyono (2009, p. 62) explained that total sampling is technique of taking sample by choosing all of the populations as the respondents, sample and participants. There were three English lecturers at STKIP PGRI West Sumatera. Thus, the writer chose all of the English lecturers at STKIP PGRI West Sumatera who teach Grammar II.

In this research, researcher used instruments; video recording, observation checklist, and fieldnote . First, observation checklist, Yusuf (2007, p. 298) states that some tools that are used in doing observation are checklist, rating scale, and recording tool. Second, video recording, according to Erickson (2006, p. 4) video recordings are increasingly being used as primary field materials that are later treated as data for particular research questions. In this research, the researcher would use video recording to help the researcher got the data during teaching and learning process in the classroom because video can record all the teaching and learning process beside that it can helped the data from the observation checklist to be valid.

Third, observation Checklist, Weller (2002:183) states that observation checklist are instrument which is used to assess the degree to which or knowledge or skill are actually applied in the classroom. It means that observation checklist as tool that used to assess the activity in the classroom. In doing observation, the researcher would use observation tools that could help the researcher to collect the data accurately. Third, field note, Gay and Airasian (2000:265) explained that field note is recoded of observer's perception toward what she or he see, heard, thought, and

experience during the observation. The researcher would use field notes to write down or record the positive discipline implement by English lecturer in the classroom

IV. FINDINGS

The writer found the data from three instruments of two lecturers of Grammar II in STKIP PGRI West Sumatera as follows:

A. *Lecturer A*

First, the lecturer shows a positive attitude. The lecturer show how performs in front of the class. Then, the lecturer also helps understanding the materials. For example, the lecturer helps the students understanding the difficult words. Then, the lecturer also be patient in waiting the students to finish the exercise. If the students do not brave to perform or show their ability, the lecturer may motivate them. Second, lecturer shows interest. The lecturer creates opportunities the students to talk and listen. The lecturer makes the students brave to show their skills like: speaking English, reading aloud, reading and a storytelling.

Third, focusing on the positive, when the lecturer teaches in the class, they build students' self confidence. For example, the lecturer asks to write the difficult words in a book and writes them in the white board. Then, the lecturer in the class asks the students to write the words that they did not know the meaning and how to spell it. After that, the lecturer also asks the students to write the words that did know the meaning of some words. Moreover, before or after the students perform the lecturers give motivation, like; clapping as appreciation to the students who brave to perform or give their ideas. The lecturer supported them to active in the class, thus it can improve their ability in every meeting.

Fourth, the lecturer use supportive tone of voice. The lecturer always used supportive tone of voice in the classroom. the lecturer use his voice appropriate with

the situation in the class and materials. Fifth, the lecturer shows a sense of humour. The lecturer always fills a part of time for makes a humour. It makes the situation being fun. For example after the students performed, the lecturer gives comments or suggestions which was some of jokes. It can make the situation being relaxed.

Sixth, the lecturers listen to the student talk and taking them seriously. When the students ask about the exercise, the lecturer listen the students. Seventh, the students enjoy with their job. The lecturer should be patient in motivating the students to perform in front of the class even though they were not perfect. Then, the lecturer also made the situation being fun and happy.

Eighth, using appropriate body language, the lecturer used a good body language when talking to the students, in explaining the materials the lecturer also uses good body language. After that the writer also found that the lecturer used a good body language in giving instruction to the students.

Ninth, lower body position when the lecturer walks to the students, the lecturer lower body position. But not in every meeting the lecturer did this activity.

Tenth, listen to the students' explanation, the lecturers listen what the students said. For example, when the students explain about their mind the lecturers listen the students' explanation.

Eleventh, separating the behaviour from the students, the lecturer gave chance to the students that did not brave to perform in that day to perform in the next meeting. Twelfth, the lecturer should be consistence. In the class the lecturer give consistent marks and rules. The lecturer uses same rules, for example before the teaching and learning begins, the lecturer always asks the students to show their sources of the books and dictionaries. Then, the lecturer also has the consistent standard marks in exercise or performance. The lecturer gives the rules based on their ability. Thirteenth, respecting diversity, the lecturer always respect diversity, for example in the class the

lecturer was respect the students to respect their friend when the other students while performs.

B. Lecturer B

First, the lecturer shows a positive attitude; the lecturer helps the students when they difficult in doing some activities. For example, the lecturer walks to the students to know students difficulties. Then, the lecturer also helps the student to understand the materials that were not understood. Next, the lecturer gives the students with a good feedback, patient wait the students in making the tasks.

Second, lecturer showing interest, the lecturer always gives opportunities to talk and listen.

Third, focusing on the positive, the lecturer did not focus on their perfection, but the lecturer focuses their ability and behaviour. The lecturer always asks the lecturer to show their ability. Then, in the class the lecturer asks the students to write the difficult words about present perfect tense. Then, the student writes the words. If some of the student incorrect pronounces the words, the other student gives correction about that word.

Fourth, the lecturer use supportive tone of voice. The lecturer always used supportive tone of voice. The lecturer uses the tone of voice based on 80 the situation. Fifth, the lecturer shows a sense of humour, the lecturer sometimes makes a joke to makes the situation being fun and the student spirit to study English.

Sixth, listening to the student talk and taking them seriously. The lecturer always listen what the student said. For example, when the students give their opinion the lecturer always respects and listen them. Then, the lecturer also gives a good feedback about the students' opinion. Seventh, acting though the student enjoy with their job, the lecturer always makes the environment being conducive, thus the students enjoy and happy study in the class.

Eighth, using appropriate body language, the lecturer always used a good

body language. For example, the lecturer uses their hand, face, and etc to communicate to the students or gives instruction. Ninth, lower body position when the students did their exercise, the lecturer asks the students with lower body position, it causes the lecturer in stand up position and the students sit down. Tenth, listen before judging, the lecturer always listen the students' explanation before judge them. After the students answer their exercise, the students ask about the reason why.

Eleventh, being consistent, the lecturer consistent in applied the rules and gave mark. Twelfth, separating the behaviour from the students, the lecturer never judges the students when the students make a mistake. The lecturer will give mark based on their ability and behaviour. But, the lecturer gives chance to make it better.

Thirteenth, respecting diversity, the lecturer always respect diversity and respect the differences between the students.

Based on classified above, the writer had interpretation. Although only thirteen type activities of positive discipline that used by English lecturers but it had proved that positive discipline is used by all of English lecturers in the classroom management at STKIP PGRI West Sumatera. Then, every lecturer has different ways in applying activities.

V. CONCLUSION

The positive disciplines should be applied by the educators in teaching learning process. The writer found that not all kinds of positive disciplines were used by the lecturers in the classroom. They only used thirteen positive disciplines from fifteen positive disciplines. The lecturers did not share decision making and re-structure the environment. However, generally the lecturers had used positive discipline in the classroom management, but the lecturers need to add knowledge about kinds and ways of using positive discipline to build students discipline in the classroom. All the lecturers have different ways in applying positive

discipline. It depends on the situation in the classroom.

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