# CHAPTER I

# INTRODUCTION

## 1.1    Background

Education is a place to exchange knowledge and opinions. Developing student potential can be done through educational process, one of which is carried out through schools. A school is an institution that carries out educational process and provides teaching to students. Education is also a process carried out by individuals or groups to transfer knowledge, skills, values, methods, and beliefs to other groups or individuals (Sadiku et al., 2018). A school is a place where students can get an education from teachers. Education in schools serves to assist in self-development, developing potential and personal characteristics in a positive direction. Within the school, there is the interaction between teachers, the interaction between students and supported by good facilities and infrastructure so that it can form a maximum teaching and learning process that will benefit both teachers and students.

One of the efforts taken to improve the quality of human resources is through the learning process at school (Sahertian, 2000: 1). An innovative learning process must be created for the benefit of students so that the teaching and learning process becomes more passionate. The success or failure of achieving educational goals depends on the learning process experienced by students as students (Slameto, 2003:1). Therefore, as a teacher, you should be able to keep up with current developments and create a varied learning atmosphere so that the material presented can attract students' attention to listen and improve student learning outcomes.

Efforts to building student discipline and responsibility for learning outcomes require appropriate teacher-teaching strategies and student-learning strategies. Teaching strategy is an approach to managing learning activities in the classroom. The teacher's strategy in the teaching-learning process in the approach to education requires a set of teaching methods to carry out learning objectives. Implementing the learning method requires a set of skills that suit the needs of a teacher. A teaching program held by the teacher face-to-face can be carried out using various methods such as lectures, group discussions, and questions and answers (Gulo, 2002:3).

Teacher's strategy in the teaching-learning process in the approach to education requires a set of teaching methods to carry out learning objectives. Implementing the learning method requires a set of skills that are by the needs that must be owned by a teacher. In addition to teaching methods, things that are no less important in the implementation of learning include the completeness of learning media for students. Media in teaching plays an important role as a tool to create an effective and efficient teaching and learning process in schools (Sudjana 2009:99).

One reality that continues to challenge even the most experienced teachers is how best one can deal with persistent behavior problems in the classroom (Hoover & Patton, 2005). Teachers" discipline strategies are among the most potent school-related factors that can determine student responsibility in classrooms (Ingersoll, 1996; Lewis, 1997a). Discipline is generally represented as what teachers do in response to students" misbehavior. Some educationalists argue that in order to promote responsibility in children, teachers need to develop clear expectations for student behavior and then judiciously apply a range of rewards and

recognitions for good behavior as well as punishments for misbehavior (Swinson & Melling, 1995; Swinson & Cording, 2002).

In disciplined character education, students are present to awaken self-awareness that will encourage students to be successful in learning. If you are not disciplined, the classroom atmosphere will be of little support for learning activities (Herawann & Sudarsana, 2017; Lickona & Davidson, 2005). The existence of discpline creates a safe and orderly atmosphere in the learning process. Discipline is a process for students to be successful in learning and pursuing their desired goals in students. In character education, the main responsibility and discipline in human consciousness is one of the components of emotional intelligence. The character of responsibility and the character of disciplin the importance are emphasized by Indonesian university education students. Responsibility has meaning in doing lecture assignments promptly on time and being able to work in a team or study independently (Chan et al., 2020; de Groot & Veugelers, 2015; Utami et al., 2020).

In this study, students who have responsibility for learning see how students respond to learning in class and are able to complete the tasks given by the teacher, can explain what they received from learning in class, can concentrate on complex learning, on other people's decisions, establish communication with group members, respects rules, is willing and ready to present the results of group work, has the ability to express opinions.

Today, teacher should have good classroom management to building their students discipline and responsibility for learning in the classroom. Classroom management refers to the teacher‟s control to the students. How to manage the class is the important one in maintaining the effective of classroom. A teacher has the

role for maintaining the conditions of the class, whether it will be controlled or not. With good management, the class condition will be more life and interesting for the students and make students focus on learning in class.

On learning in the classroom at SMP Negeri 20 Kupang that fosters students' discipline and responses actually departs from a potrait of the student's dicilpine character. The description of of the students discipline and responses will be avaluabe input in developing an effective and efficient program in fastering the students' discipline and responses in the classroom.

From the explanation above, the researcher decided to conduct research at one of the secondary schools in preparation, namely SMP Negeri 20 Kupang. This one of the high schools whose students' lack of discipline and student response to classroom learning.

Based on the result of the explanation above, the researcher is interested in conducted study that discuss **"A Descriptive Study of Teachers' Teaching Strategy in Building Students' Discipline and Responsibility for Learning in Class at SMP Negeri 20 Kupang"**

## 1.2    Research Problem

Based on background of the problem that has been explained, the research questions that will be taken from this research are: What are the teachers' teaching strategies in building students' discipline and responsibility for learning in the class?

**1.3      Aim of Study**

The aim of this research is to find out teachers' teaching strategies in building students' discipline and responsibility for learning in class.

**1.4      Significance of Study**

The significance of this research is divided into 2 (two) benefits. Benefits are realized for further researchers and benefits of application for related agencies.

1.4.1   Implications

The benefits of theories related to English teacher teaching strategies are in the opinion of (Murniyetti et al., 2016; Perbowosari, 2018) In the character of responsibility as one of character education, of course, there are characteristics. In the implementation of responsibility in students is an individual, meaning someone who dares to act and dares to take responsibility for all the risks of his actions which include: completing all assignments and exercises that are his responsibility, being able to manage time determined, serious in doing something, focused and consistent, not cheating and diligently diligent during the learning process.

1.4.2   Applications

The benefits for teachers are providing experience and helping students to improve the learning carried out at school, especially in students' character of discipline and response to learning.

The benefits for schools can be used as a reference in creating interesting activities, so that they can improve the quality of learning and the quality of education in schools along with students' character of discipline and response.