

DEVELOPING ENGLISH TEACHING HANDBOOK BASED ON ASSERTIVE DISCIPLINE CLASSROOM MANAGEMENT FOR SEVENTH-GRADE STUDENTS OF SMP LANIANG THE UNIT 5 “YOU SHOULD THIS, NOT THAT” IN THE JOYFUL ENGLISH 1 COURSEBOOK

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ABSTRACT

This study aims to develop an English teaching handbook for seventh-grade students at SMP Laniang by integrating Assertive Discipline classroom management principles into the “Joyful English 1” coursebook, specifically Unit 5: “You Should Do This, Not That.” Employing the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), the research produces a comprehensive resource that combines language instruction with effective classroom management strategies. The handbook is designed to enhance students’ English proficiency while fostering self-discipline, responsibility, and respect through the application of clear rules, consistent consequences, and positive reinforcement. The development process is grounded in a needs analysis involving students, teachers, and expert validators, ensuring relevance and practicality. Findings reveal that 60% of students and 75% of teachers perceive the existing modules as lacking clear rules and expectations, highlighting the urgency of this development. The results indicate that integrating classroom management principles into subject-specific materials can improve student engagement, behavior, and academic performance, while also supporting teachers in creating a structured and positive learning environment.

Keywords: English teaching handbook, Assertive Discipline, ADDIE model, classroom management, EFL learning, student behavior, instructional development

1) INTRODUCTION

Teaching materials are essential components of English language instruction, as they play a crucial role in engaging students, providing structured learning experiences, and improving learning outcomes. Well-designed materials offer a variety of resources, including multimedia tools and authentic content such as articles and videos, which accommodate diverse learning styles and preferences (Raza & Brown, 2021). In addition, by incorporating real-life contexts and practical language use, teaching materials support students in developing communicative competence applicable to everyday situations (Asra et al., 2022). Beyond linguistic development, teaching materials also contribute to fostering cultural awareness and intercultural competence by exposing learners to diverse perspectives and global issues (Rahayu & Bandjarjani,

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2022). Therefore, teaching materials serve not only as instructional tools but also as instruments for holistic student development in English Language Teaching (ELT).

In the Indonesian educational context, the curriculum emphasizes not only cognitive achievement but also affective and psychomotor domains, including the development of student discipline (Noor et al., 2020). Discipline is a fundamental aspect of education, encompassing students' behavior, responsibility, and attitudes toward learning. The curriculum aims to produce learners who are not only academically competent but also demonstrate integrity, responsibility, and adaptability (Sotto Jr, 2021). However, despite this emphasis, student indiscipline remains a persistent issue. Reports indicate that a significant number of teachers face challenges in maintaining classroom order, with disruptive behaviors such as talking out of turn, disobedience, and lack of responsibility frequently occurring (Aziz et al., 2022). These issues are also evident in Islamic junior high schools (Madrasah Tsanawiyah/MTs), where behavioral problems continue to hinder effective teaching and learning processes (Ambelia et al., 2023).

To address this issue, effective classroom management strategies are necessary. One widely recognized approach is Assertive Discipline Classroom Management, developed by Lee and Marlene Canter, which emphasizes clear rules, consistent consequences, and positive reinforcement (Munawar & Nisfah, 2020). This approach encourages teachers to establish firm yet respectful authority while promoting students' self-discipline and accountability (Thilagaratnam & Yamat, 2021). Research has shown that assertive discipline can improve classroom behavior, increase student engagement, and enhance academic performance (Marzano, 2003; Rae, 2016; Shindler, 2022). Despite its effectiveness, the integration of classroom management strategies such as Assertive Discipline into subject-specific teaching materials, particularly English teaching resources, remains limited.

A preliminary analysis of the widely used textbook "Joyful English" for seventh-grade students reveals a significant gap. Although the textbook effectively addresses language skills, it does not explicitly incorporate classroom management principles or strategies to foster discipline. This indicates a discrepancy between theoretical classroom management approaches and their practical application in teaching materials. As a result, there is a need to develop instructional resources that integrate both language learning and classroom management strategies in a cohesive manner.

Based on this gap, this study aims to develop an English teaching handbook that integrates Assertive Discipline Classroom Management into the existing curriculum, specifically focusing on Unit 5, “You Should Do This, Not That,” for seventh-grade students at SMP Laniang. The study adopts the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to ensure a systematic development process. However, due to time constraints, the research primarily focuses on the development stage, while implementation and evaluation are recommended for future studies.

Accordingly, the research seeks to address the following questions: (1) What are the needs of seventh-grade students and teachers regarding the integration of Assertive Discipline into English teaching materials? (2) How can an English teaching handbook integrating Assertive Discipline be designed effectively? and (3) What are the results of developing such a handbook for classroom use? By answering these questions, this study is expected to contribute to the development of integrated teaching materials that not only enhance students’ English proficiency but also promote discipline, responsibility, and positive behavior in the classroom.

2) METHODS

This study was conducted using a Research and Development (R&D) design with a mixed-method approach to develop an English teaching handbook based on Assertive Discipline Classroom Management. The research was carried out at SMP Laniang, a private junior high school located on Jl. Laniang BTP, Makassar. The school, established in 2016 and implementing the Merdeka Curriculum, was selected as the research site due to its openness to innovative instructional strategies and its relevance to the objectives of this study.

A mixed-method approach was employed to obtain both quantitative and qualitative data. Quantitative data were collected to measure needs, validation, and acceptability, while qualitative data were used to gain deeper insights into participants’ experiences and perspectives. This combination allowed for a comprehensive understanding of the development process and ensured both breadth and depth of analysis.

The study followed the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the analysis phase, a needs assessment was conducted to identify gaps between existing teaching materials and the desired integration of classroom management strategies. Data were collected through observations, questionnaires,

interviews, and document analysis. In the design phase, a blueprint of the English teaching handbook was developed, including learning objectives, instructional strategies, and assessment plans. The development phase involved producing the handbook by integrating Assertive Discipline principles into the instructional materials. Due to time limitations, the implementation and evaluation phases were not fully conducted and are recommended for future research.

The participants of this study consisted of three groups. First, 35 seventh-grade students of SMP Laniang were involved as the primary participants in the needs analysis and as users of the developed handbook. Second, two English teachers participated by providing insights and evaluating the practicality and acceptability of the handbook. Third, two expert validators were involved to assess the validity and quality of the developed product.

Data were collected using three main instruments. Questionnaires were administered to students to gather quantitative data on their needs, perceptions, and preferences regarding the teaching materials. Interviews were conducted with English teachers to obtain qualitative data related to classroom management challenges and instructional needs. In addition, document analysis was carried out on existing teaching materials, lesson plans, and school policies to ensure alignment with current practices.

The data analysis techniques consisted of both quantitative and qualitative procedures. Quantitative data from the questionnaires were analyzed using percentage calculations to determine the distribution of responses. The formula used was:

$$P = \frac{f}{n} \times 100\%$$

(Riduwan,2013)

where P represents the percentage, F represents the frequency of responses, and N represents the total ideal score.

Qualitative data were analyzed using the model proposed by Miles et al. (2014), which includes three stages: data condensation, data display, and conclusion drawing/verification. In the data condensation stage, the collected data were selected, simplified, and organized. In the data display stage, the data were presented in the form of charts, graphs, and organized descriptions to facilitate understanding. Finally, in the conclusion drawing and verification stage, the findings were interpreted and verified through careful examination to ensure their validity and consistency.

Overall, the methodology was designed systematically to ensure that the developed English teaching handbook met the needs of students and teachers while maintaining academic rigor and validity.

3) RESULTS

This section presents the findings of a study on the development of an English teaching handbook integrating assertive discipline strategies for seventh-grade students at SMP Laniang. The data were obtained through a needs analysis using interviews and questionnaires, aiming to identify gaps in the current English learning modules and to determine the requirements for developing a more effective handbook. The findings are reported descriptively based on teachers' interview responses and students' perceptions collected through structured questionnaires.

The interview results revealed that the current English teaching modules partially included classroom rules and expectations; however, these were not sufficiently clear or fully adapted to students' needs. Interviewee 1 (Sukmawati, S.Pd, Gr.) stated that although expectations were already present in the module, they required additional elements and adjustments in wording to better suit students' comprehension levels. Similarly, Interviewee 2 (Sugihartiwi, S.Pd) reported that the language used in the module was often too complex, making it difficult for seventh-grade students to clearly understand the rules and expectations. In addition, both teachers indicated that the level of material in the module was relatively high and often needed to be combined with lesson plans to support classroom implementation.

Furthermore, consistency in rule implementation was identified as a major challenge. Interviewee 1 explained that students often forgot previously agreed rules over time and were easily influenced by changing situations. Interviewee 2 added that external factors, such as students' home environment and limited prior knowledge, also affected their ability to follow classroom rules consistently. To address these challenges, teachers implemented structured strategies such as daily briefings before learning activities and regular reflection sessions conducted monthly and each semester. These practices were intended to reinforce teachers' consistency and align classroom management approaches.

The findings also indicated that elements of assertive discipline were already embedded in the existing modules, particularly through the inclusion of Pancasila values and student profile dimensions. However, both interviewees emphasized that the implementation of these principles

in classroom practice was not yet optimal. Interviewee 1 highlighted the need to improve the effectiveness and conciseness of the module, while Interviewee 2 emphasized that the main challenge was related to how the module was applied to students. Teachers also reported the use of positive reinforcement, such as verbal praise (“good job,” “great,” “amazing”), as well as logical consequences for rule violations, including structured disciplinary actions. In addition, collaboration with homeroom teachers and parents was identified as part of managing student behavior.

In terms of communication and relationships, the interview findings showed that although the modules contained complete components such as learning objectives and materials, the language used was often too complex for students’ understanding. Both interviewees emphasized the need to adjust the language and instructional approach to match students’ cognitive levels. The modules were also reported to include visual materials that could increase student engagement and support positive values. However, further adjustments were needed to ensure that rules and expectations were communicated clearly and that a more supportive classroom environment could be established. These interview findings are further supported by the questionnaire results presented in the following tables.

Table 1. Clarity of Rules and Expectations

No	question	strongly agree		agree		neutral		disagree		Strongly disagree	
1	The English learning module includes clear class rules.	0	0	13	37,1 %	0	0	22	62,9 %	0	0
2	The class rules in the English learning module are easy for all students to understand.	1	2,86 %	11	31,4 3%	0	0	21	60%	2	5.7%
3	The class rules in the English learning module are specific and detailed.	3	8.57 %	9	25.7 1%	0	0	13	37.1 4%	10	28.5 7%
4	Class rules are displayed in a visible place in the English classroom.	1	2.86 %	5	14.8 9%	0	0	19	54.2 8%	10	28.5 7%

5	I am always reminded about class rules through the English learning module.	0	0	5	14.29 %	0	0	21	60%	9	25.71%
6	The English teacher explains the class rules in the module at the beginning of the school year.	0	0	0	0	0	0	17	48.57%	18	51.43%
7	I feel like I know what is expected of me in English class	4	11.43%	2	5.71%	0	0	26	74.29%	3	8.57%
	thanks to the study modules.										
8	Class rules in learning modules help create an orderly learning environment.	2	5.71%	0	0	3	8.57%	10	28.57%	20	57.14%

The results in Table 1 show that students generally perceived the classroom rules and expectations as unclear. In item 1, 37.1% of students agreed that the module included clear class rules, while 62.9% disagreed. In item 2, only 2.86% strongly agreed and 31.43% agreed that the rules were easy to understand, whereas 60% disagreed and 5.7% strongly disagreed. For item 3, 25.71% agreed and 8.57% strongly agreed that the rules were specific and detailed, while 37.14% disagreed and 28.57% strongly disagreed. Regarding visibility (item 4), only 14.89% agreed and 2.86% strongly agreed, whereas 54.28% disagreed and 28.57% strongly disagreed. In item 5, 14.29% agreed that they were reminded of the rules, while 60% disagreed and 25.71% strongly disagreed. In item 6, 48.57% disagreed and 51.43% strongly disagreed that teachers explained the rules at the beginning of the school year. In item 7, 74.29% disagreed and 8.57% strongly disagreed that they understood expectations through the module. Finally, in item 8, 57.14% strongly disagreed and 28.57% disagreed that the rules helped create an orderly learning environment. These results indicate that the clarity and communication of rules were not sufficiently achieved.

Table 2. The Implementation of Rules

No	question	strongly agree	agree	neutral	disagree	Strongly disagree
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1	English teachers are consistent in applying the rules stated in the learning module.	0	0%	1	2.86%	6	17.14%	11	31.43%	17	48.57%
2	Any violation of rules in English class is handled in the same way as written in the study module.	1	28.86%	1	28.86%	7	20%	14	40%	12	34.29%
3	I feel that the application of the rules in English class is fair.	2	5.71%	2	5.71%	9	25.71%	8	22.86%	14	40%
4	English teachers do not differentiate between students in applying the rules of the learning module.	3	8.57%	1	2.86%	3	8.57%	8	22.86%	20	57.14%
5	I know the consequences I will receive if I violate the class rules according to the learning module.	2	5.71%	5	14.29%	5	14.29%	14	40%	9	25.71%
6	English teachers always follow the policies in the learning module when enforcing the rules.	0	0%	1	2.86%	5	14.29%	11	31.43%	18	51.43%
7	Implementing rules in	3	8.57%	0	0%	4	11.43%	10	28.57%	18	51.43%

The results in Table 2 indicate that students perceived inconsistency in the implementation of classroom rules. In item 9, only 2.86% agreed that teachers consistently applied the rules, while 31.43% disagreed and 48.57% strongly disagreed. In item 10, 28.86% agreed and 28.86% strongly agreed that violations were handled according to the module, whereas 40% disagreed and 34.29% strongly disagreed. For item 11, only 5.71% agreed and 5.71% strongly agreed that rule application

was fair, while 22.86% disagreed and 40% strongly disagreed. In item 12, 2.86% agreed and 8.57% strongly agreed that teachers were impartial, whereas 22.86% disagreed and 57.14% strongly disagreed. In item 13, 14.29% agreed and 5.71% strongly agreed that students understood the consequences, while 40% disagreed and 25.71% strongly disagreed. In item 14, only 2.86% agreed that teachers followed module policies, whereas 31.43% disagreed and 51.43% strongly disagreed. These findings show that consistency in rule implementation was limited.

Table 3. Positive and Negative Consequences

No	question	strongly agree		agree		neutral		disagree		Strongly disagree	
1	The English learning module includes rewards for good behavior.	1	2.86 %	0	0%	4	11.4 3%	7	20%	23	65.7 1%
2	I feel appreciated when I behave well in English class according to the learning module.	1	2.86 %	2	5.71 %	3	8.57 %	9	25.7 1%	20	57.1 4%
3	The rewards explained in the learning module motivate me to behave well.	2	5.71 %	1	2.86 %	6	14.1 4%	12	34.2 9%	14	40%
4	The English teacher gives praise for good work according to the learning module.	3	8.57 %	1	2.86 %	5	14.2 9%	14	40%	12	34.2 9%
5	Negative consequences in learning modules are given fairly in English classes.	0	0%	7	20 %	7	20%	9	25.7 1%	12	34.2 9%
6	I know the type of consequences I will receive if I break the rules according to	0	0%	2	5.71 %	11	31.4 3%	11	31.4 3%	11	31.4 3%

The results in Table 3 show that students had limited perceptions of both positive reinforcement and negative consequences. In item 17, 65.71% strongly disagreed that the module included rewards, while only 2.86% strongly agreed. In item 18, 57.14% strongly disagreed and 25.71% disagreed that they felt appreciated for good behavior. In item 19, 40% strongly disagreed and 34.29% disagreed that rewards motivated them, while only 5.71% strongly agreed. In item 20, 34.29% strongly disagreed and 40% disagreed that teachers gave praise. Regarding consequences (item 21), 20% agreed, but 25.71% disagreed and 34.29% strongly disagreed that they were applied fairly. In item 22, responses were evenly distributed, with 31.43% neutral, 31.43% disagreed, and 31.43% strongly disagreed. These results indicate that reinforcement and consequences were not clearly implemented.

Table 4. Clear and Firm Communication

No	question	strongly agree		agree		neutral		disagree		Strongly disagree	
1	The English teacher clearly conveys the expectations outlined in the learning module.	0	0%	0	0%	6	17.14%	8	22.86%	21	60%
2	The English teacher clearly conveys the consequences outlined in the learning module.	0	0%	0	0%	7	20%	12	34.29%	16	45.71%
3	The English teacher uses appropriate body language when communicating about the learning module.	3	8.57%	3	8.57%	6	17.14%	13	37.14%	10	28.57%
4	The English teacher's tone of voice helps me understand the instructions in the learning module.	2	5.71%	2	5.71%	10	28.57%	10	28.57%	11	31.43%

5	The English teacher is firm in conveying the rules and	0	0%	1	2.86%	6	17.14%	11	31.43%	17	48.57%
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The results in Table 4.4 indicate that communication was perceived as unclear and insufficiently firm. In item 25, 60% strongly disagreed and 22.86% disagreed that expectations were clearly conveyed. In item 26, 45.71% strongly disagreed and 34.29% disagreed regarding clarity of consequences. In item 27, only 8.57% strongly agreed and 8.57% agreed that teachers used appropriate body language, while 37.14% disagreed and 28.57% strongly disagreed. In item 28, 31.43% strongly disagreed and 28.57% disagreed that tone of voice supported understanding. In item 29, 48.57% strongly disagreed and 31.43% disagreed that teachers were firm in conveying rules. These findings indicate that communication of expectations and consequences was not effectively delivered.

The findings on respectful and supportive relationships (items 33–40) further showed that many students perceived limited support from teachers. In item 33, 54.29% strongly disagreed and 31.43% disagreed that teachers built positive relationships. In item 34, 48.57% strongly disagreed and 31.43% disagreed that they felt respected. In item 35, 48.57% strongly disagreed and 37.14% disagreed that teachers provided support during difficulties. In item 36, 45.71% strongly disagreed and 25.71% disagreed that positive relationships improved learning. In item 37, 45.71% disagreed and 31.43% strongly disagreed that teachers listened to students' concerns. In item 38, 40% strongly disagreed and 31.43% disagreed that students felt comfortable communicating with teachers. These findings indicate that supportive relationships were not strongly established in the current module implementation.

Overall, the findings from both interviews and questionnaires indicate that several key components of assertive discipline were not optimally implemented, including clarity of rules, consistency in implementation, reinforcement and consequences, communication, and teacher–student relationships, as emphasized by Canter and Canter (1976).

4) DISCUSSION

The findings of this study indicate that several key components of assertive discipline were not optimally implemented in the current English learning modules. One of the most prominent issues identified was the lack of clarity in classroom rules and expectations. The majority of

students reported that rules were unclear, not specific, and not consistently communicated. This finding is consistent with the principles proposed by Canter and Canter (1976), who emphasize that clearly stated expectations are fundamental in establishing effective classroom management. Without clear rules, students may experience confusion, which can negatively affect their engagement and behavior in the learning process.

In addition, the findings revealed a lack of consistency in rule implementation. A total of 48.57% of students strongly disagreed and 31.43% disagreed that teachers consistently applied the rules, indicating that inconsistency remained a significant issue. From an assertive discipline perspective, consistency is essential to ensure that students understand the consequences of their behavior and develop responsibility. This finding aligns with previous studies on classroom management, which highlight that inconsistent enforcement of rules can reduce students' compliance and weaken classroom control. Therefore, the development of a structured and systematic approach to rule enforcement is crucial in the proposed handbook.

Furthermore, the results demonstrated that positive reinforcement and consequences were not effectively implemented. Most students reported that rewards were rarely provided and that they did not feel appreciated for positive behavior. This suggests that the reinforcement system in the current module is not functioning effectively. According to Canter and Canter (1976), positive reinforcement plays a vital role in encouraging desirable behavior, while consistent and fair consequences help prevent disruptive actions. Supporting this view, other classroom management research also indicates that students are more motivated when reinforcement strategies are applied consistently and meaningfully. Thus, integrating a balanced system of rewards and logical consequences is necessary in the handbook design.

The findings also highlighted weaknesses in communication strategies. Students perceived that teachers did not clearly convey expectations or consequences and were not sufficiently firm in delivering instructions. In assertive discipline theory, effective communication involves clarity, firmness, and consistency in both verbal and non-verbal expressions. When communication is unclear, students may misinterpret expectations, which can lead to behavioral issues. This finding is supported by prior studies emphasizing that teacher clarity and assertiveness significantly influence classroom effectiveness and student understanding.

Moreover, the results indicated that supportive teacher–student relationships were not strongly established. Many students reported feeling unsupported, unheard, and uncomfortable

communicating with teachers. This finding is particularly important, as assertive discipline not only focuses on rules and consequences but also on building a positive and respectful classroom environment. Research in educational psychology has consistently shown that positive teacher–student relationships contribute to better student motivation, engagement, and learning outcomes. Therefore, strengthening interpersonal relationships should be a key component in the development of the handbook.

Overall, these findings suggest that although elements of assertive discipline were present in the existing modules, their implementation was not optimal. The results highlight the need for improvement in several areas, including clarity of rules, consistency in implementation, reinforcement systems, communication strategies, and teacher–student relationships. By addressing these aspects, the proposed English teaching handbook is expected to create a more structured, effective, and supportive learning environment for students.

However, this study has several limitations. First, the research was limited to the Analysis, Design, and Development phases of the ADDIE model, without proceeding to the Implementation and Evaluation stages due to time and resource constraints. As a result, the effectiveness of the developed handbook in real classroom settings has not yet been empirically tested. Second, the data were collected from a relatively small sample within a single school context, which may limit the generalizability of the findings.

Based on these limitations, future research is recommended to conduct experimental or quasi-experimental studies to evaluate the effectiveness of the developed handbook in improving students' behavior and learning outcomes. In addition, further studies could involve a larger and more diverse sample across different schools to enhance the generalizability of the findings. Future research may also explore the long-term impact of assertive discipline-based modules on students' character development and classroom engagement.

5) CONCLUSION

The English handbook "YOU SHOULD DO THIS NOT THAT" has received exceptional validation results in content, presentation, language, and graphic feasibility. Two expert validators used a detailed checklist to assess the handbook, consistently rating it "excellent" or "very valid" across most criteria. This strong endorsement indicates the textbook's alignment with Junior High School English Learning Goals Phase D and its effective representation of the Merdeka

Curriculum. The handbook's success suggests it could be a highly effective learning tool for SMP Laniang Makassar students.

Despite the overwhelmingly positive feedback, validators offered some suggestions for improvement. These focused primarily on enhancing visual elements and ensuring linguistic precision. Recommendations included diversifying font styles to improve readability and visual hierarchy, maintaining color schemes that remain clear in black and white printing, enhancing the cover design, and improving grammatical accuracy throughout.

The handbook's high scores across all feasibility areas showcase its comprehensive quality. It successfully incorporates all language skills while effectively connecting them to unit topics and learning indicators. The presentation was praised for its clear structure and ability to promote interactive learning. Language use was deemed appropriate and communicative, while graphical elements adhered to ISO standards and enhanced the learning process.

In conclusion, the usefulness of the handbook and its appropriateness for usage at SMP Laniang Makassar are highly supported by the validation results. Ratings that are consistently high show that it satisfies professional standards and fits in nicely with the demands of the present curriculum. Although it may be somewhat improved, the overall quality is indisputable. Its efficacy will be further increased by putting the recommended changes into practice. In addition to confirming the handbook's worth, this validation method offered insightful information for next initiatives involving the creation of teaching materials.

Research Implication

This research holds important implications for English language instruction at SMP Laniang. The handbook created offers teacher's practical strategies for applying assertive discipline in classroom management, which could boost student engagement and improve learning outcomes. Additionally, it presents a model for combining classroom management techniques with language teaching, making it adaptable for other grade levels or subjects. This resource has the potential to enhance teaching practices and foster a more positive learning environment.

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