

Chapter One

Introduction

This chapter presents several points related to the main problem of this research. This chapter also elaborates the background why this research is taken and the scope of this research. The objectives of the research will also be included in this chapter in order to answer the research questions. This chapter proposes some advantages of this research for both individual and institution that are involved in educational setting. The last, this chapter will present the outline for the entire research.

Background of the Research

Punishment is often considered as one of the effective methods in managing students' behaviour in the classroom. As students might lose their focus during the learning process, punishment can be used to get the attention from the students in the classroom. Many teachers assume that giving punishment would make the students become cooperative and minimize them from committing any further indisciplinary actions. Punishment given to the students aims to realize the consequence when they make a wrong action in the classroom. As every wrong action can lead to punishment as consequence, students will most likely think twice to repeat the similar action or other actions which are more disruptive in the class.

The implementation of a punishment depends on a several factors. A punishment is implemented in order to make students perform better attitude during learning process. Smith and Laslett (1993) argue that punishment work

well if it can change the behaviour of the students. It is similar with Ching (2012, p.30) who states that positive punishment “should promote positive behaviour and regular attendance.” Both positive behaviour and regular attendance are required to create more creative atmosphere in teaching and learning.

Another factor that affects the implementation of punishment is actually the time when punishment is given. The more immediate it is given, the clearer the consequences of punishment work for students. Smith and Laslett (1993) state that immediacy is a key factor that should be concerned when giving a punishment. One of contributing factors that make punishment not work well on students is because it is given long time after misbehaviour happens. Delaying time of punishment could lose the relation between misbehaviour and punishment as its consequence. Besides, students tend to forget what mistake that they have done so that it does not give significant change for them while they receive the punishment.

The school principle is the other factor that can determine the implementation of punishment. Ching (2012) argues that punishment is more likely to work well if its implementation is based on school principles. Every school will usually have different punishment system that covers all the school members including teachers, staff, and students. This punishment system has more powerful consequence as it is commonly stated in the school rules of order.

Punishment may take various forms. According to Smith and Laslett (1993) punishment can be categorized into three forms which are aversive consequences, response cost, and avoiding unofficial reinforcement. The adoption of each form

depends on the purposes of punishment itself. For instance, response cost is given in order to show the wrong doers that any bad behaviour should be paid by reducing the point that they have gotten.

The forms of punishment which are conducted in one country may be different from other countries since they might have different assumption about what kinds of students' act which can be considered as misbehaviour. The differences are commonly influenced by the cultural background. For instance, in Indonesia, students who are going to restroom without permission can be considered as misbehaviour. Each teacher in Indonesia may apply different form of punishment to students who commit misbehaviour. However, the majority of Indonesian teachers typically will give reprimand for students who perform mild misbehaviour. Another common form of punishment which Indonesian teachers use is by asking the students to do tasks related to the lesson subject. Teachers in Indonesia commonly also ask the student to leave the class whenever their disruptive behaviours cannot be tolerated.

Every student may have different opinion concerning the use of punishment to manage behaviour in the classroom. Some students tend to agree with the use of punishment and they could cooperate well with it when they make mistakes. However, some others may perceive differently by having a feel of being intimidated by the use of punishment. For a group of students who perceive punishment negatively, instead of making them showing positive attitude in the classroom, punishment turns out to demotivate them in learning process.

Even though every school designs the punishment system differently, all of them are most likely functioned to discipline students and motivate them to learn. A good punishment system should encourage positive behaviour from students instead of giving bad effects on students. Punishment should not only make students realize about their mistakes but also provide an opportunity for them to learn.

As punishment cannot be separated from classroom management and it always involves students as an object, it is considered necessary to disclose perception toward the implementation of punishment. Moreover, previous research on the implementation of punishment is more likely focus on teacher perception. Hence, a research on students' perception toward the implementation of punishment is very important to be conducted. This research will be conducted in SMA N 1 Ngaglik in academic year of 2014/2015.

Statement of the Problem

Punishment is a common phenomenon in educational setting for many years. Punishment is one of the approaches that teachers can do to manage students' misbehaviour in the classroom as classroom management is important element in teaching and learning process. However, the forms of punishment which are implemented in one class might be different with other class. Students might also perceive punishment differently. Some students may cooperate well with punishment while some others may feel threatened with the implementation of punishment. These problems actually become the embarking point of this research.

To investigate punishment implementation on students, it is important to conduct a research about what kinds of punishment which are implemented in English class and students' perception toward punishment. The research is conducted in class XB SMA N 1 Ngaglik since this class is considered as one of the most disruptive classes in that school.

Limitation of the Research

There are various kinds of methods that are used by teacher in order to manage students' misbehaviour in the classroom. Punishment is one of the methods that are employed in the classroom to deal with students' misbehaviour. Punishment is frequently implemented together with rewards. However, in this research, the researcher will only focus to reveal the implementation of punishment. The implementation of punishment may also trigger different response from the students. Hence, each student has different perception on the implementation of punishment in the classroom. Since the punishment which is implemented in each class can be different from other classes, researcher will only limit the research on punishment which is implemented in English class at SMA N 1 Ngaglik in academic year of 2014/2015.

Research Questions

Based on the background of the study that has been stated, the problems that would be researched are set as following:

1. What are the kinds of punishment given in English class at SMA N 1 Ngaglik?

2. How do students at SMA N 1 Ngaglik perceive the punishment implemented in English class?

Objectives of the Research

Based on the research questions, the objectives of the study are:

1. To find out kinds of punishment given in English class at SMA N 1 Ngaglik
2. To find out the perception of students toward punishment implemented English class at SMA N 1 Ngaglik

Significance of the Research

This study will give advantages for both individual and institution that include in education setting especially in learning process implementation. For the researcher, as a prospective teacher, this research will help her to know the real situation in the classroom and how to deal with classroom management. For students, this study will encourage students to receive punishment in a more positive way. As for the teachers, this study will give several possible recommendations on how to give punishments in the classroom that do not bring bad impacts on students both physically and psychologically. For institutions, it will give input to them on how to design rules and regulations that are implemented in the school.

Outline of the Research

This undergraduate thesis includes five chapters namely introduction, literature review, methodology, findings and discussion, and conclusion and recommendation. Each chapter present the explanation of the content in more

detail. Chapter one presents about several points to discuss related to the main problem of this research, the objectives of the research, the advantages of this research, and outline of the research. Chapter two presents several terminologies that are used in this research. Besides, it explains other theories related to this research including implementation of classroom management, forms of punishment, and advantages and disadvantages of punishment implementation. This chapter also provides review of related research and conceptual framework of the research. Chapter three explains the type of research design which is used and the participants and setting included in the research. Besides, it explains the instrument employed in the research, the methods to collect the data, how the data are analyzed. Chapter four provides the discussion about the result of the research. Chapter five presents the conclusion from the entire chapters and recommendation from the researcher.