

Chapter One

Introduction

This chapter would discuss several points related to the problem of the research. This chapter would explain the background of why the research was conducted and the scope of this research. The objectives of the research would be also discussed in this chapter in purpose to answer the research questions of the study. Then, this chapter would present the significances of the research.

Background of the Research

In the teaching learning process, there was a lot of strategies that used by teachers in order to develop students' learning. To make the teaching learning process become more engaged and to build students' interest in learning, teachers usually use common strategies such as using games, quizzes, assessments, rewards, and punishments. However, there were usually some students who lose their focus during learning process and do not give attention to the lessons explained by the teachers. Some of the students also have the other activities that are not related to the lessons such as chatting to their friends, playing gadget, daydreaming, showing disrespect to the teacher and making a noise in the class. All of these activities disturb the learning process. Another example was when the students not really engaged in the lesson, they tend to make some problems during the learning process. The problems include always coming late, not finishing the assignments given, often being absent from

learning process in the class and doing plagiarism. Therefore, teachers usually use punishment strategy in managing the students' behavior in the classroom. According to Langa (2014), "punishment is more efficient to shape pupils' behavior " (pp.7).

There are various kinds of punishments that commonly happen in the class. Ching (2012) stated "punishment that is frequently used are giving offenses, giving consequences and constructive punishment" (p.35). Punishment which is usually given by teachers to the students in the class include giving warning, advising, giving surly face to the students, yelling to the students, and making the student ashamed in front of the class. These punishments usually are given when the students making some low level mistakes. Other examples are prohibiting the students to doing something, giving bad score to the students, prohibiting students coming to the class or joining the lesson, and asking students to get out from the class. These punishments are usually given to students who make some high level mistakes.

The punishment is given to students as the consequences of students' wrong actions. The purpose of giving punishment is to make students be wary and would not repeat their mistakes in the future. By giving punishment, teachers expect that students would think twice to make the same mistakes. Therefore, students feel wary to do the wrong actions which may disturb the learning process in the classroom.

However, in some cases, students who got punishments become demotivated and less confident in learning. Teachers' negative performance in teaching learning process such as sarcasm and punishment would make the students demotivated

(Oxford in Dornyei, 2001). Dornyei and Ushioda (2011), “demotivated’ learner is someone who was once motivated but has lost his or her commitment/interest for some reason” (p.153).

The teachers who manage students’ disruptive behaviors by using punitive strategies would cause some problems in learning as punitive strategies would decrease students’ motivation (Rahimi & Karkami, 2015). According to Bear (2010), “punitive strategy is forms of punishment range from unpleasant verbal reprimands, proximity control and taking away privileges to much harsher”. The example of unpleasant actions like verbal reprimands such as using eyes contact, and proximity control action such as standing near with students.

Punishment plays an important role in teaching learning process. In another case, the teacher use punishment to improve students’ motivation and students’ learning in classroom (Rehman & Heider, 2013). The teachers should also use punishment in the right way to make this punishment becomes effective. When the punishment is given in too much way, it could cause problems such as making students become less motivated and not interested in learning.

In the learning process, students’ motivation is very important because this is the key for students to reach the purpose and their goals in learning. Motivation is a dynamic change in person that have direct characteristic where the person’s expectation, goal and willingness have been decided, acted and prioritized (Dornyei, 2011). Dornyei (2011) proposed that there were two kinds of motivation, extrinsic

motivation and intrinsic motivation. Extrinsic motivation could come from outside of the person such as to get good grade or to avoid punishment. Intrinsic motivation could come from the inside of the person, such as the satisfaction of doing specific activities. It was very important to students to have motivation in learning, especially in learning English. It was because in English language learning, students would face a lot of difficulties in mastering foreign language.

Understanding students' motivation level is crucial to get optimal achievement in language learning. According to Dornyei (1994) "motivation is the one of main determinant of foreign language learning achievement". If students have high motivation, they could get the high achievement and reach the goal of foreign language learning. On the other side, students who have low motivation tend have low achievement in learning foreign language.

In the teaching learning process is not always that all of students have high motivation in learning. Some students could be very be lazy, less enthusiastic to join the lesson in the class, busy with their business that is not related to the learning process, disrespect to teachers and do the other bad behavior. Therefore, teachers should manage their students' bad behavior using various strategies. Every teacher has different strategies used in the class management. One of the strategy is punishment. Punishment is used to develop students' motivation in learning. However, teachers should be aware and keep the control to make this punishment not give a dangerous impact to students or teacher.

Punishment strategy was also implemented at English Education Department of Universitas Muhammadiyah Yogyakarta. Based on experiences as a student at English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013, there were some teachers also use punishment strategy to managing students' behavior and attitude in classroom. The types of punishment which implemented in English Education Department include teacher give surly face, reprimand, oral warning, students moved to another chair in the classroom and give extra works to students. Other punishments include bad scoring, decreasing grades, prohibiting students to join the class and failing students to pass the class. The punishments are given when some students break the rules which implemented in classroom such as coming late, playing gadget and chatting to other students. Other students' misbehaviors were including cheating during examination, doing absent too often, doing plagiarism and not respecting to teachers. The punishments are given in order to managing students' wrong behaviors, keeping the disciplinary and motivating students in learning.

There has been research in English Education Department of Universitas Muhammadiyah Yogyakarta who studied about punishment. This research investigates punishment implemented in English class which has been conducted by Hanifa (2015). In the research, researcher discusses about the punishment that as implemented in the class and the effects of punishment to the students. In her qualitative research, she explored about the implementation and the effects of

punishment. Hanifa conduct her research and only include four participants. Another research about punishment was investigated by Imawan (2016). In his qualitative research, he investigated about students' perception on reward and punishment. Imawan conduct research also only include four participants in English Education Department of Universitas Muhammadiyah Yogyakarta. However, there has been no quantitative research at English Education Department of Universitas Muhammadiyah Yogyakarta which only focuses on the correlation between motivation and punishment. This research investigates the correlation between punishment and students' learning motivation and using quantitative research. The research would be conducted in English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014.

Statement of the Problems

This research is conducted at English Education Department of Universitas Muhammadiyah Yogyakarta. English Education Department is one of the major in Language Faculty of Universitas Muhammadiyah Yogyakarta. English Education Department have good facility which could make the teaching learning process become succeed. In order to make teaching learning process more effective and optimal, some teachers also use punishment to manage the students behavior and for disciplinary. Every student has different responses when they receive punishment from teacher. Some students may be motivated when they got low punishment such as reprimand, oral warning, talking to students in front of the class. Some students

may be motivated when they receive high punishment such as grade deduction and make students not pass the class. According to Braem, Duthoo and Notebaert (2013), “low punishment-sensitive participants do show increased conflict adaptation after punishment, high punishment-sensitive participants show no such modulation” (p.1).

From that case, students might remember about their mistakes or wrong actions that they do in classroom. By getting punishment, students could learn and think twice to do the same mistakes. Therefore, there may be some impacts on students after they got punishment from the teachers. Some students may be more motivated and some students may be more demotivated. When the punishment which given more high, it could decrease students’ learning motivation. Some students more motivated in learning because of avoid punishment. Because the research which only focus on the correlation between punishment and students’ learning motivation was still limited, therefore I would like to investigate about this topic as my research.

Limitation of the Research

There were a lot of strategies used by teachers to control students in the classroom. The strategies that used have purpose to engage students’ attention and manage students’ behavior in classroom. Common strategies which used by teachers include game, assessment, reward, and punishments. Punishment was the example of the strategies that commonly used by the teacher in order to control students’ behavior.

In English Education Department of Universitas Muhammadiyah Yogyakarta, punishments systems were also applied. The punishments which commonly happened in English Education Department of Universitas Muhammadiyah Yogyakarta include bad scoring. The other kind of punishments such as reprimanding, making students feel ashamed in the classroom, criticizing, threatening, scolding students and failing students to pass the class. Punishment makes students feel wary of being lazy or doing mistakes in classroom and they would think twice to make a mistake. Then, students would try to avoid punishment and they become more diligent in learning and they would not get punishment. Punishment implementation in school give different responses in students. Some students may motivated and some students may less motivated when they get punishment from teachers.

However, many researchers have conducted studies both reward and punishment, but in fact, the study which focus on the correlation between punishment and students' learning motivation was still limited. Therefore, it is important to focuses the investigation on punishment in English Education Department of Universitas Muhammadiyah Yogyakarta. In this study, researcher would only focus on correlation between punishment and students' learning motivation. This study would be conducted in English Education Department of Universitas Muhammadiyah Yogyakarta. The population and the participants of this research are students in

English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014.

Research Questions

Based on the background of the study that has been stated before, the problem that would be investigated are:

1. How is punishment implemented in English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014?
2. How is students' learning motivation in English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014?
3. What is the correlation between punishment and motivation in EED of Universitas Muhammadiyah Yogyakarta batch 2014?

Objectives of the Research

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

1. To find out about the punishment implemented in English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014
2. To find out about the students' learning motivation in English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014
3. To find out about the correlation between punishment and motivation in English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014

Significances of the Study

For other researchers. This study hopefully helps other researchers to study about issues of punishment and motivation, especially about the correlation between punishment and students' motivation.

For teachers of EED UMY. By this study, the teachers of EED UMY will know about the correlation between punishment and students' motivation at EED. Therefore, the teachers will be able to develop their teaching strategy in order to develop students' motivation, especially if they use punishment.

For students of EED UMY. This study could be an opportunity for students of EED UMY to give feedback to teachers' teaching strategy who implementing punishment. Therefore, students could get a better strategy of teaching in learning process by the teachers.

For the institution (EED UMY). This study will give input to the institution on how to design rules of punishment in school more wisely and create better system in EED UMY.

For the readers. This study will inform and increase readers' knowledge about some educational issues that commonly happened in school environment.

Outline of the Research

This undergraduate research includes five chapters which consist of introduction, literature review, methodology, finding and discussion, and conclusion and recommendation. Each chapter has explanation of the content in detail. Chapter one discusses about background of the research, some points that related to the problem of this research, objectives of the research, the significances of the research, and outline of the research. Chapter two discusses about some theories that related in this research including the definition of punishment, types of punishment, factors influencing punishment, role of punishment in learning process, previous study, definition of motivation, types of motivation, roles of motivation in English language learning and factors influencing motivation. Chapter three discusses the research design used in the research and the participants and setting of this research. This chapter also discusses about the instrument used in this research, the strategies to collect the data and how to analyze the data. Chapter four discusses about the result of the research. Chapter five consists of the conclusion of the whole chapters and recommendation from the researcher.