

Chapter Two

Literature Review

This chapter discusses several important aspects involved in this research. It presents the definitions of punishments, and the purposes of the punishment that are used in the research. It will also discuss about the definition of motivation. The purpose of motivation, the kind of motivations, function of the motivation, the characteristics of motivated students and the factor that influence students' motivation will also be discussed. The last is the correlation between punishment and students' learning motivation.

Punishment

Definition of Punishment. Punishment is one of the strategies that were used by teachers to make correction of the students' bad behavior. In other words, it is an act to made students discipline and create conducive class environment. When students become discipline and the class environment are conducive, it would make students get optimal learning achievement. According to Langa (2014), "punishment is an educational strategy with a guidance meant and a moral concept" (p.7). It meant that punishment is one of educational strategies usually used by teachers to manage the students' behavior and attitude become more positive. Punishment is usually given to students when the learning targets are not reached by students or there are some students' attitudes are not appropriate with the norm in school. So, teachers

give the punishment to increase students' motivation to reach the goal and discipline in learning.

Punishment has clear meaning to correct students' misbehavior, but also teach appropriate behavior and help develop students' self-discipline and prevent future behavior problems (Bear, 2010). Punishment has clear mean and purpose in preventing behavior problem in future and teach students about disciplinary in classroom. Discipline students will create conducive class environment and teaching learning process will be successful.

Types of Punishment. There are a lot of punishment that teachers use as a strategy to manage the students and motivate students in their learning. According to Ching (2012), "punishment commonly used by teachers in the class consist of giving offenses, giving consequences or constructive punishments". Constructive punishments include copying or reciting poems. The context of this punishments is in Language Literature class. Another example of punishments include keeping students stay after class, grade deduction, and oral warning. Grade deduction is when teachers give punishment to students who have behavior problem in the class, so the teacher decreasing those students' points or grades.

According to Langa (2014) the types of punishments that commonly used by teachers in classroom include talking to students in front of the class, talking with students in private, and sending students to see head-teacher. Teachers also explain

what is wrong with the students' behavior in private talk and explain what is wrong with students' behavior in front of the class. Besides that, the other punishments include keeping students in the class during playtime, students moving students to another seat in the classroom, informing about students' naughty behavior, taking unfinished work to do in another class, and students stopped from going on a school trip.

Another types of punishment based on Bear (2010) include “unpleasant verbal reprimanding, proximity control for example standing near student, and taking away privileges like recess to much harsher forms such as suspension, expulsion, and removal to an alternative education program” (p.3). Many punishment strategies that implemented by teachers to students with expectations that students could be more discipline and motivated.

Roles of Punishment in Learning. In the classroom, sometimes teaching learning process did not run successfully. It was caused of students who did some activities or having bad attitude and did not engage with the lessons during learning process. However, common teachers have several strategies to engaged students attention. Engaging students' attention is important to make the teaching learning process run effectively and successfully. One of the strategies that used by teachers is punishment. Punishment has roles in learning process to managing students' behavior, attitude, discipline and as motivational tool.

Punishments are given with the aim to prevent mistakes done again in the future. This punishment was given as an act of responsibility to students and focused to reduce the unwanted behavior. Punishment is given in order to make students realize that what they done are wrong. According to Langa (2014), “punishment is useful to shaping students’ behavior through positive strengthening” (p.7). The teachers use punishment as a positive strategy to shape students’ bad behavior in the classroom. According to Sardiman (2004), “punishment is a negative reinforcement, but if it given by rightly and wisely, it could be a motivation tool” (p.94). Even though many people think that punishment will give negative impacts to students, punishment could be a motivation tool if the teachers could use it wisely. Sardiman also state that one of the strategies to motivating students in learning process is punishment.

The punishment would increase students’ attention on the lesson. The students usually not focus on the lesson and busy with their own activities when the lesson is going on. The students like to talking to their friends, playing gadget, and doing the other activities that not related to the lesson, so the teacher gives the punishment to make students concentrated with the lesson. Those students’ activities would disturb teaching learning process in classroom. According to Slameto (1995) many school which the range of the disciplines are not high, therefore, students tend to break the rules which implemented. It would also give impacts to students behavior and attitude in learning, students also less responsible because if they do not doing the

assignments, they would not get punishment. The students need to be disciplined to develop their motivation.

Punishment would stimulate and increase students' motivation in learning. Teachers use punishment for motivating their students and improving students' learning in classroom (Rehman & Haider, 2013). Based on the research, Rehman and Haider also state that teachers agree that the concept of punishment could create motivation in students to learn and students could try to learn by fear of punishment from teacher. The role of punishment is powerful education that commonly used as efficient way to stopping bad behaviors (Langa, 2014). When students get punished, students would feel aware with their laziness and their careless in learning. Therefore, students would try to be better and raise their motivation in study hard to avoid the punishment from teacher or lecturer happened again to them. This is in line with Ching's (2013) statement that students could try to study because their fear of punishment. Because of their fear of punishment given again by teacher, students would try focus in learning process.

Punishment also increases learning activities in the class and creates students' participation in learning. Punishment also could make students become productive. The learning activities become more effective and would force students to be more active in participating in classroom and avoid punishment from the teacher. Punishment in classroom would enhance classroom learning environment also could

encourage students to reflect and understand their behaviors in classroom (Flicker & Hoffman, 2006).

The punishment given to the students should be applied in the right way. Punishment applied in teaching and learning activities for a certain purpose and equal to students' mistakes' level. Punishment also would increase the students' attention on the lesson. Besides that, it would stimulate and increase students' motivation to study. Therefore, punishment would increase the learning activities in the class and create students become productive students.

Previous Studies

From the study before that related with punishment have been conducted by Hanifa (2015). Hanifa investigates about the implementation of punishment in English class. Her research using qualitative research design, where the participants of her research include four students of High School in Ngaglik. The result of Hanifa's research about the punishments that implemented in English class at SMA Negeri 1 Ngaglik include reprimanding, giving a task, reducing point, seeing school guidance counseling, and leaving the class. In this research, it is also found that majority of the respondents' thought that physical punishment should not be given. In addition students expect that punishment which given by teacher should related with English lesson and give opportunity to students, not only to realize their mistake.

Another research has been investigated by Imawan (2016). In his qualitative research, he investigates about reward and punishment. Imawan conducting his research at English Education Department of Universitas Muhammadiyah Yogyakarta. It is because Imawan's research using qualitative research design, the participants of this study include four students. In the result, Imawan found that reward and punishment that given to students would cause some different effects. The effect of reward on students' motivation such as students of English Education Department of Universitas Muhammadiyah Yogyakarta become motivated to learn, more enthusiastically and more work hard. Reward also could increase students interest in a subject, because when students are rewarded, they would more exited and enjoy in learning. The last effect when students receive reward, students would repeat their performance because when teachers feel pleasant, teacher want students to do these performance again. Like the reward, punishment also give various impact on students such as punishment increase students' motivation to learn and work hard. The other impact is punishment make the students not repeating their wrong action. Third, punishments turned out to be not significantly influential toward student motivation in learning. The last is punishment could decrease students' motivation because sometimes students feel unfair with the punishment, so students feel depressed and upset.

Based on the previous study that related to this research are from Hanifa (2015) about the implementation of punishment in English class at SMA Negeri 1

Ngaglik and Imawan (2016) about students' perception to reward and punishment implemented at English Education Department of University Muhammadiyah Yogyakarta. Those two previous researches were qualitative research, so the scope of these study only include four participants. Therefore, the research study which use quantitative and only focus on the correlation between punishment and students' learning motivation may enrich the understudying on the field of punishment and motivation. In addition, study which only focus on the correlation between punishment and students' learning motivation in the English Education Department is does not exist yet. Therefore, the research about the correlation between punishment and students' learning motivation could be complementing the existing studies.

Motivation in English Language Learning

Definition of Motivation. Motivation plays a significant role in teaching and learning process. Without any motivation, it would be hard for people to be successful and reach the goal moreover, in the learning process. It is very important for students to make them keep the spirit and could reach their goal. Motivation is responsible for determining human behavior by energizing it and giving it direction (Dornyei, 2012). It would give direction to the people to decide choices and give more energy to reach the goal. Motivation would also directing human behavior to do some particular action and have effort on it (Dornyei, 2011).

Motivation is a series of effort in particular conditions that make someone want to do some activities for reaching the goals (Sardiman, 2004). It is dynamic change in person that have direct characteristic where the person's expectation, goal and willingness have been decided, acted and prioritized (Dornyei, 2011). People who have motivation not only imagine their goals and expectations. However, people who have motivation would plan their goals, decide their choices and directly act to reach the goal.

Types of Motivation. According to Dornyei (1994), there are two kind of motivations, intrinsic and extrinsic motivation. Extrinsic motivation are the one that individual perform to receive some extrinsic reward like good grades or to avoid punishments. Besides that, intrinsically motivation are internal reward like the joy of doing a particular activity or satisfying one's curiosity. Students' extrinsic motivation also comes from people around them, like parents, sisters, brothers, and friends. That is why people around the students have a role and should support for the students learning not only in school but also in their home. Based on Sardiman (2004), motivation have various types such as motivation looked by the basic shaped, physical motivation and spiritual motivation, intrinsic and extrinsic motivation. The other researchers also mention that motivation could be classified as intrinsic motivation and extrinsic motivation. According to Noels et al in Orio(2013), the shaper type of motivation is related to the joy of students' experiences in learning and external pressure on students such as rewards or punishments.

Intrinsic motivation is internal satisfaction when the person receives praises from other people. Intrinsic motivation also when an individual love to do and some certain activities because an individual feels that these activities are attractive and pleasant (Mahadi & Jafari, 2011). Based on Deci and Ryan in Dornyei (1994) intrinsic motivation is when students have natural curiosity and interest which is give energy for the students in their learning.

Based on Mahadi and Jafari (2011), “extrinsic motivation is an incentive activated by external factors such as good marks and getting reward”. According to Vansteenkiste, Lens, & Deci in Mahadi & Jafari (2011) external motivation is take part in activities because of the external reasons which are not related to the activities such as anticipation of reward or punishment, wants to be successful in exam and getting good mark.

Extrinsic and intrinsic motivation raised because of different factors. Intrinsic motivation is caused from students’ internal. The extrinsic motivation is motivation where person doing some activities with purpose to achieve target. Meanwhile, extrinsic motivation causes from things outside them. Intrinsic motivation is when person doing activities because he / she think that these activities is fun and enjoyable. Extrinsic or intrinsic motivation plays a significant role to make the learning process become success and students could get their optimal achievement. Extrinsic or intrinsic motivation have a big role because can be effective and it could be helpful factor in the process of learning (Sardiman, 2004).

Roles of Motivation in English Language Learning. The series of activities that done by the individuals usually factored from something that generally called motivation. Motivation would push the individual to do some activities (Sardiman, 2003). Motivation has important function in learning process, especially in learning English. Motivation usually involve planning the goal and implement those plans become actions that should be controlled (Dornyei & Ushioda, 2011). With motivation, the result of learning process could be more optimal and successfully. It would drive students to get their optimal achievement of their learning English and second, could encourage, determine of actions and select the actions.

The function of motivation is to determine of actions, which students should decide their goal that they must reach. It meant that students who motivated would have a good achievement and could decide their actions which make them could reach their goal in learning (Sadirman, 2004). Based on Rusyan; Kusdinar and Arifin (1992) motivation has role in learning process, such as motivation would give energy on students in learning process. Motivation would make the students to determine their activities that they have willingness to do. Motivation would give direction on students' attitudes and behaviors. Motivation also could develop speed in working and it would provide energy to person to do everything to achieve the goal (Rehman & Heider, 2013). Motivation would give energy to individual in working and when the individual energize to do some particular activities, these individual's performance would increase.

Factors Influencing Motivation. There are a lot factors that influencing students' motivation in learning. It is not only comes from students intrinsic, but the factors could come from outside of students. The students who lost their interest in learning could be called "demotivation". It meant that the expectations are unrealistic was caused by some reasons, for example a series of students' bad experiences in the past could reduce students self-confidence and motivation (Dornyei & Ushioda, 2011). The other factors that influencing motivation such as teacher giving grades, reward, competition, ego involvement, teacher give evaluation, knowing the result of study, praise, punishment, passion to learn, interest, and avowed purpose (Sardiman, 2004).

The factors influencing motivation include healthy environment, develop competition in students, rewards, responsibilities, chance to work in group, give praise when earned, excited, students interest in class, and give feedback (Rehman&Haider,2013). Good environment would motivate students in learning, for example teachers appreciate students during learning process and do not treat students in negative way. Competition also would motivate students to work hard in positive ways and increase their knowledge. Reward that are given to students who work hard would motivate them to defend their achievement in learning. Responsibilities that are given to students would develop the sense of motivation. Give chance to students to work in group would develop motivation in students because students are excited to do the task with their friends. Giving praise when students earning also have

significant effect on students' motivation, because students who working hard feel appreciated by the teachers. Excited and students' interest in the class also become important factor in students' motivation because teachers' way in teaching would determine students may be interest or may be getting bored. Sometimes during learning process there some students who are struggle so they feel less motivated and frustrated. In this situation, teachers have to help the students who have difficulties in learning and explain where is their wrong and they have to improve next time. After receive feedback from the teachers, students could be realized with their mistakes and motivated to be better in next time.

Conceptual Framework

Punishment is frequently used by teacher as a strategy to manage students' wrong behavior and as motivation tool. There are several types of punishment that is usually used by the teacher. Based on Bear (2010) such as “unpleasant verbal reprimands, proximity control for example standing near student, and taking away privileges like recess to much harsher forms such as suspension, expulsion, and removal to an alternative education program” (p.3). Punishments could cause different responses for students. In some cases, punishments effective to manage students' behavior and could motivate students. In other cases, punishment could decrease students' motivation and self-discipline. Many researchers have been investigate about reward and punishment only and students' motivation. However, the research about the correlation between punishment and students' learning motivation

was still limited. Therefore, it is important to investigate about the correlation between punishment and students' learning motivation. The place was located in English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014. The conceptual framework of this research could be described as follow

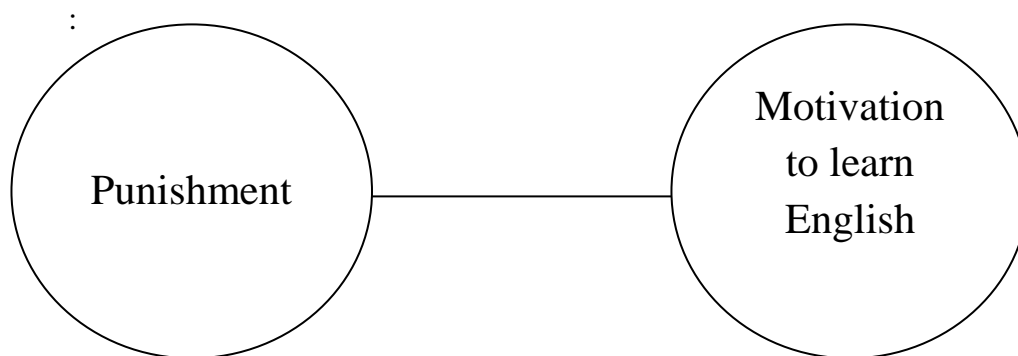


Figure 1.1 Conceptual Framework

Hypothesis

The main purpose of this research was to find out the correlation between punishment and students' motivation at in English Education Department of Universitas Muhammadiyah Yogyakarta. For this reason, there was hypothesis of this research that stated:

H1 = There is correlation between punishment and students' motivation