

Chapter Two

Literature review

This chapter discusses several important aspects that involve in the research. It presents the definition of several terminologies that are used in this research. It also discusses about several forms of punishment and followed by its advantages and disadvantages. Besides, this chapter includes review of some related studies. The last, it provides the conceptual framework of the research.

Definitions of the Terminology

Misbehaviour. Misbehaviour is one of the elements that cannot be separated from learning process. This becomes a problem that should be faced by each teacher. Misbehaviour actually is a common phenomenon in almost each subject area in educational setting (Ishee, 2004). In educational setting, misbehaviour is also well-known as misconduct, disruptive behaviour, or disciplinary problem. Sun and Shek (2012, p.1) argue that “misbehaviour is generally interpreted as disruptive and improper behaviour that adversely affects the order, teaching, and learning in the classroom.”

Misbehaviour brings negative effects not only to classroom environment but also to the students. Sun and Shek (2012) reveal that students' misbehaviour can make teaching and learning process unsmooth. It can disturb other students as well. Misbehaviour can disturb classroom time and cause distractions and stress both for teachers and administrators (Finn, Fish, and Scott, 2008). Misbehaviour also brings other harmful effects such as creating either discomfort or fear to the

class atmosphere, and disrupting teacher instruction and classroom functions. It can sometimes reduce the chance of graduating as well (Ishee, 2004).

Misbehavior takes numerous forms. It ranges from mild to serious infringement. The mild misbehaviour commonly remains unnoticed by the teachers. For instance, not paying attention while teacher is explaining and passing notes to friend silently are considered as mild misbehaviour. Meanwhile, misbehaviour can be defined as serious if it does not only interfere teaching and learning process but also disrupt other student activities in the classroom (Levin & Nolan, 1991). The example of serious misbehaviour is when students are talking with their classmates when teacher is explaining about lesson material.

Punishment. Punishment is one type of approaches that is used by teacher in order to correct students' misbehaviour or disruptive behaviour in the class. According to Arends (2008) punishment or penalty is used to emphasize any rules or procedures infringement. Punishment is commonly given in the classroom as the consequences of disruptive behaviour. As when we talk about learning process in the classroom, it nearly cannot be separated from various kinds of actions that might disrupt the learning process.

Implementation of Classroom Management

The implementation of punishment actually cannot be separated with classroom management. According to Ming-tak and Wai-shing (2008) classroom management can be defined as the ways how teacher can create good learning environment as well as manage the instructions successfully. Classroom management involves all the things that occur in the classroom during teaching

and learning process. It does not only include any procedures or rules implementation to discipline the students and classroom, but also how teacher set up their authority to create friendly and motivating lesson. In order to achieve good classroom management teachers should know how to treat positive behaviour from students as well as how to anticipate and manage any kinds of misbehaviour that might happen. Teachers should also know what students' needs are in the learning process and it is shown in the lesson they create which commonly encourages students to engage actively in the learning process.

There are various kinds of strategies that can be used by teachers in order to promote good classroom management. One of them is by setting up rules and routines in the classroom. Smith and Laslett (1993, p.17) define rules as "the boundaries for behaviour within a classroom." Rules show what students can and cannot do in the classroom. A good set of rules should be stated clearly and accurately about what become the boundaries of the permitted and non-permitted behaviour in the classroom. Not to mention about the consequences that they might get if they perform non-permitted behaviour. If a set of rules has been implemented in the classroom, teachers' credibility lay on its ability to make students follow the rules. Hence, the implementation of rules should be consistent and it should be applied equally to all students. If teachers are less convincing about the implementation of rules, students most likely will test the boundaries to know how far they can go through.

Besides implementing rules, establishing routines in the classroom become one of strategies to promote good classroom management. Smith and Laslett

(1993) state that routines are a set of activities in the classroom that help to minimize the confusion of learning to be more predictable order so it allows students to plans the works as well as anticipate activities in the classroom. Marsh (2012) says that establishing routines is required in each class in order to help complete the classroom activities more efficiently. The types of routines that are built in the class can be different from one another because they actually depend on the needs of the classroom itself. Hence, routines can be changed with the new routines due to their appropriateness for students and classroom condition. Involving students in the routines establishment is important to create routines that are suitable with students' need as well as make them more well-prepared in following the routines.

Forms of Punishment

Punishment can take various forms. Each of the form has different purposes to manage students' misbehaviour. One probably is given in order to show students that what they have done is wrong while the other is given by means that the students will not repeat misbehaviour in the future. Smith and Laslett (1993) reveal that punishment take three forms which are aversive consequences, response cost, and avoiding unofficial reinforcement.

Aversive consequences. An aversive consequence is a type of punishment which is involving something unpleasant given to the students. Some classroom activities can be considered as aversive consequences. For instance, students who perform misbehaviour in the class should answer several questions that are given by teacher. However, in order to make aversive consequence work effectively in

correcting students' misbehaviour, it should be administered soon after students perform any misconduct. Postponing aversive consequence will result on students thinking that misbehaviour they have done does not cause any unpleasant feeling.

Response cost. Response cost is a punishment that is administered if point system is used in the classroom. Reduction of point that has been collected is a consequence for students who perform any disruptive behaviour during the learning process. The purpose of implementation of response cost as punishment is showing the students about "what they should not do, as well as what they should do." (Smith & Laslett, 1993, p.110). In order to work effectively on managing students' misbehaviour, response cost should be socialized to the students before it is implemented in the classroom. Teacher should involve students to discuss about what kinds of misbehaviour that can cause losing points. It can be one of good methods that teacher can do to make students perceive punishment in more positive way. It is because involving students in regulations making in the classroom can give more rational reason behind the implementation of certain punishment.

Avoiding unofficial reinforcement. Avoiding unofficial reinforcement is another form of punishment that is believed by a number of researchers to be successful yet does not harm students psychologically. Unofficial reinforcement is commonly given by teachers whenever they find students perform disrespectful behaviours to them which can weaken their dignity and authority as a teacher.

If teacher prefer to use unofficial reinforcement to correct students' misbehaviour in the classroom, it will be more difficult for the teacher to correct

students' bad attitude using more positive and pleasant methods. Smith and Laslett (1993, p.111) state that "the most dangerous unofficial reinforcement is the way in which punishment rewards the teachers. It means that punishment that is given to students in order to discipline them tend to be subjective instead of following the rules that has been implemented in the classroom. For instance, student performs disruptive behaviour by teasing teacher. This kind of misbehaviour actually can weaken teacher authority in the classroom. To manage that kind of disruptive behaviour, teacher chooses to have battle argumentation with the disruptive student instead of showing that student the way he/she should respect the teacher. Instead of making the students know about what can and cannot be done to teachers, they tend to show their power in the classroom and use it to compel students' obedience.

Avoiding unofficial punishment can help the teachers to minimize any subjective forms of punishment. If students deserve to be punished, the administration of punishment should be done in calm way and relevant to the misbehaviour. A clear and non-ambiguous warning should also be given accordingly with the punishment in order to stop any disruptive behaviour. Some advices from the teachers about what should be done by students can be used to support the warning. Besides, it provides the solution for students in order to cope with the misbehaviour that they have done.

Advantages and Disadvantages of Punishment Implementation

Even though punishment is commonly used in the classroom but it is actually the last action that teacher could do to discipline their students as

punishment lead to some drawbacks to students. As stated by Brown (2007) that a punishment is probably useful for limiting undesired responses temporarily but it cannot completely remove the appearance of misbehaviour for a long term.

Punishment can bring both advantages and disadvantages to students in terms of physical and physiological status. However, many researchers believe that punishment offers more pitfalls over the benefits. From those reason, the majority of educators these days really concern with the use of punishment as it may show counterproductive result on students (Ching, 2012).

Advantages of punishment implementation. Punishment is actually given to students because it offers some benefits. Punishment is considered as a good method to change students' behaviour. Students who receive punishment will most likely realize their mistake and promote better behaviour in the learning process. As any disruptive behaviour can lead to punishment, students will be more aware about their attitude in the classroom and take responsibility of every action that they have done. Another good point of punishment is that it sometimes can motivate students to improve their learning. For instance, one form of punishments which is given by teacher is asking students so to do task related to lesson subject such as speaking in front of the class. This condition can motivate students to do well in speaking in order to avoid further punishment.

Disadvantages of punishment implementation. Alongside with its advantages, punishment also brings disadvantages. The drawbacks of punishment implementation not only can be felt by the individual who is punished but also those who give punishment. McDermott (2001, p.403) argues that "punishment is

morally troubling because it is almost always causes human suffering.” Punishment could affect the psychological state of the students as stated by Ching (2012, p.30) states that “punishments tend to generate anger, defiance, and a desire for revenge.” It is in line with Yuan and Che (2012) who assert that punishment may cause fear and anxiousness to students as well as make other students afraid of being punished from similar mistakes. It will turn even worse for shy students since “shy individuals will show a longer latency to potential punishment” (Hardin, Perez-Edgar, Guyer, Pine, Fox, & Ernst, 2005, p.701).

The implementation of punishment also makes students have wrong perception about the punishment itself. They might be thinking that teachers have their own way by hurting students and copy them in throwing their authority in the classroom to solve the problems (Smith & Laslett, 1993). Besides, punishment can harm the relationship between students and teachers. Students who feel threatened by punishment commonly will show aversion to communicate with teacher. Both of them will be trapped in a situation of dislike feeling. If it happens, it will be hard for positive interaction to be developed between student and teacher.

Review of Related Researches

There were many researchers that involved punishment as the main problem. Some of them tried to disclose the consequences of punishment implementation toward students. One of the researches was conducted by Kusmiyati (2012) entitled “*Pengaruh Pemberian Hukuman terhadap Prestasi Belajar Pendidikan Agama Islam Siswa Sekolah Dasar Negeri Ngargosari*”

Kajoran Kabupaten Magelang Tahun Ajaran 2011/2012". This research aimed to know about the methods used by teacher in giving punishment to students who perform infrigemnets and to analyze the effect of punishment toward students studenst' learning achievement in SD N Ngargosari. The result of this research revealed that punishment can improve students' achievement in the learning process. This research presented the marks of students before and after they received punishment.

Another research was conducted by Sheffield-Coley (2009) entitled "*The Relationship among The Use of Corporal Punishment, Office Discipline Referrals, In-School Suspensions, and Out-of-school Suspensions on Middle School Students Achievement in a Georgia School System*". This research aimed to provide evidence that discipline and academic achievement was inversely related. The result of the research showed that the use of corporal punishment was not effective to stop students committing the same misbehaviour. In the result, it was stated that some participants kept receiving the punishments for the misbehaviour that they commit.

Conceptual framework

Punishment is frequently considered as effective method to manage students' misbehaviour in the classroom. On its implementation, punishments can take various forms. Smith and Laslett (1993) divided punishment into three forms which are aversive consequences, response cost, and avoiding unofficial reinforcement. Besides, punishment can cause different responses for students. The responses to punishment become major problem in educational setting and

many researchers have conducted research about it. However, there are still few researchers that conduct a research about the implementation of punishment through students' perception. Hence, a research about punishment implemented in English class at SMA N 1 Ngaglik in academic year of 2014/2015 is important to be conducted. The conceptual framework of this research can be described as follow:

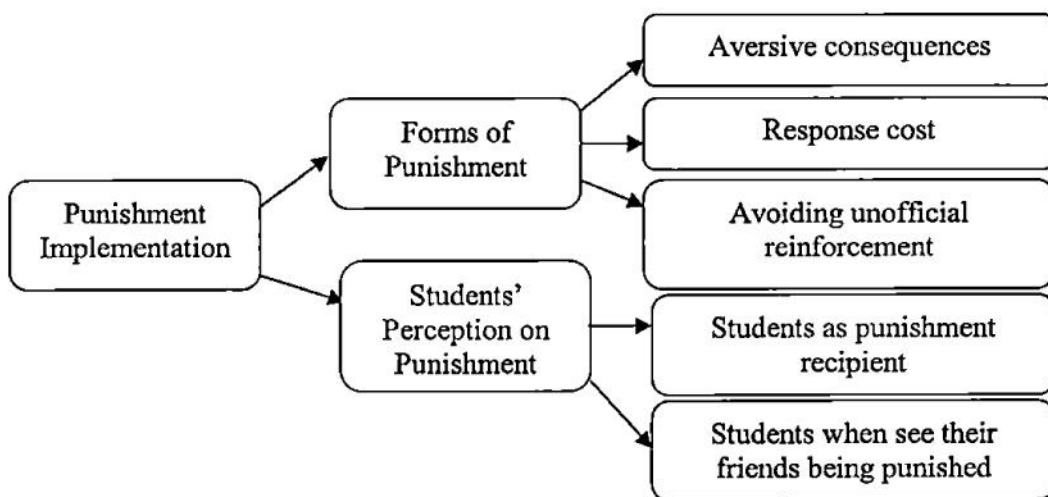


Figure 1. Conceptual Framework