Chapter Four

Findings and Discussion

This chapter explains the findings of this research based on the data that have been collected using interviews. This chapter consists of three main factors that will be elaborated. They are 1) The implementation of punishment in English class, 2) Students' perception towards punishment implemented in English class, and 3) The advantages and disadvantages of punishment implementation in English class.

The implementation of punishment in English Class

The implementation of punishment in the class including English class was commonly formed through class agreement which was often made in the beginning of the semester. Class agreement contained an agreement from both subject teacher and students about disruptive behavior in the class and its consequences.

Classroom agreement. The first question asked in the interview was to know whether there was a class agreement implemented in English class or not. The research found out that class agreement was commonly implemented in English class at SMA Negeri 1 Ngaglik.

Three respondents said that there was a class agreement in English class. It was indicated by Wina as follow:

Actually, there was a class agreement which was made. In the beginning of the term, there was no class agreement but the teacher suddenly said if student came late, students had to quit the class. [Translated from original interview]
Meanwhile, Bayu said that there was no class agreement in English class. He said that the punishment which was implemented in English class was actually based on the school law of order.

Class agreement was considered important. Marsh (2008) contended that it was important to establish routines in the classroom so that all the activities in the class could be completed in efficient time. It was similar with what being stated by Smith and Laslett (1993) that by implementing rules in the class teacher could promote better classroom management. Class agreement served several purposes such as to inform students the boundaries about what are permitted and not permitted in the class. Besides, it showed the students about the consequences they needed to be aware about when they do the not-permitted ones.

Setting up the class agreement became one of the ways that teacher could do to make rules in the class. The existence of class agreement could help teacher to minimize the chance of misbehaviour occurring since teacher was commonly not possible to divide his attention for all students. Smith and Laslett (1993, p.35) asserted that “establishing a few number of essential rules and clarifying what is acceptable conduct to avoid problems arising.” However, it is important to note by teacher that rules implemented in the class should not be either too excessive or too formal and authoritative since it can make students do not respond the teachers positively (Marsh, 2008). This situation can lead to unfriendly classroom climate.

This research also revealed students' involvement in the class agreement making process in English class at SMA Negeri 1 Ngaglik. The research disclosed
that students were not involved in the class agreement making process as can be seen from the Wina’s statement below:

Teacher did not give tolerance for students and decided by herself.

[Translated from original interview]

Rio stated that the teacher involved the students in the class agreement making by asking them whether they were agree or disagree with the types of punishments which were included in the class agreement but did not accept students’ suggestion. It could be seen in the statement below:

Teacher only asked whether students were agree or disagree but refused students’ suggestion. [Translated from original interview]

Meanwhile, Lia said that teacher gave students a chance to state their opinion about types of punishment for the classroom agreement.

Students were given the chance to decide the misbehaviour that should be included in the class agreement. [Translated from original interview]

It was very beneficial for teacher to make a plan beforehand about kinds of rules and its consequences that would like to be implemented in the classroom. According to Marsh (2008) it would be more useful for teacher to decide the rules that were required to support daily basis classroom activities. The rules might cover when the class should be started, allowed and disallowed behaviours during the learning process, and other classroom activities.

It was considered necessary for teacher to involve students in class agreement making. Teacher’s endeavour to involve students in class agreement making could be either deciding the rules together with the students or asking the
students to modify the rules teacher had been planned. Teachers commonly took benefit of particular time within the beginning of the school year to decide the rules would like to be implemented in the class with their students. Involving students in class agreement making made students more ready in receiving the punishment whenever they committed misbehaviour since they had a chance to decide the types of punishment. Besides, students’ involvement in the class room agreement making could develop the ownership feeling of students to the rules. By having that ‘ownership feeling’, students were more prepared to follow the rules (Marsh, 2008). It was strengthened by the opinion from Kusmiyati (2012) which stated that punishment which was implemented in the class should be agreed by both parties since if students did not know the condition that leaded them to receive punishment, they would not ready to receive it.

**Forms of punishment.** Class agreement contained types of misbehaviour that were not permitted to be done during the learning process and the consequence for each type of misbehaviour that should be received by those who perform it. Through the statements in the interviews, the research found out several forms of punishment as the consequence of different types of misbehaviour that were included in class agreement in English class at SMA Negeri 1 Ngaglik as stated below.

If the teacher did not come to the class, students should do the assignment which was given. Students who did not do the assignment would be assumed that they did not attend the class. [Translated from original interview]
Students were not allowed to go to the bathroom during learning process. If students went to the bathroom they were prohibited to enter the class. [Translated from original interview]

Students who left the class during learning process were not allowed to enter the class again. [Translated from original interview]

Students who played around during the learning process would be given with point reduction which worth -3. [Translated from original interview]

Lia said other points that are included in the class agreement.

Students who ate and drank should be finished outside before entering the class. [Translated from original interview]

There was duration when going to bathroom. It ranged from 5 to 10 minutes. [Translated from original interview]

Besides punishments which were included in the classroom agreement, there were other forms of punishment which were used by teacher as strategies to treat any possible misbehaviour appear in the learning process beyond what had been stated in the class agreement. In the interview, respondents mentioned several punishments that were given by their English teacher due to misbehaviour that occurred in the classroom.

Punishment which was given by teacher was speaking in front of the class. [Translated from original interview]

If students refused to do so, teacher would ask the students to write text for speaking. Then, it should be submitted. [Translated from original interview]
Sanctions which were given to the students were reprimand and asked to go to school guidance counselling. [Translated from original interview]

If reprimands did not work, student is asked to leave the class. [Translated from original interview]

Students were asked to do task in the whiteboard. [Translated from original interview]

Reprimand was given in English class at SMA N 1 Ngalik as the first strategy that was used by teacher to deal with misbehaviour. Reprimand was commonly given to treat mild misbehaviour such as speaking in loud voice during the class. Reprimand was considered as verbal communication method that could be used by teacher to manage misbehaviour. Sometimes reprimand could turn to be judgmental. Hence, it harmed students’ psychological instead of changed their behaviour. That was why; there were some important points to note by teacher when giving reprimands to students. Reprimands should be delivered in logical and informative language so that students could receive it in more positive way (Marsh, 2008). Teacher should avoid any use of sarcasm and cynical words.

Another strategy which was used by teacher to deal with students’ misbehaviour in the class was by giving tasks as punishment. The tasks were related to the English subject such as answering questions in the whiteboard and speaking in front of the class. The last strategy which was used by teacher to deal with misbehaviour was by asking the students to leave the class. Students were asked to leave the class when they refused to do previous punishment or performed severe misbehaviour in the class.
Several forms of punishment in which were implemented in English class at SMA N 1 Ngaglik could be categorized based on the forms of punishment proposed by Smith and Laslett (1993). However, there were also some forms of punishment which could not be included in the categorization.

**Figure 2. Forms of Punishment**
Misbehaviour. Punishment was given as the consequence of misbehaviour. In English class at SMA N 1 Ngaglik, there were also several types of misbehaviour which possibly leaded to punishment. The respondents mentioned several examples of the misbehaviours that commonly emerged in their class as seen in the statements below:

There was a student who buying snacks during learning process.
[Translated from original interview]

Students did not write down the material during the learning process.
[Translated from original interview]

The other respondents stated different types of misbehaviour that usually appear in their class.

Students were speaking with loud voice. [Translated from original interview]

Students walked in the class without apparent reason. [Translated from original interview]

Students cheated in the exam. [Translated from original interview]

There were numerous factors that could trigger students to perform misbehaviour. Going to toilet, buying snack, and walking during the learning process, for instances, happened since students did not meet their physiological need in the classroom. According to Levin and Nolan (1991) physiological need was one of important prerequisites that should be provided by both old and new schools. Going to toilet naturally became the need of every person as the result of physiological process in the human body. Too much drinking in the morning for
instance, might lead some students to go to toilet more frequent than majority of others normally did. Inadequate time for having meal was also considered of the factor which caused misbehaviour to meet physiological need. Some students might eat too early or even skipped their breakfast. This condition created a number of students who were hungry more often so that they paid less attention during the learning process. As for students who liked to walk and speak during the learning process were the examples of misbehaviour which emerged since students did not meet their physiological need of movement activity.

Misbehaviour which happened in the class varied from the mild into the serious infringement. Mild misbehaviour did not affect the learning process and teacher usually only needed to give simple reprimand or asked the students to do a task to make them remained focus in the learning process. The examples of mild misbehaviour was not paying attention to teacher explanation and daydreaming.

Misbehaviour which occurred in the classroom could be categorized into discipline problems and motivational problems. The categorization of behaviour problems helped to define the types of misbehaviour that could disrupt class environment. Levin and Nolan (1991, p.22) stated several definitions of discipline problems which include: “1) interferes with teaching act; 2) interferes with the rights of other to learn; 3) is psychologically or physically unsafe; or 4) destroys property.” The examples of misbehaviour which were considered as discipline problems such as running in the class, throwing stuff, speaking with loud voice in the class during learning process. To manage types of serious misbehaviour, teacher usually used more severe consequences in order to show
When receiving punishment I did not feel regret since I could not hold to go to the bathroom. However, teacher did not allow the students to enter class. [Translated from original interview]

I felt regret when receiving punishment. [Translated from original interview]

I felt fine when receiving punishment. [Translated from original interview]

Lia did not state what she felt when receiving punishment since she had never got any punishment in English class.

Students' feeling when seeing their friends being punished. Punishment which was given during the learning process not only affected the students who received but also other students who look their friends being punished. Students might have different perception when they saw their friends being punished by teacher. This research disclosed how students feel when they saw their friends received punishment. The majority of participants said that they felt fine when seeing their friends received punishment since they thought their friends deserved to get it. However, Lia felt both fine and sad when seeing their friends being punished since they missed the exam.

I feel fine when there is a friend being punished since he deserves to get it. [Translated from original interview]

I felt fine when my friend is punished. [Translated from original interview]

I felt sad but sometimes also felt fine since they are wrong. [Translated from original interview]
Friends who received punishment could not join the exam and memorization activity [Translated from original interview]

Advantages and disadvantages of punishment implementation in English class.

Punishment which was implemented in English class offered both advantages and disadvantages. These were advantages and disadvantages of punishment implementation based on the participants' perception.

Advantages of punishment implementation in English class. The advantages of punishment in English class were making students and more discipline and creating better class environment. This research disclosed several advantages of punishment implementation in English class at SMA Negeri 1 Ngaglik. Participants commonly said that punishment implementation in English class was able to make better class environment and more discipline students. The advantages of punishment implemented in English class can be seen from the statements below:

The advantage of punishment was students were more discipline.

[Translated from original interview]

The advantage of punishment implementation was students could respect teacher who were explaining. [Translated from original interview]

The wrongdoers could reflect their action and realize their mistake.

[Translated from original interview]

Bayu thought that the punishment implemented in English class did not bring any advantage.
There was no advantage of punishment implementation since students kept repeating the infringements. [Translated from original interview]

**Disadvantages of punishment implementation in English class.** The implementation of punishment in English class still had some disadvantages. Hence, the misbehaviour kept appearing even though the disruptive students had been punished. There were several reasons that caused this situation. This research found out different opinions from the participants. Rio and Bayu said that level of punishment became one of the factors that make the misbehaviour kept appearing in English class. They said that the punishment was less severe.

However, Lia stated that inconsistency of punishment implementation played role in making the misbehaviour kept repeating as can be seen in the interview.

The disadvantage of punishment implementation in the class was that the punishment did not work well due to the more number of students who committed infringements. [Translated from original interview]

Punishment did not work well due to characteristic of students which the more being restricted, the more they infringed. [Translated from original interview]

The disadvantage of punishment implementation was the punishment was less stern. [Translated from original interview]

The disadvantage of punishment implementation was that it was less assertive. [Translated from original interview]

The level of punishment implemented should be more severe but did not include any physical punishment. [Translated from original interview]
The disadvantage of punishment implementation was it was less assertive and the implementation was inconsistent. [Translated from original interview]

Whatever the types of punishment were, either they were decided by the teacher herself or involved students participation, students commonly would need time to be accustomed to it. The most important point to note by teachers related to punishment implementation was that the punishment needed to be applied consistently. There was nothing more demoralising for students to find out that their teacher was inconsistent in implementing the punishment and did not apply the punishment to all of students (Marsh, 2008).

Types of punishment that included in the class agreement implemented in English class at SMA Negeri 1 Ngaglik were decided by the teacher. However, those punishments still have some disadvantages which could be seen from the similar misbehaviours which were still committed by students. This research tried to gather the examples of punishment which they thought it was relevant to be applied in English class to manage students’ misbehaviour. Wina suggested that punishment that more related to the English subject was more relevant in English class. For instance, teacher could ask students to write English vocabularies. Rio mentioned that making statement letter which stated that the students would not commit similar misbehaviour was more suitable. Meanwhile, Bayu suggested that teacher should work with school guidance counselling to deal with disruptive students like what had been stated in the interview.
The relevant punishment that was implemented should be suitable with infringement which is committed. [Translated from original interview]

The example of punishment which could be implemented for instance, if there was a student who played truant, students should write English vocabularies. [Translated from original interview]

Punishment which was associated with lesson was more suitable to be implemented instead of physical punishment since physical punishment could trigger students to commit more infringements. [Translated from original interview]

Rio had different suggestion which disruptive students should make statement letter that declared they would not repeat their mistake.

Punishment which was relevant to be applied was making statement not to commit any infringement. [Translated from original interview]

Bayu and Lia gave different suggestions by involving the third party such as school guidance counsellor and parents in the implementation of punishment.

Involved the role of school guidance counsellor, if the students who had received punishment kept committing infringements. [Translated from original interview]

The example of punishment which could be implemented in the classroom was by giving warning letter, if it kept committed teacher needed to have a talk with parents. [Translated from original interview]

When participants asked to give their opinion about relevant punishment that should be implemented in English class, Wina reported to use punishment
which was more related into English subject instead of using physical punishment. This kind of punishment was beneficial for students since it did not only make students realizing their mistake but also provided them opportunity to learn more about the subject. It was supported by Smith and Laslett (1993) who argued that a good punishment should change the behaviour of the students. It was quite similar with what stated by Ching (2012, p.30) that positive punishment “should promote positive behaviour and regular attendance.”

Bayu and Lia said that teacher should include the role of third-parties in the implementation of punishment in the class. This research reported two third-parties from the participants’ statements which were school guidance counsellor and parents. Every school usually had school guidance counsellor which worked with studentship. One of the functions of school guidance counsellor was assisting students who had problems not only at school but also home. School guidance counsellor also helped school in asserting school rule of order. Hence, school guidance counsellor helped monitoring the implementation of punishment in the classroom so that it remained on the right track. Besides, if there was any infringement happened in the class, school guidance could help teacher giving the right consequence for students based on what stated in school rule of order. According to Ching (2012) punishment was more likely to work well if its implementation was based on school principles. It was because the purposes of school principles were improving students’ learning behaviour and made students to take responsibility of every action they do. Besides, punishment system which
based on school principles had more powerful consequence as it was commonly stated in the school rules of order.

Another third-party that could help teacher in the implementation of punishment was parents. Parents were able to help teacher in monitoring the students. Parents also could instil to their children to promote good behaviour in the learning process. Marsh (2008, p.186) argued that “parents can make major contribution by reinforcing desirable school behaviour.” It is in line with (Astone & McLanahan, 1991; Fehrman, Keith, & Reimers, 1987) cited in Stewart (2003) who stated that involving parents in the punishment system can encourage and force proper attitude of students such as promote less anti-social behaviour and have better behaviour related to academic achievement.