

Chapter Five

Conclusion and Recommendation

This chapter consists of two parts namely conclusion and recommendation. The first part presents the conclusion of the data that has been explained in the previous chapter. The second part provides the recommendations which are related to this research.

Conclusion

Based on the opinions stated by the respondents in the interview, it could be concluded classroom agreement was implemented in English class at SMA N 1 Ngaglik. The class agreement included a number of punishments which were decided by the teacher.

There five forms of punishment implemented in English class at SMA Negeri 1 Ngaglik. The punishment included reprimand, giving a task, point reduction, seeing school guidance counselling, and leaving the class. The level of punishment might vary based on infringement committed. It could be mild punishment such as reprimands and being asked to do a task when students playing around when the teacher was in the middle of teaching. However, the more severe punishment such as leaving the class was given to the students who did not respect teacher's reprimands or went to the bathroom during teaching and learning process.

This research also revealed how students perceive punishment that was implemented in English class at SMA Negeri 1 Ngaglik. It was categorized into two points of view which were how was students' feeling as punishment recipient

and when saw their friends being punished. The majority of participants who had ever received punishment felt fine and did not show big deal with that. They also thought that those who received punishment deserved to get it. This research disclosed the disadvantages of punishment implemented in English class. It could be concluded that the disadvantages of punishment was due to inconsistency of punishment implementation itself and the level of punishment which was less severe.

Besides, this research revealed that the majority of respondents' thought about physical punishment should not be given since it tended to generate intention to take revenge from students. Instead, this research also disclosed students' expectation that punishment which was related with English lesson was considered better since it provided an opportunity for students not only to realize their mistake but also to learn.

Recommendation

Students. Students actually should obey the rules or class agreement that had been set up together. Students should have high awareness about the implementation of punishment itself so that whenever they received it they would truly realize about their mistake and would not do it again in the next occasion.

Teachers. Consistency played important role in the punishment implementation. Hence, teacher should apply the punishment for all the students who perform misbehaviour. If the teacher only gave punishment for some students, students might think that teacher was not serious in implementing the punishment as well as showing that punishment did not have strong power as misbehaviour's

consequences in the classroom. Besides, teacher could give more severe punishment to disruptive students if the mild ones did not work as long as it did not include any physical punishment.

Schools. School should monitor the implementation of punishment in the class and work together with guidance counsellor to deal with disruptive students. The role of guidance counsellor was very important not only in helping teacher to treat the misbehaviour students but also to avoid potential arbitrariness from teacher to students in punishment implementation.