

**PUNISHMENT IMPLEMENTED IN ENGLISH CLASS  
AT SMA NEGERI 1 NGAGLIK  
IN ACADEMIC YEAR OF 2014/2015**

*A Skripsi*

Submitted to the Faculty of Language Education  
in Partial Fulfilment of the Requirements for Degree of  
*Sarjana Pendidikan*



Written by:

Annida Hanifa

20110540075

**English Education Department  
Faculty of Language Education  
Universitas Muhammadiyah Yogyakarta**

**September 2015**

Universitas Muhammadiyah Yogyakarta

Faculty of Language Education

Department of English Education

We hereby approve the *Skripsi* of

Annida Hanifa

20110540075

Candidate for the degree of *Sarjana Pendidikan*

September 1<sup>st</sup>, 2015

Sri Sudarsi, S.S., M.InT.

The *Skripsi* Supervisor

September 1<sup>st</sup>, 2015

Noor Qomaria Agustina, S.Pd., M.Hum.

Examiner 1

September 1<sup>st</sup>, 2015

Sri Rejeki Murtiningsih, S.Pd., M.Ed., Ph.D.

Examiner 2

Yogyakarta, September 1<sup>st</sup>, 2015



Gerdrovono, S.Pd., M.Pd.

Faculty of Language Education

### Author's Declaration of Originality

I hereby certify that I am the sole author of this *skripsi* and that no part of this *skripsi* has been published or submitted for publication.

I certify that, to the best of my knowledge, my *skripsi* does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotation or any other material from the work of other people included in my *skripsi*, published or otherwise, are fully acknowledged in accordance with the standard referencing practice.

I declare that this is a true copy of my *skripsi*, including any final revision, as approved by my *skripsi* committee and the Faculty of Language Education and that this *skripsi* has not been submitted for a higher degree to any other University Institution.

Yogyakarta, September 1<sup>st</sup>, 2015



Annida Hanifa  
NIM. 20110540075

## Acknowledgement

*Whither then will you go? (81:26)*

*In the Name of the Very First, the One Who created the beginning, and the One Who decided the end.*

All praises and thanks be to Allah SWT, the Most Beneficent, the Most Merciful.

Peace be upon Muhammad SAW, the chosen one, the last messenger of Allah.

To write this acknowledgement is unexpectedly difficult. To mention all the names that have made these 4-years fantastic and meaningful is far from easy, not only because of their numbers but also their supports which are really helpful for me. All I can do is just trying to write these shorts list and hope the best future for all of you.

1. To Mr. Gendroyono, S.Pd., M.Pd. as the Dean of Faculty of Language Education and Mrs. Sri Sudarsi, S.S., M.InT. as the Head of English Education Department, as well as all lecturers and staffs who have worked so hard every day for the best of this educational institution.
2. To Mrs. Sri Sudarsi, S.S., M.InT. as my thesis supervisor. Gratitude is never enough to repay all of your helps, supports, suggestions, cares and motivation during this thesis making. I would like to express my gratitude to Mrs. Noor Qomaria Agustina, S.Pd., M.Hum. as my first examiner and Mrs. Sri Rejeki Murtiningsih, S.Pd., M.Ed, Ph.D. as my second examiner in thesis defense who have given many assistances, advises, and suggestions for this thesis.

3. To SMA N 1 Ngaglik, especially students of X B, who were willing to become participants in this research. This thesis will never be completed without your helps.
4. To my father, Ngadani who always gives a lot and expects nothing and my mother, Rukoyah, who always becomes the one who understands me the most, thank you for being the best parents. I would also thank to my siblings Linawati, Anna Rohayati, Bambang Azis Setiawan, and Indria Nur Sofiana for always support their little poor sister.
5. To my best friend Elisa, thank you for being a very nice friend and sister who always supports and cheers me.
6. To Fitria Dwi Marta Irianti, Rini Maliha and Rizka Puspitasari for becoming amazing best friends, as well as Hendras Ayu Wulansari, Puji Astutik, Winda Silviana and the rest members of Muda Belia who become unbelievable classmates.
7. To all members of EDSA and BEM FPB UMY, for giving me a place and opportunity to learn a lot of things.
8. To the members of KKN Pakis Dlingo and PPL SMA Muhammadiyah 5 Yogyakarta, for all cheerful moments we spent together.
9. To all other people I met who directly or indirectly made a better person.

Finally, I hope this thesis can be useful for you as reader and those who want to carry out similar research. I also hope that this thesis can give contribution to the improvement of English teaching and learning.

Annida Hanifa

### Abstract

Punishment is considered as one of the effective methods in managing misbehaviour in the classroom which has become the main problem in educational setting for many years. The research aims to investigate kinds of punishment and students' perception toward punishment implemented in English class. This research used qualitative research methodology. This research used interview guideline as instrument to collect the data and a cellphone to record the interview. There were four students, two males and two females, who participated in this research. Those students filled informed consents to know their rights as participant of the research. To analyze the data from the interview, this research used open coding, axial coding and selective coding. The result of this research showed that there were several types of punishment implemented in English class at SMA N 1 Ngaglik. The level of punishment implemented in English class varied based on the infringement committed. Besides, this research revealed that the majority of students felt fine when receiving punishment or seeing their friends being punished. The reason was because the disruptive student deserved to be punished. This research also revealed that the disadvantages of punishment implementation in English class were due to the inconsistency of the implementation itself and the level of punishment which was less severe. Another finding of this research indicated that the majority of respondents disagreed with the implementation of physical punishment in the class since it inclined to generate intention to take revenge from students.

*Keywords:* perception, punishment, misbehaviour, infringement

## Table of Contents

<b>Cover .....</b>	<b>i</b>
<b>Approval Page .....</b>	<b>ii</b>
<b>Author's Declaration of Originality .....</b>	<b>iii</b>
<b>Acknowledgement .....</b>	<b>iv</b>
<b>Abstract .....</b>	<b>vi</b>
<b>Table of Contents .....</b>	<b>vii</b>
<b>List of Figures .....</b>	<b>x</b>
<b>Chapter One: Introduction .....</b>	<b>1</b>
Background of the Research .....	1
Statement of the Problem .....	4
Limitation of the Research .....	5
Research Questions .....	5
Objectives of the Research .....	6
Significance of the Research .....	6
Outline of the Research .....	6
<b>Chapter Two: Literature Review .....</b>	<b>8</b>
Definition of Terminology .....	8
Misbehaviour .....	8
Punishment .....	9

Implementation of Classroom Management .....	9
Forms of Punishment .....	11
Aversive consequences .....	11
Response cost .....	12
Avoiding unofficial reinforcement .....	12
Advantages and Disadvantages of Punishment Implementation .....	13
Advantages of punishment implementation .....	14
Disadvantages of punishment implementation .....	14
Review of Related Researches .....	15
Conceptual Framework .....	16
<b>Chapter Three: Methodology .....</b>	<b>18</b>
Research Design.....	18
Participants and Setting.....	18
Participants.....	18
Setting.....	19
Data Collection Method .....	19
Data Gathering Instrument.....	20
Data Analysis .....	20
<b>Chapter Four: Findings and Discussion .....</b>	<b>21</b>
The Implementation of Punishment in English Class .....	21



Classroom agreement.....	21
Forms of punishment .....	24
Misbehaviour .....	28
Students' perception toward punishment implemented in English Class .....	30
Students' feeling as recipient of punishment.....	30
Students' feeling when seeing their friends being punished.....	31
Advantages and Disadvantages of Punishment Implementation in English Class .....	32
Advantages of punishment implementation in English class .....	32
Disadvantages of punishment implementation in English class .....	33
<b>Chapter Five: Conclusion and Recommendation .....</b>	<b>38</b>
Conclusion.....	38
Recommendation.....	39
Students.....	39
Teachers .....	39
Schools.....	40
<b>References.....</b>	<b>41</b>
<b>APPENDICES .....</b>	<b>xi</b>

## List of Figures

<i>Figure 1. Conceptual Framework</i> .....	17
<i>Figure 2. Forms of Punishment</i> .....	27