

# **CHAPTER I**

## **INTRODUCTION**

### **A. Rationale**

The ability to communicate verbally distinguishes human being among all other creatures. Even apes, the smartest primate after human, can only use signs and simple sounds to show their feelings while people all around the world have uncountable languages used in their daily interactions. It is pretty much interesting to know how a man could speak in a language or more and it is much more challenging to know how to teach the languages effectively. How the language is acquired, learned, and taught are the main concern of language experts and researcher. One of the theories and believes in learning is Behaviorism Theory. This theory deeply influenced education and was widely practiced in schools in 19th century. This theory is characterized by the relationship between response and stimulus. In other word, this theory answer the question “if teachers give them a specific treatment (stimulus) will students learn better or study harder (responses)?” So, to answer this question the experts will test some treatments to some subjects (students) in order to find an effective treatments to condition subjects into expected behavior.

Punishment, a disputable technique is found in this theory. Punishment was a familiar technique in teaching and learning activities. It refers to methodically giving an undesired situation to students. The intention is to discipline or reform a wrongdoer. Or else, to deter attitude or behavior deemed

unacceptable. Some experts say that punishment is symmetrical to reinforcement.<sup>1</sup> Others believe that punishment is not as effective as reinforcement (or rewards). Some non behaviorists strongly criticize this technique since it could negatively affect students' mentality in their future. However, we can't deny that it is still widely practiced in classrooms.

Prophet Mohammad, peace be upon him, regarding children education has permitted punishing the kids who are indolent to do obliged prayers in of his hadits:

مُرُوا أَوْلَادَكُمْ بِالصَّلَاةِ وَهُمْ أَبْنَاءُ سَبْعِ سِنِينَ وَاضْرِبُوهُمْ عَلَيْهَا وَهُمْ أَبْنَاءُ عَشْرِ سِنِينَ وَفَرِّقُوا بَيْنَهُمْ فِي الْمَضَاجِعِ<sup>2</sup>

It states an explicit order to punish children's misbehavior. However, it also shows a clear restriction that the punishment should only applied if the kid is old enough to understand that sentence is not meant to hurt him, but only as the consequence of his misbehavior.

Islamic education sets a high value of love and understanding in educating children. Ulwan said that there are four important methods in humanizing brood. They are modeling, habituating, advice, and punishment. He also added that punishment, must be the last option or only for a very bad behavior.<sup>3</sup> There must be pure educational purpose in punishing, not to make the subject suffers

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<sup>1</sup>Per Holth, "Two definitions of punishment." *Behavior Analyst Today*, 2005 FindArticles.com. 18/06/2010.

<sup>2</sup> Abu Daud Sulaiman Ibn al-Asy`as as-Sijjtani, *Sunan Abu Daud*, (Beirut; Daral Fikri, 1414-1994), vol. 1, p. 185.

<sup>3</sup> Abdullah Nashih Ulwan, *Tarbiyatul Aulad Fil-Islam*, translated by Saifullah Kamalie and Hery Noer Ali, *Pedoma Pendidikan Anak Dalam Islam*, (Semarang: As-Syifa, 1993), p. 372-387.

uncomfortable consequences, feels pain, or humiliated. If hitting the child is needed, the punisher should avoid sensitive places such as face, head, and vitals.

Punishment is necessary in some cases and circumstances. In order to be effective, the following factors in punishment must be present. First of all is immediacy, punishment must occur immediately after the behavior. Too much delay makes any future punishment random and not tied close enough to the behavior that needs to be decreased.

The second one is accuracy; the punishment must reasonably fit the crime. it has to be strong enough to stop the undesired action, but not overwhelming so that it doesn't bring unnecessary frustration to the punished student.

The last one is consistency. Every punishment must consistently follow every instance of the behavior to be reduced. As Skinner noted in his research, punishing behavior only occasionally is not an efficient way to decrease the likelihood of behavior. A child who is punished for hitting needs to be punished every time he/she is caught doing it, otherwise the punishment does not work to reduce the occurrence of this behavior.<sup>4</sup>

Punishment is a common technique used in Islamic boarding schools all over South Kalimantan. The punishments there fulfills the three requirements mentioned above; immediacy, accuracy, and consistency. It seems highly potential to be an effective way to behave the students. Teachers usually employ it to discipline students. In some Islamic boarding school, punishment becomes a preferred way to condition students' speaking behavior, beside to discipline them.

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<sup>4</sup> B.F. Skinner, *Science and Human Behavior*, (np.: The B.F.Skinner Foundation, 2005), p. 74.

In other word, this is what teachers and seniors do to force them to speak in English or Arabic.

The writer is interested in how much it influences the students' speaking skill. It is fascinating that almost all of students of Islamic boarding schools (especially modern Islamic boarding school) are great foreign language speakers. As we can see at Antasari State Institute of Islamic Studies (IAIN Atasari) Banjarmasin, most of students of English and Arabic Department are graduated from Islamic boarding schools. Although their foreign language speaking is greatly influenced by their native language, their ability and eagerness in studying foreign language is remarkable.

One of Islamic boarding schools that apply punishment in South Kalimantan is Darul Istiqamah Islamic boarding school. Most of it graduates are able to communicate in English well. The graduates who continue their education to higher institution also show impressive achievements. The writer assumes that the education system, such as strict discipline and application of punishment, have a big effect on their excellent speaking ability.

In that boarding school, students are being "forced" to speak in foreign language, English and Arabic. Beside of the intensive vocabulary lesson and practice, teachers and mentors make them not to speak in any other language instead of two. They have a kind of language organization that is in charge for language activities. It is responsible to held language development events, such as regular vocabulary training and also giving punishment.

This organization is unique. Like an intelligence agency, it has spies that spy on students. If they are caught communicating in “forbidden” languages in a day, they will be prosecuted at the night. If they are guilty of using their native language, they will be punished. The punishments vary from memorizing vocabulary, prayers, Quran, and sometime physical one.

Therefore, to know exactly how the punishment applied and to examine how effective it is, the writer is interested in conducting a research titled **“THE APPLICATION OF EDUCATIONAL PUNISHMENT IN MODIFYING SECOND YEAR STUDENTS’ SPEAKING BEHAVIOR IN DARUL ISTIQAMAH ISLAMIC BOARDING SCHOOL FOR BOYS BARABAI CENTRAL HULU SUNGAI”**

To avoid misinterpretation, here is explanation about terms in my research title:

### *1. Application*

Application is the action or the instance of putting a theory, discovery, etc to practical use.<sup>5</sup> So, in this research, it means the act of applying punishment technique in teaching.

### *2. Educational Punishment*

Punishment is a procedure in which a particular behavior is followed by either removal of a positive reinforcer (stimuli that strengthens the behavior), or the presentation of the negative one.<sup>6</sup> Thus, Educational punishment in this

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<sup>5</sup> A. S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*. (New York: Oxford University Press, 1995), p. 48.

<sup>6</sup> B.F. Skinner, *loc. cit.*, p. 185.

research means any punishment which contains educational purposes or learning materials and which happens in educational field.

### 3. *Modifying*

In this research, modifying is a label for attempts to change behavior by using appropriate and timely reinforcement or punishment.<sup>7</sup>

### 4. *Speaking Behavior*

For purpose of this research, speaking behavior defined as all observable students' speaking activities regarding their English language learning attempts.

So, this research is going to know the process of punishment given and how it affects students' speaking behavior, in this case, choosing English language instead of others.

## **B. Statement of Problems**

This research is focused on what types of punishments are applied in Darul Istiqamah boarding school and how they affect the second year students' speaking behavior. The writer gives the main attention to punishments that practically contain educational purposes and materials.

## **C. Reason For Choosing Title**

The reasons that make the writer interested in conducting this research are:

1. Almost all of students and graduates in Darul Istiqamah are able to communicate in English in their daily activities.

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<sup>7</sup> ITS Tutorial School Psychology Dictionary & Glossary.  
<http://www.tuition.com.hk/psychology/b.htm>, 06/08/2010.

2. The graduates show their eagerness in studying English in their higher schools.
3. Teachers and seniors in Darul Istiqamah apply punishment to control students' language behavior. They force them not to speak in their native languages, but use English instead.

#### **D. Research Purpose**

My actual aims in undertaking this research are:

1. To know the types of punishment practiced in Darul Istiqamah Boarding School.
2. To describe the effects of punishment in modifying the students' language behavior.

#### **E. Research Significance**

The writer believes this research will be an informative and constructive contribution for anyone who deals with English teaching, learning, or research.

Particularly, this research will be useful for:

1. A language institution, such as English courses; schools; or universities, as a consideration in deciding their language teaching techniques to be applied in the institution.
2. Teachers and trainers, as a preference in planning their lessons and trainings, especially when they decide to apply punishments on it.
3. Language researcher, as an informative source to conduct further or other language researches.

**F. Organization of Writing**

This thesis consists of five chapters. The first chapter will contain rational, problem limitation, reason for choosing title, research purpose, research significant, and organization of writing. The second chapter will be about theoretical review of punishment in education and of course particularly about punishment in schools. The Third Chapter will contain research method, which consists of subject and object of the research, data and source of data, techniques of data collection, basic framework of research, techniques of data processing and analysis, design of measurement, and research procedure. The fourth chapter will be the report of research result. There will be description of research location, description of data presentation, and data analysis. The final chapter will be closure, the part which the writer provides conclusion and suggestions.



## **CHAPTER II**

### **THEORETICAL REVIEW**

In its broadest connotation, punishment is any discomfort, loss, deprivation inflicted because of the violation of a code or the rights of others. The concept of punishment is widely used under some different major headings. Cultural anthropology, for example, has managed to create some efforts in understanding evolution of system of punishment from ancient ages to our modern days. It is also associated with concepts of sin and of suffering in theology. In laws, where it is probably most implemented, punishment is defined as penalty applied as the consequence of violating rules.

This thesis will discuss punishment implemented in educational fields. The writer will focus on its definition regarding theories of learning process. It means that a lot of terms from psychology and psycholinguistic concepts will be utilized frequently here. However, the writer will first overview the punishment generally and then discusses the punishment applied in schools for the educational purpose.

#### **A. Definitions Of Punishment**

Punishment, the technique which has invited debate among educators regarding its usage for educational purpose, originally has two competing definitions in behavior-analytic literatures. The first one comes from Azrin and Holz who defined punishment as a procedure in which (1) certain responses have

consequences, (2) those responses decrease in frequency, and (3) the decrease in frequency occurs because of the response-consequence relation, and not for some other reason.<sup>8</sup>

Skinner in the other side had adopted another definition of punishment. According Skinner, punishment is a procedure in which responses are followed by either (a) the removal of a positive reinforcer, or (b) the presentation of a negative reinforcer (or aversive stimulus).<sup>9</sup>

The first definition requires decrease on the frequency of response caused by response-consequence relation which doesn't meet the result of the writer's observation. Thus, the Skinner's definition is going to be applied in this research. The later definition, however, demands that reinforcement and punishment are not symmetrical. So, the distinction between reinforcement and punishment is indispensable.

Sidman deliberately distinguish punishment from reinforcement:

Reinforcement differs in an important way from punishment. We define reinforcers--positive or negative--by their special effect on conduct: they increase the future likelihood of actions that they follow. But we define punishment without appealing to any behavioral effect: punishment occurs whenever an action is followed either by a loss of positive or a gain of negative reinforcers. This definition says nothing about the effect of a punisher on the action that produces it. It does not say that punishment is the opposite of reinforcement. It does not say that punishment reduces the future likelihood of punished actions.<sup>10</sup>

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<sup>8</sup> N. H. Azrin, & W. C. Holz, "Punishment", in W.K. Honig (*ed.*), *Operant behavior: Areas of research and application*, (New York: Appleton-Century-Crofts, 1966), p. 380-447.

<sup>9</sup> B.F. Skinner, *Science and Human Behavior*, (np.: The B.F.Skinner Foundation, 2005), p. 182-193.

<sup>10</sup> M. Sidman, *Coercion and its fallout*, (Boston: Authors Cooperative, 1989), p. 39.

Simply stated, punishment is a conditioned consequence(s) following undesired action, not more than that.

In Skinner's operant conditioning, there are two types of punishment, positive punishment and negative punishment.

### 1. Positive punishment

Positive punishment (punishment), also called "Punishment by application"/Punishment type I, occurs when a behavior (response) is followed by an aversive stimulus, such as introducing a shock or loud noise.

### 2. Negative Punishment

Negative punishment (Penalty), also called "Punishment by removal"/Punishment type II, occurs when a behavior (response) is followed by the removal of a favorable stimulus, such as taking away a child's toy following an undesired behavior.

If we consider punishment as a technique of motivation in language learning process, it is believed that punishment will indirectly affect students' learning. As stated by Spolsky in two of his conditions for second language learning.

....Condition 52: Motivation Condition: The more motivation a learner has, the more time he or she will spend learning as an aspect of second language.

....Condition 51: Exposure Condition: The more time spent learning any aspect of second language, the more will be learned.<sup>11</sup>

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<sup>11</sup> Bernard Spolsky, *Condition For Second Language Learning. An Introduction to A General Theory*, (Oxford University Press, New York, 1989), p. 148.

Based on our definition, however, the process of giving some treatments for the cost of unwanted behavior is still considered as punishment, whether it affect or do not affect the future likelihood of doing the same behavior.

## **B. Theories of Punishment**

There are four theories of punishment, namely, retributive theory, deterrent theory, preventive theory and reformatory theory.<sup>12</sup> Of all the four theories retributive theory is the first and foremost. A child, who falls down, kicks the floor inadvertently. Generally, it is believed to be a form of taking revenge and would not serve any penal purpose. Deterrent theory by punishing the offenders deters the wrongdoer specially and deters the general public also by punishing him and refrains them from committing an act, which is an offence. Preventive theory incapacitates an offender from repeating the crime, while reformatory theory serves the purpose of rehabilitation of the offender. Modern penologists do not believe in purposeless punishment. They believe that a criminal is a patient and he be treated with humanity. All these four theories have their own merits and demerits.

### **1. Retributive Theory**

Retribution is probably the oldest and most ancient justification for punishment, according to which a wrong is made right by an offender's receiving his just deserts. Retribution theory intends that a man deserves punishment because he has acted wrongfully. What retribution has insisted upon is that no

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<sup>12</sup> Krishna Kumari, "Role of Theories of Punishment in the Policy of Sentencing", in the *Selected Works of Krishna Kumari*, (np.: Areti Proof 2007), p. 7.

man can be punished unless he has broken the laws. To be more precise, retributionists consider that the offender (a) performed an action of a certain culpability; (b) that the penalty will give satisfaction equivalent to the grievance caused by his action; (c) that similar ones have been and will be imposed on similar offenders; (d) that he was responsible for his action and performed it with knowledge of possible consequences according to a penalty system and, (e) that unlike non-offenders, he has gained satisfaction on the commission of an offence. As it stands it is worth consideration as a sufficient argument for punishing a man.<sup>13</sup>

Retributionism although it may tell us why we do punish does not tell us why we should punish. Sir James Stephen gives the answer: some men, probably, abstain from murder because they fear that if they commit murder they would be hanged. Hundreds of thousands abstain from it because they regard it with horror. One great reason why they regard it with horror is that murderers are hanged. Retributionists insist that it is unjust and immoral not to punish the offenders. Punishment is good in itself whether it is useful or not is not the criterion in imposing the penalty.

## 2. Deterrent Theory

Beginning with the Age of Reason in the eighteenth century, the aim of the punishment changed from punishment for its own sake to punishment as a means of improving social behavior. Punishment is designed not to take revenge but to terrorize the future offenders. An exemplary punishment should be given to the

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<sup>13</sup> John Rawls, "Two Concepts of Rules", *Philosophical Review*, 64 (January, 1955), p. 12.

criminal so that others may learn a lesson from him.<sup>14</sup> Some scenes in Hollywood movies laid a very good example of this. A boss of a gang shot his crew dead for a small mistake, and said “You are dead not because you have made a mistake but in order that other may not do so”.

There are two categories of this theory,

a. General Deterrence

Punishment is designed to deter future crime by making an example of each defendant, thus frightening citizens so much that they will not do what the defendant did.

b. Specific Deterrence

Beyond serving the above-mentioned purpose, punishment is designed to educate and therefore to reform the criminals subjected to it. It is also maintained that punishment reforms criminals and that it does it by creating fear of repetition of the punishment.

A century ago most of the teachers' time was in almost all the schools was devoted to the maintenance of order and infliction of punishment. The behavior of school children in modern schools, in which corporal punishment is seldom inflicted is much better than in schools of a century ago when corporal punishment was extremely frequent. The deterrent effect of the threat of penal treatment in relation to non-criminals and its deterrent or corrective effect upon criminals is modified by many factors, such as: the psychological make-up of the culprit: his previous history: the attitudes of those who administer punishment: certainty and severity: the psychology of the community that is concerned, etc., All these and more work together to determine the effect of punishment upon a given individual.<sup>15</sup>

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<sup>14</sup> Krishna Kumari, *loc. cit.*, p. 9.

<sup>15</sup> *Ibid.*, p. 11.

The effect of punishment is a human nature problem and like human nature it admits of no easy analysis.

### 3. Preventive Theory

This theory was meant to restrain an offender personally from repeating a criminal act by incapacitating him, by such punishments such as imprisonment, death or exile. In ancient times this form of punishment had a bearing on the nature of the crime and member of the body most responsible for commission of such an offence therefore used to be incapacitated. For example the hands of a thief have a major role in an offence of theft. Chopping the hands of the thief would hence incapacitate him from repeating theft. The punishment for perjury was cutting one's tongue.<sup>16</sup>

Those punishment above are believed to be savage and against humanity in present days. For this condition, imprisonment comes out as the newest way out. It might be for the better, incarceration serves three purposes: protection of the society, incapacitating the offender without turning to barbaric mutilations, and punishing the offender by deprivation of liberty.

### 4. Reformatory Theory:

Retribution and deterrence are the philosophies of the classical and neo-classical schools, with their emphasis on "let the punishment fit the crime". The positive school on the other hand, emphasizes the importance of the "punishment fitting the criminal". It is the individual criminal, not the crime that is the focal

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<sup>16</sup> *Ibid.*, p. 14.

point in the positive thinking. Reformatory theory emerged of such positive thinking. According to this theory the object of punishment should be the reformation of the offender. This is not virtually a punishment, but a mere rehabilitative process. It aims at making the criminal as far as possible a better citizen by means of moral and ethical training that is teaching him to go straight as an upright man and meaningful citizen.

### **C. Punishments In Schools**

Punishment was familiar in school in early years. Global Initiative to End All Corporal Punishment of Children reported that by the end of 2009, there are 88 out of 197 countries worldwide that still legalize corporal punishment in school. The states in the U.S vary in outlawing physical punishment in schools. Our country, Indonesia, is one of those that have not prohibited the punishment yet although it has a law that protects children from violence and physical abuse.

In Alabama, Arizona, Texas, and other 17 states of the U.S., corporal punishment in schools is still legalized. There are no such rules that prohibit teachers or instructors from punishing students physically. Conversely, the rest states have banned corporal punishment in schools. New Jersey is the first state in the U.S that prohibits corporal punishment in 1867. The trend still continues to a total of 30 states, including Massachusetts, New York, Oregon and California. The most recent states that outlaw it is Ohio in 2009.<sup>17</sup>

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<sup>17</sup> The Center for Effective Discipline (CED). A Program of The National Child Protection Training Center, [www.stophitting.com/index.php?page=statesbanning](http://www.stophitting.com/index.php?page=statesbanning), 17/04/2011.



Indonesia has more interesting cases. It is one of the nations in Southeast Asia that get special attention regarding its government's deficient protection to the children rights. Peter Newell, Coordinator Global Initiative to end all corporal punishment on children, in his briefing for the human rights council universal periodic review 2007, states that Indonesia is lack of prohibition on corporal punishment<sup>18</sup>. Although the Law of Republic of Indonesia regarding Child Protection, article 54, states: "Children attending school must be protected against violence and abuse from teachers, school managers, and school mates both in the school and other educational institutions."<sup>19</sup>, there is no explicit statement that bans corporal punishment application in schools.

The 2005 investigation shows us that corporal punishment is still practiced widely in Indonesia.

"....The research in Indonesia involved 813 children from urban, rural and remote areas, and 16 adults. Methods used included research diaries, drawings, body maps, attitude survey and discussions. Physical punishments mentioned by children in Indonesia included being hit with implements, kicking, slapping, ear twisting, hair pulling, pinching, and throwing object. Of those who were hit, 32.4% were hit with an implement, 23.6% slapped with the hand, 23.6% punched with the fist, and 20.4% kicked. Of those children who mentioned body parts where they

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<sup>18</sup> Peter Newell, "Indonesia", *Briefing for the human rights council universal periodic review*, 1st session, 2007.

<sup>19</sup> Undang-Undang Republik Indonesia nomor 23 tahun 2002 Tentang Perlindungan Anak, pasal 54. <http://www.mastel.or.id>, 03/03/2011.

were hit, 73% reported being hit on the head and neck, 75% on the limbs, 10% on the back, 15% chest and 15% stomach.”<sup>20</sup>

Beyond the controversy of corporal punishment, Indonesia’s Islamic schools have shown a remarkable aptitude for competing in a fast-changing educational marketplace. In other word, they are becoming favorites. Although some schools remain aloof, the main currents in Islamic education have adapted to the desires of parents and students by adding general and vocational programs to their curricula. Moreover, the goal of Islamic education is not merely individual. Among the pious, education is seen as part of a collective duty to Islamize society, turning believers away from things un-Islamic and toward those commanded by God.<sup>21</sup>

In our region, Kalimantan Selatan, corporal punishment is a common penalty in Islamic boarding schools. A boarding school is a perfect ground for corporal punishment to grow because the students live in a secluded situation. It is separated from outside society, so that, they have their own communities and also their own rules. In addition, most of them are private schools; the system applied is less controlled by the government. Plus, the parents who send their children to the school have been aware of that condition and allow the school to do whatever it takes to make their children better. It’s for their good. The fact showed that

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<sup>20</sup> H. Beazley, et. al., *What Children Say: Results of comparative research on the physical and emotional punishment of children in Southeast Asia and Pacific 2005* (Stockholm: Save the Children Sweden, 2006), p. 56.

<sup>21</sup> Robert W. Hefner, *Making modern muslim. The politics of Islamic education in southeast asia* (Honolulu: University of Hawaii Press, 2009), p. 70.

almost all Islamic boarding schools in Kalimantan Selatan employ corporal punishment to discipline the students.

#### **D. Intrinsic and Extrinsic Motivation**

When psychologists speak of motivation, they typically refer to the reasons that individuals are aroused to action. Over the past 50 years, two quite different kinds of reasons have emerged in the thinking of psychologist: intrinsic and extrinsic reasons. Individuals are said to be driven to act for extrinsic reasons when they anticipate some kind of tangible pay off, such as good grades, recognition, or gold stars. These rewards are said to be extrinsic because they are unrelated to the action. In effect, the activity becomes a means to an end. By contrast, individuals are said to be intrinsically motivated when they engage in activities for their own sake. In this instance, the rewards reside in the action themselves; that is, the actions are their own reinforcement.<sup>22</sup>

For generations, observers have extolled the virtues of learning for its own sake, not only because of the benefits of personal growth or enhanced well-being, but also because intrinsically based learning is the handmaiden to better, more efficient learning. For example, intrinsically engaged students are more likely than extrinsically driven students to employ deep-level, sophisticated study strategies in their work. Schunk's study, in which students were randomly assigned to varying achievement condition, showed that students who were directed to work

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<sup>22</sup> Martin V. Covington, "Intrinsic Versus Extrinsic Motivation in Schools: A Reconciliation", *Educational Psychology* 04/05, 19<sup>th</sup> edition, (Dubuque: McGraw-Hill/Dushkin, 2004), p. 142.

for the goals of mastery, exploration, and appreciation demonstrated greater task involvement and used more effective learning strategies than children who were directed to focus on their performance alone.<sup>23</sup>

Some students are naturally self-motivated to learn English language while some others need to be pushed by teachers. Self-motivated students will fairly show great enthusiasm in learning. Still, direction from teachers is crucial to keep them engaged with the language. Inspiring them to improve their language skill, connecting the lesson with their interest, and facilitating them to a more advance level and language environment. For the second case, given the fact that the students will not automatically make a significant learning effort, teacher need to take more serious action to mend students' attitude toward the language learning. This is where the extrinsic motivation comes in.

Rewards such as prizes, verbal awards, or "golden stars" distinguish extrinsic motivation to another one. Ranks, passing exams, gaining respect of classmates, avoiding punishment are some reasons that is categorized as motivation which is unrelated to the learning itself, and so called extrinsic. The tangibility of this motivation makes it easier to be applied in the learning process, yet some are proven ineffective even destructive (will be discussed in the next discussion). However, it comes back to the perspective of the students (and the teachers) regarding the motivation given.

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<sup>23</sup> D. H. Schunk, "Goal and self-evaluative influences during children's cognitive skill learning", *American Educational Research Journal*, 33, p. 359-382.

### **E. Reward and Punishment To Control Students' Behavior**

Reward and punishment can have two quite different meanings. First, rewards and punishment can convey information or feedback that affirms or supports people's competence. Second, they are also a vehicle for controlling people's behavior. Both substances are depends on which of reward and punishment aspects are experienced, controlling aspects or informational aspects<sup>24</sup>.

Appreciation toward students' effort in learning is unquestionably necessary. As they endeavor a good performance, whether in classroom activities, assignments, or even off school hours activities, we should wisely gratitude them. Positive reinforcements can be the way to boost their good result into a better one.<sup>25</sup> It can be done by simply giving light comments such as “well done” or “I like the way you did it”. More intense reward i.e. giving “prize” to whole class is more likely to be effective than a winner only prize. Teachers can also give an “extra” assignment or alternate task to the topics that they are engaged to.<sup>26</sup> What do we need to bear in mind is that the reward should not be symbolized for a single success or a goal, but it must be considered as a positive fallout of their learning effort.

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<sup>24</sup> Caroll Sansone and Judith M. Harackiewicz, *Extrensic and Intrinsic Motivation. The search for optimal motivation and performance*, (San Diego, CA: Academic Press, 2000), p. 17.

<sup>25</sup> *Ibid.*, p. 60.

<sup>26</sup> Raymond J. Wlodkowski and Judith H. Haynes, *Hasrat Untuk Belajar (Eager To Learn)*, (Yogyakarta: Pustaka Pelajar, 2004), p. 55.

As the behavior control, punishment is necessitated when undesired action is occurred. Not only as the consequence for the wrongdoer but to nullify the occurrence of next unexpected doings as well. The further effect of punishment is the aftermath action which is considered as its avoidance.<sup>27</sup> In this thesis, we will consider it as a behavior modifier, so the discussion will be based on the second definition.

#### **F. The Significance of Extrinsic Motivation In Boating Schools.**

Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teachers would like them to behave. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. What you can do is to create the circumstances that influence students to do what you want them to do.

Naturally, the circumstances are unconsciously set by children's environment. Parents shape their children as they interact in home and make

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<sup>27</sup> Robert S. Woodworth, *Edward Lee Thorndike. A Biographical Memoir*, (Washington D.C.: National Academy of Sciences, 1952), p. 217.

decisions for future plans, while peers have a big influence for some sort term actions. Teacher, in another side, have to take a significant but not disturbing role in students' environment, which is not an easy work. Good teachers, without cooperation with the two others, often fail to guide students as the students spend more time outside the school than in the school. However, teachers can manipulate affecting variables to be a conducive learning environment for their students.

An institution that appears to have a better chance to do this manipulation is boarding school. Students spend almost all day in the school, schooling or living. It is also possible to set some appropriate rules to control the environment of the boarding schools. So, outside the fact that students are isolated from the real life environment, boarding school has all the necessary condition to create a desirable learning environment for students.

Unfortunately, Boarding school teachers face a difficult challenge in educating every student in the institution. Many of the students are drop outs of public schools and some who are not qualified to go to other schools. There are many children who are undermotivated, disengaged, and underachieving. The fact is, the students are in the school physically but they have been dropped out mentally. Facing students who do not seem interested in learning is one of daily challenge that boarding schools teachers have to struggle with.

The most important factor for a successful teaching and learning process is students' motivation. How many times do we find students who says "English is difficult" or "math is complicated" gain low results or even fail in their tests while

their classmates get much better results? It seems the persons who do not like the lesson that make it difficult, not the difficulties that make them detest the lesson. In language teaching, for instance, highly motivated students will apparently improve their language skills faster than the others who are not.

As for learning, motivation is needed. Motivation is an essential condition of learning. If students are motivated, optimal result will be acquired. The more precise the motivation, the more successful the teaching and learning will be. Therefore, the motivation will determine students' learning efforts (Sardiman, 1992).<sup>28</sup> Since motivation is the doorway, teachers or instructors will be obligated to do anything necessary to have their students motivated and stay motivated.

#### **G. Issues Regarding Reward and Punishment**

Tangible motivation given by teachers could destructively damage students' attitude toward learning itself. It happens because of several reasons and conditions. First, there is a possibility that after the presented treatment is stopped, students will show little or no inclination to continue in their studies. Second, offering reward to students for doing what they already interest them may also undercut personal task involvement, which is called overjustification effect.<sup>29</sup> According to one interpretation, such discouragement occurs because the value of an already justifiable activity becomes suspect by the promise of additional rewards – hence the term of overjustification – so that the individual reasons, “if

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<sup>28</sup> A. M. Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali Pers, 1992), p. 84.

<sup>29</sup> Covington, *loc. cit.*, p. 143.



someone has to pay me to do this, then it must not be worth doing for its own sake.”<sup>30</sup>

Another issue also comes with scarcity of such motivation. Inadequate supply of rewards or punishment is distributed unequally by teachers. Best performers get greatest number of rewards, but the worst wrongdoer deserve greatest number of punishment. This arrangement is based on the false assumption that achievement is maximized when students compete for a limited number of rewards. Although this may maximize motivation, students are aroused for the wrong reason, to win over others and to avoid losing. This reasoning eventually leads to failure and resentment. In this competitive context, grades stand as a mark of worthiness and punishment stand as a mark of failure, because it is widely assumed in our society that one is only worthy as one's ability to achieve competitively. When student only value themselves as good graders or punishment avoiders, there will be a lack appreciation toward learning itself.

## **H. Types of Punishment In School**

Schools generally employ a hierarchy of punishments for infractions of rules. While there are variations between types of school, boarding and day schools, with not all being applied in all cases, the hierarchy is generally reasonably consistent.

### **1. Academic Probation**

Academic probation is a trial period in which a student is given time to try to redeem failing grades or bad conducts. The student will be monitored closely

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<sup>30</sup> *Ibid.* P.143.

for changes in grades. A student will be placed on academic probation during a period of low performance or bad conduct, and after the trial period, if the student's performance does not improve, expulsion will happen. The school will have to place the expelled student (K-12 students only) on home instruction first before finding an appropriate school since students have a right to an education. If the student's performance improves sufficiently during the probationary period, the probation would be lifted.

## 2. Detention

Detention is a form of punishment used in schools, where a student is required to spend extra time in school. A detention usually takes place during a period after the end of the school day. However, other times may also be used such as before the school day, weekend, and breaks in the school day, such as lunch.

A detention is typically carried out in a room that offers no amenities for leisure, so that students serving detention will have no outlet to distract them from their punishment. The students are usually monitored by a teacher, and may be required to either bring homework, sit quietly, or perform some punitive or non-punitive task, usually to decrease boredom. Such tasks may take the form of housekeeping, such as clapping blackboard erasers or picking up litter; academic such as writing an essay or answering questions on why the detention was given, or copying out paragraphs from a text, or writing out lines.

Detention is usually considered to be one the milder punishments available to a school. Multiple detentions may be given as for more severe offences.

However, if detention fails to cure the student's behavior (and for more severe behavior), harsher punishments such as suspension, or expulsion may be used.

### 3. Expulsion

Students have found that they may be expelled, or involuntarily withdrawn, from their schools for many reasons. With public school safety becoming a major concern in modern day schools, it is easier to be thrown out of public schools now than it was years ago.

Students might be withdrawn by their principals for variety of reasons. It is usually applied as final way out for the wrongdoings that can not considered as academic misbehaviors. Crime, violence, sexual harassment, and drugs are typical reasons to expel students from any school.

### 4. Gating

Gating is a type of punishment similar to a detention used typically at educational institutions, especially boarding schools. Precisely what a gating consists of and the rules surrounding it will vary between institutions, but the common element is that someone who has been gated is not permitted to leave the establishment. The word is used as both a noun and a verb.

Rather than attempt to cover every variation this example describes the procedures that might be used at a typical weekly-boarding school, where most pupils live at school during the week and return home at weekends. Gating's are awarded for relatively serious offenses such as bullying, deliberate vandalism or

persistent smoking at school; a pupil awarded a gating during the week is then required to stay at school over the coming weekend instead of going home.

During this time, the person who has been gated will be given some work to do, usually a mixture of academic and manual tasks. Manual tasks might be useful (for example, removing litter or repairing vandalism) or they might be deliberately futile or pointless (collecting stones from a field, folding underwear in the laundry when such garments are not usually returned folded). The amount of work ordered would depend on the severity of the offence, and in any case some free time would normally be allowed.

Although a gating would usually take place at the end of the week in which the offense was committed, at the discretion of the awarding teacher and the pupil's housemaster or -mistress it can sometimes be moved if the pupil would otherwise miss some important event, rendering the punishment more severe than is appropriate. This is not a right, however, and cannot be relied upon.

In theory, day pupils as well as boarders can be gated since their house will be able to arrange accommodation for the weekend. Day pupils are typically less likely to be awarded a gating, however, though it's unclear whether this is due to teachers' reluctance to make somebody stay in school who does not normally do so (and attendant organizational issues) or because the types of offences for which Gating are awarded tend to occur outside normal school hours when day pupils are less likely to be present.

Parents are expected to endorse the school's decisions in this matter, particularly since it is a punishment used (probably exclusively) in independent

schools which the parents will have deliberately selected to educate their children. In the past, this was simply an understanding assumed between school and parent, but in recent years the possibility of out-of-hours punishments is normally written into the contract signed when a pupil starts at the school.

## 5. Report

Report is a punishment often used in schools for persistent and serious bad behavior, such as truancy. Generally it is the strongest measure taken against a student that allows them to remain in lessons.

Typically a student is given a report card, which they carry around with them at school. At each lesson the teacher in charge of the class completes and signs a box on the card confirming the student's presence at the lesson and commenting on his/her attitude. In some cases there will also be a place for a more senior teacher and the student's parent/guardians to confirm they have read the report at the end of each day. Some schools will also have a number of different grades of report reflecting the seriousness of the punishment. A student may be placed on report for a fixed time period, such as a week, or until their behavior improves.

## 6. Suspension

Suspension is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks during which time the student cannot attend regular school lessons. The student's parents/guardians are usually notified as to the reason for and the duration of the

out of school suspension. Sometimes students have to complete work during their suspensions for which they receive no credit. Also, upon returning to school, it is often mandatory that the student, his/her parents/guardians, and a school administrator have a meeting to discuss the matter. One flaw with being suspended is that the student actually has a 'Holiday'.

Applications to some colleges ask the student whether or not they have ever been suspended. In some places in the United States, a suspension is noted on one's transcript, and is a key part in the college acceptance process, giving an advantage to those who have not been suspended. However, other places do not report suspensions or are expressly forbidden from doing so under state law.

Suspensions come in two forms Out of School Suspension, which is often abbreviated to OSS and In School Suspension, which is often abbreviated to (ISS).

a. In School Suspension

In School Suspension allows students to continue to attend school, but forbids them from attending regular classes. All of his/her work will be submitted to the designated in-school suspension (ISS) "holding cell" and he/she will be forced to complete the tasks in that room for the day. In-school suspension is considered very boring as students are not allowed to talk, sleep, and daydream or have any form of social interaction or fun. He/she must spend the entire school day in that room, bored and watched closely. Some schools require students to write essays on good behavior or apologies.

b. Out of School Suspension

For more serious infractions, or if a student fails to report to their assigned in school suspension class, out of school suspension is used. Students will not be allowed to attend the school for a certain number of days and will not be allowed to step on the campus for any reason during the suspension. In the United States, this has legal force and if the student reports to school while suspended, he/she may be charged with trespassing.

Sometimes an alternative to out of school suspension may be offered in which students can report to an off-site campus and sit in a "holding cell", similar to in-school suspension, although away from their normal school. The student will be bound to similar rules of in-school suspension and must maintain good behavior, or they will be dismissed from the alternative suspension program. If a student is dismissed, or simply chooses not to attend the alternative suspension program, he/she will be marked as unexcused from school during all the days of the suspension, and will not be permitted to make-up any work or tests upon his/her return.<sup>31</sup>

In many cases, some schools do not apply punishment in this hierarchical order. The punishment is practiced based on the schools rules. Decision makers of the school, such as teachers and parents have a very important role here.

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<sup>31</sup> K 12 Academic, *School Punishment*, <http://www.k12academics.com/education-policy/school-punishment>, 04/05/2011.

## **I. Effective Punishment**

Borrowing the term stated by Skinner in his operant conditioning, a punishment requires some conditions to be considered as an effective one. When using consequences to modify a response, the effectiveness of a consequence can be increased or decreased by various factors. These factors can apply to either reinforcing or punishing consequences.

### **1. Satiation/Deprivation**

The effectiveness of a consequence will be reduced if the individual's "appetite" for that source of stimulation has been satisfied. Inversely, the effectiveness of a consequence will increase as the individual becomes deprived of that stimulus. If someone is not hungry, food will not be an effective reinforcer for behavior. Satiation is generally only a potential problem with primary reinforcers, those that do not need to be learned such as food and water.

### **2. Immediacy**

After a response, how immediately a consequence is then felt determines the effectiveness of the consequence. More immediate feedback will be more effective than less immediate feedback. If someone's license plate is caught by a traffic camera for speeding and they receive a speeding ticket in the mail a week later, this consequence will not be very effective against speeding. But if someone is speeding and is caught in the act by an officer who pulls them over, then their speeding behavior is more likely to be affected.



### 3. Contingency

If a consequence does not contingently (reliably, or consistently) follow the target response, its effectiveness upon the response is reduced. But if a consequence follows the response consistently after successive instances, its ability to modify the response is increased. The schedule of reinforcement, when consistent, leads to faster learning. When the schedule is variable the learning is slower. Extinction is more difficult when learning occurs during intermittent reinforcement and more easily extinguished when learning occurs during a highly consistent schedule.

### 4. Size

This is a "cost-benefit" determinant of whether a consequence will be effective. If the size, or amount, of the consequence is large enough to be worth the effort, the consequence will be more effective upon the behavior. An unusually large lottery jackpot, for example, might be enough to get someone to buy a one-dollar lottery ticket (or even buying multiple tickets). But if a lottery jackpot is small, the same person might not feel it to be worth the effort of driving out and finding a place to buy a ticket. In this example, it's also useful to note that "effort" is a punishing consequence. How these opposing expected consequences (reinforcing and punishing) balance out will determine whether the behavior is performed or not.<sup>32</sup>

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<sup>32</sup> Wikipedia, *Operant Conditioning*, [http://en.wikipedia.org/wiki/Operant\\_conditioning](http://en.wikipedia.org/wiki/Operant_conditioning), 04/05/2011.

## **CHAPTER III**

### **RESEARCH METHOD**

To accomplish the goals noted in the chapter I, the writer carried on a research on a boarding school in Barabai, Darul Istiqamah Junior High School. The research method used will be described in the subsequent sections of this chapter, which include discussion of the approach, the location, the subject of the study, the type of the data, and the techniques of data gathering. The procedures collecting data activity and procedures of data analysis will also be discussed.

#### **A. The Approach**

The goal of the study was to get a clear description about the application of punishments given by teachers to students in the boarding school. Since the application of punishments was a process which involved human behavior in its natural setting the writer decided to make use of the qualitative approach to the study. As Nunan suggests, qualitative methods concern with the understanding of human behavior from the actor's own frame of reference, exploratory, descriptive and process-oriented.<sup>33</sup>

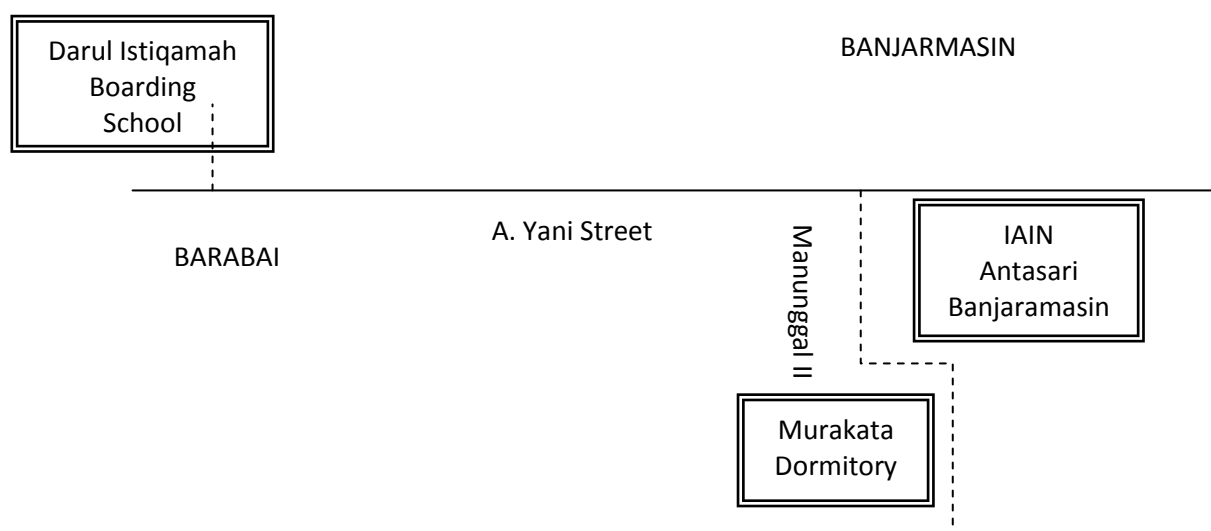
#### **B. Research Sites**

The research was centered at English Department, Tarbiyah Faculty State Institute of Islamic Studies (IAIN) Antasari Banjarmasin. There are two places in

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<sup>33</sup> Richards, J.C. and David Nunan, *Second Language Teacher Education*, (USA: Cambridge University Press, 1990), p. 4.

which most of the research activities were conducted. First, the university campus in Banjarmasin, which was used for most the administrative as well as consultative activities such as consulting the head of the English Department, the research supervisor, and other teachers. Second is the Murakata dormitory located in Banjarmasin, about half kilometers from the campus. There I did all of the planning, writing and data analyzing activities. The data collection activities which involved field observation were made at Darul Istiqamah Boarding School for Boys, Barabai. It is  $\pm$  200 Km from my Boarding house. Because the process of judging and punishing are done every night after *isyah* prayer, the writer have to stay in the boarding school for a almost a week to observe closely and deeply the application of punishment in the boarding school.



### **C. Subject and Object of the Research**

#### **1. Subject**

The subject of this research are all of the second year students which are punished in a week when the observation held, due to their undesired speaking behavior (communicating in a native language) in a certain week. The students have enrolled in the boarding school for more than year and have been obligated to speak in English or Arabic in the current semester.

#### **2. Object**

The object of this research is the application of punishment in modifying second year students' speaking behavior in Darul Istiqamah Islamic Boarding School for Boys.

### **D. Data and Source of Data**

The data of the study were collected in the form observer's observation list and interview with the respondents. The two types of database were examined in order to identify how the application of punishment is and what kinds of punishments are used. The application is the procedure of punishment from the beginning until the end. All the given punishments will be noted. They were collected as they were and no attempts to transform them into numbers or quantities as would be required in quantitative research.

## E. Techniques of Data Collecting

### 1. Observation

Observation is the act of collecting data about the performance of a subject through the five senses; sight, smelling, hearing, touching and taste.<sup>34</sup> The observation was held formally four times with approximately one hour per each. The observer directly observed the application process, and took notes on the relevant events while the event was going on. In the meantime, video recording of the whole proceeding was also made to acquire more complete data about the activities.

### 2. Interview

Interview, according to Arikunto, is a kind of dialogue which is done by an interviewer to get some information from an interviewee.<sup>35</sup> The writer gave some questions to collect the data about the important features of the punishments, especially regarding the procedures, students' experienced punishments, and their feeling toward the punishmen given and the punishers.

In this research, the students which are punished will be observed and interviewed. The researcher will fill the list of observations and interview using open interview. Some points in the observation list, however, are filled based on interview with the students. Both of the result will be compared.

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<sup>34</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p.133.

<sup>35</sup> *Ibid.*, p. 132.

### OBSERVATION LIST:

Instruction:

1. Scale 1 to 5 {from very satisfactory (1), satisfactory (2), satisfactory enough (3), unsatisfactory (4), to very unsatisfactory (5)}\*
2. Thick the appropriate number

Date:     /     /

Object Name :

Date Punished :

	1	2	3	4	5
Time(s) Punished before today					
Speaking in native language*					
a. In the dorm room					
b. In the classroom					
c. In the kitchen					
d. In the bath place					
e. In the mosque					
f. While practicing					
g. In the holidays					
h. In the field of extra curricular					

\*\* 1 = never, 2 = less than three times, 3 = 3 to 4 times, 4 = 5 to 6 times, 5 = six times or more

Beside observation, I will interview students who are punished and some who are not. Interview is intended to recognize students' feeling toward the punishment given to them. Here is the example of the questions:

xx. Apakah kamu setuju terhadap penerapan hukuman di sekolah ini?

- |                  |                        |               |
|------------------|------------------------|---------------|
| a. Sangat setuju | b. Setuju              | c. Biasa saja |
| d. Tidak setuju  | e. Sangat tidak setuju |               |

xx. Menurut pendapatmu, seberapa penting peran hukuman dalam mendorongmu untuk berbicara dalam bahasa Inggris?

- |                         |                              |               |
|-------------------------|------------------------------|---------------|
| a. Sangat penting       | b. Penting                   | c. Biasa saja |
| d. Tidak begitu penting | e. Tidak penting sama sekali |               |

To get clearer explanation about the data, source of data, and technique of data collecting, we can see in the following matrix:

### MATRIX

No	Data	Source of Data	Technique of Data Collection
1.	a. The types of punishment	Students	Observation/ Interview
2	b. The effects of application of punishment	Students	Interview

### F. Techniques of Data Processing and Data Analysis

All data, which are collected by using observation and interview, are analyzed by using qualitative approach. Observation and interview results are descriptive data, so the writer will use content analysis to examine the data. Bogdan and Briklen said, data analysis is the process of systemically searching and arranging the interview your own understanding of them and to enable you to present what you have discovered to others.<sup>36</sup> It means data taken are interpreted by using words. So in this process in analyzing does not need mathematical computation or it means that the research finding will be classified not statistically.

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<sup>36</sup> Moh. Kasiram, *Metodologi Penelitian Kualitatif-Kuantitatif*, (Malang: UIN-MALIKI Press, 2010), p. 355.

## **G. Research Procedure**

There are some steps that are passed through in completing this research, they are:

1. Preliminary step
  - a. To hold a prior observation in the research object.
  - b. To discuss the result of the previous observation with the writer's academic counselors.
  - c. To make a research design proposal to be approved by the Bureau of thesis writing of Islamic Education Faculty Antasari State Institute for Islamic Studies.
2. Preparatory steps
  - a. To hold a seminar on the research design proposal.
  - b. To ask the Dean of Islamic Education faculty for a written mandate to conduct the research.
  - c. To make the data instruments.
3. Research steps
  - a. To contact all respondents and informants who are needed to obtain the data.
  - b. To collect all the needed data from several sources
  - c. To process the data in procedural way and then analyze them properly
4. Organization step
  - a. To arrange and to write the collected data in the first draft.



- b. To consult it with the writer's advisor and his assistant to get some comments and contributions.
- c. To write the final draft after having approved by the writer's advisor.
- d. To be examined before the Team of Thesis Examiners of Islamic Education faculty.

## CHAPTER IV

### REPORT OF RESEARCH RESULT AND ANALYSIS

#### A. General Description of Research Location

This reseach was held in Darul Istiqamah Boarding School for Boys which is located on Ahmad Syafawi streets Barabai, HST. It is about one kilometer away from the capital city of Barabai. The boarding school itself has adequate facilities to accommodate all the students' basic and educational need.

The total number of students in this boarding school is 472 pupils spread in 16 classes. Take a look at the table below to see the data about students of Darul Istiqamah Boarding School For Boys.

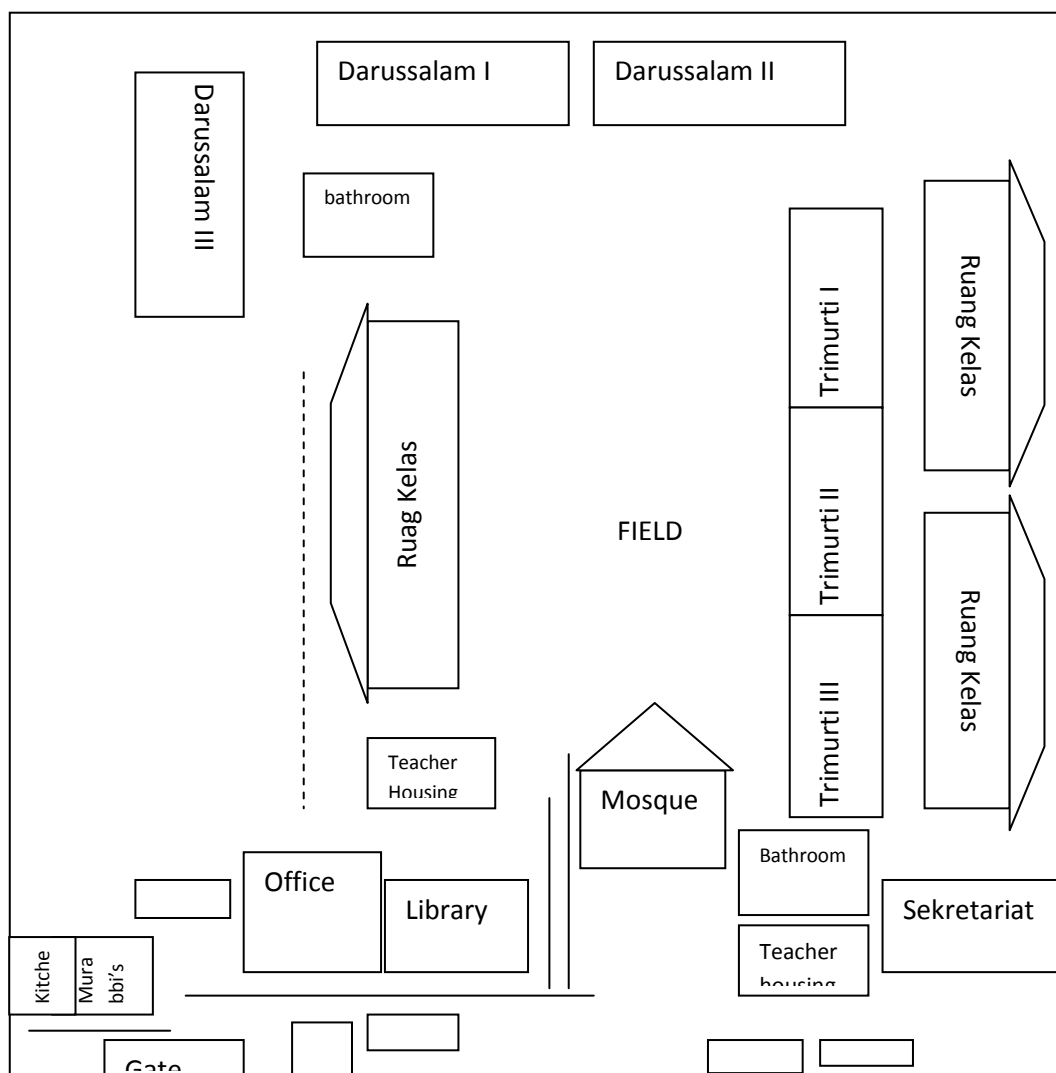
TABLE. 4.1. Number of students of Darul Istiqamah Boarding Schools for Boys

No	Class	Amount of Students
1	Grade7 a	25
2	Grade7 b	25
3	Grade 7 c	25
4	Grade 7 d	22
5	Grade 8 a	25
6	Grade 8 b	24
7	Grade 8 c	25
8	Grade 9 a	23
9	Grade 9 b	23
10	Grade 9 c	22
11	Grade 10 language	27
12	Grade 10 SMK	25
13	Grade 11 Language	19
14	Grade 11 SMK	20
15	Grade 12 Language	22
16	Grade 12 SMK	20
	Total	372

Source : Administration Staff of Darul Istiqamah Islamic Boarding School for Boys Barabai 20011

This research, however, was focused on grade 11<sup>th</sup> students who were punished because of mistakes of language discipline. The writer selected this grade because this was a grade when the students were firstly obligated to use English as their daily language. The research was done by observing the process of application of punishments at the boarding school and by interviewing the students that were punished due to their language mistake.

Although the writer observed students activities in the boarding schools, the observation was done mostly in *Trimurti* dormitories where all the *alimah* students were placed. Here is the map of the boarding school:



## B. Observation Result

The punishment process is officially held every night during weekdays after *Isya* prayer in a language court in each dormitory. However, there were also “on the spot” punishment given by teachers or seniors right after they find students violate the language discipline.

### 1. Indirect Punishment

Right after *Maghrib* prayer, a senior from language court posted an announcement in the *Trimurti* dormitory wall whiteboard. The announcement included names of those who were called up to *Mahkamah Lughah*/the language court. Those whose names were written on the board have to Attend the language court after *Isya* prayer. The judgement and punishment process was not longer than thirty minutes.

The table below shows the students who were punished, amounts of mistakes, and the punishments given at the first night of the observation.

TABLE. 4.2. First observation on the Application of punishment, second night.

Tuesday, March 8 2011

No	Students Name	Mistake	Number of Mistakes In A Week	Punishment
1	M. Noor Yadi	Speaking in Banjaresse	1 time	Push Up + Memorizing Vocabularies
2	Said Rada	Speaking in Banjaresse	1 time	Push Up + Memorizing Vocabularies

TABLE. 4.2. First observation on the Application of punishment, second night (continuance)

No	Students Name	Mistake	Number of Mistakes In A Week	Punishment
3	A. Fauzan	Speaking in Banjaresse	1 times	Push Up + Memorizing Vocabularies
4	Hadransyah	Speaking in Banjaresse	1 time	Push Up + Memoraizing Vocabularies

As you can see on the table, there were four students who were punished.

These students were reported for language violation by two students who were punished the night before. Therefore, beside receiving the punishment above, each student in the table above would also was obligated to submit two names that speak in Indonesian or Banjaresse language next day. The form had to be submitted in the afternoon before *maghrib* prayer.

The table also shows that all students had been caught speaking not in English one time and received the same punishment which was doing several amounts of push up and memorizing given English vocabulary. The vocabulary memorization is checked at the time the students submit their findings.

The language court would keep recording the number of mistakes done by a student. The number of mistakes affected the hardness of the punishment given. If a student repeated the same wrongdoings, the punishment was becoming harder and harder.

TABLE. 4.3. Second observation on the Application of punishment, third night.

Wednesday, March 9<sup>th</sup> 2011

No	Students Name	Mistake	Number of Mistakes In A Week	Punishment
1	M. Teguh Nazarudin	Speaking in Banjaresse	More than 2 times	Fine + Whipped By Prayer Mat
2	M. Noor Yadi	Speaking in Banjaresse	More than 2 times	Fine + Whipped By Prayer Mat
3	Muhammad Ahyar	Speaking in Banjaresse	2 times	Fine + Push Up + Memorizing Vocabularies
4	Hidayaturrahman	Speaking In Banjaresse	1 time	Push Up + Memorizing Vocabularies
5	M. Sabirin	Speaking In Banjaresse	1 time	Push Up + Memorizing Vocabularies
6	Muria Saputra	Speaking in Bahasa Indonesia	1 time	Push Up + Memorizing Vocabularies
7	Wahyudi	Speaking In Banjaresse	1 time	Push Up + Memorizing Vocabularies

This night, there are seven students came to the language court. Two of them had been punished twice, it was going to be the third times. Scourging on their thigh was the punishment for them. Same basic punishment, push up and memorizing vocabularies, were given to the other three who has committed the mistake once. And fine was given to the student who did it for the second time as the addition to the basic punishment.

The amount of mistakes was determined by how many times a student has been called to the court and how many reports of mistakes on him. Then, getting more than a package of punishments is highly possible for a single student. As it

happened to M. Noor Yadi, he received two punishments, degree 2 and degree 3 punishments, for he got two reports at that night.

Because there were 7 students that were called up to the Language Court that night, some students were obligated to find only one student who speak not in English. Sometimes, the names are not only from students' reports but from teachers or seniors as well.

TABLE. 4.4. Third observation on the Application of punishment, fourth night.

Thursday, March 10<sup>th</sup> 2011

No	Students Name	Mistake	Number of Mistakes In A Week	Punishment
1	Achmad	Speaking In Banjaresse	1 time	Push Up + Memorizing Vocabularies
2	Fauzy	Speaking In Banjaresse	1 time	Push Up + Memorizing Vocabularies
3	Rahmat Jayatullah	Speaking In Banjaresse	1 time	Push Up + Memorizing Vocabularies
4	Fadly Rizaqy	Speaking In Bahasa Indonesia	2 times	Fine + Push Up + Memorizing Vocabularies
5	Supian Noor	Speaking in Banjaresse	1 time	Push Up + Memorizing Vocabularies
6	M. Teguh Nazarudin	Speaking in Banjaresse	More than 2 times	Fine + Whipped By Prayer Mat
7	Muhammad Ahyar	Speaking in Banjaresse	More than 2 times	Fine + Whipped By Prayer Mat

Like the night before, there were seven students in the court. Five of them were new names and got basic punishment except Fadly Rizaqy who got two reports and had to pay fine as well as doing push up and memorizing vocabulary. The other two, Muhammad Ahyar and M. Teguh Nazarudin were old faces who

had entered this court more than three times. At this level of mistakes, the punishment were raised to scourging on the thigh using hard material such as hangers, sticks, or hands.

TABLE. 4.5. Fourth observation on the Application of punishment, fifth night.

Friday, March 11<sup>th</sup> 2011

No	Students Name	Mistake	Number of Mistakes In A Week	Punishment
1	Fadly Rizaqy	Speaking in Bahasa Indonesia	More than 2 times	Fine + Whipped By Prayer Mat
2	M. Noor Yadi	Speaking in Banjaresse	More than 2 times	Fine + Whipped By Prayer Mat
3	Muhammad Ahyar	Speaking in Banjaresse	More than 2 times	Fine + Whipped By Prayer Mat
4	Said Rada	Speaking In Banjaresee	More than 2 times	Fine + Whipped By Prayer Mat
5	Fikri Himawan	Speaking in Banjaresse	1 time	Push Up + Memorizing Vocabularies
6	Saifullah	Speaking in Banjaresse	1 time	Push Up + Memorizing Vocabularies
7	M. Sabirin	Speaking in Banjaresse	2 times	Fine + Push Up + Memorizing Vocabularies
8	Zainal Arifin	Speaking in Banjaresse	1 time	Push Up + Memorizing Vocabularies
9	Malik Ibrahim	Speaking In Bahasa Indonesia	1 time	Push Up + Memorizing Vocabularies
10	Rahmadi	Speaking in Banjaresse	1 time	Push Up + Memorizing Vocabularies

The number of students who came to the language court were bouncing up with various punishments given. Firstly, the lightest punishment was applied to



students who had done the guilt once. And then, who had done it twice. Finally, the hardest punishment was given to those who had done it more than 2 times.

To avoid the surplus students come to the court, the language court cleans up the record every weekend. Thus, every Monday they it comes with a new record.

The writer found out that language mistakes commonly happened in students' dorm rooms. It was not surprising since the dorm rooms was the place were where the students spent most of their time without any supervision from teachers or seniors. In another side, there was no violation while holiday and extracurricular activities. It didn't mean that no students speak in native language at those occasions, but simply because they were allowed to do so. The table below shows the frequent and the place of mistakes committed by students.

TABLE. 4.6. Frequent And The Place of Mistake.

No	Name	Total Mistake Committed	Place/Time of Mistakes							
			Dormroom	Classroom	Kitchen	Pool	Mosque	Field	Holiday	Extracurricular
1	Muhammad Ahyar	4	1	1		1	1			
2	M. Teguh Nazarudin	6	6							
3	M. Noor Yadi	6	3			1		2		
4	Said Rada	3	1			2				
5	A. Fauzan	1		1						

TABLE. 4.6. Frequent And The Place of Mistake. (continuance).

No	Name	Total Mistake Committed	Place/Time of Mistakes							
			Dormroom	Classroom	Kitchen	Pool	Mosque	Field	Holiday	Extracurricular
6	Hadransyah	1				1				
7	Hidayaturrahman	1	1							
8	M. Sabirin	2			2					
9	Muria Saputra	1	1							
10	Wahyudi	1	1							
11	Achmad	1				1				
12	Fauzy	1				1				
13	Rahmat Jayatullah	1	1							
14	Fadly Rizaqy	5	1	1	1	1		1		
15	Supian Noor	1						1		
16	Fikri Himawan	1	1							
17	Saifullah	1	1							
18	Zainal Arifin	1	1							
19	Malik Ibrahim	1	1							
20	Rahmadi	1	1							
Total		40	21	3	3	8	1	4	-	-

Despite the high rate of mistakes in the dorm rooms, English speaking activities were mostly appeared there.

## 2. Direct Punishment

Based on the writer observation and interview with students, there were also punishments that were given right after they violate the language discipline. For example, when one or more students talk in Banjaresse and a teacher or senior hear them, they will be punished on the spot. The punishment were mostly physical. It varied from running around the field, pinching, or *kuda-kuda* which was the most common and the most hated by students. *Kuda-kuda* is holding on a squatting position for several minutes. Unlike in the language court, the type of punishments and the amount of punishments were given subjectively by the teacher or the senior.

## C. Data Analysis

### 1. Types of Punishments

There are various punishments used in this boarding school to control students' speaking behavior. The punishments are memorizing English vocabulary, fine, push up, *kuda-kuda*, pinching, and whipping by prayer mat. The writer will categorize those punishments into two categories, based on how and when they are applied.

Despite the absence of unpleasant condition in memorizing English vocabulary (some students do not feel it as a discomfort situation), we can also see it as a punishment because it contains reformative contents, such as new vocabularies, which are useful for students not to say the respective vocabulary in their native language. It coincides with the fourth theory of punishment presented in chapter two, reformative theory.

a. Types of Punishments based on the manner of application

Skinner explain punishment deliberately as follow:

.....if a punishing consequence is also defined without reference to its physical characteristics and if there is no comparable effect to use as a touchstone, what course is open to us? The answer is as follows. We first define a positive reinforcer as any stimulus the *presentation* of which strengthens the behavior upon which it is made contingent. We define a negative reinforcer (an aversive stimulus) as any stimulus the *withdrawal* of which strengthens behavior. Both are reinforcers in the literal sense of reinforcing or strengthening a response. Insofar as scientific definition corresponds to lay usage, they are both "rewards." In solving the problem of punishment we simply ask: What is the effect of *withdrawing* a *positive* reinforcer or *presenting* a *negative*?....<sup>37</sup>.

From the explanation above, we can reason out that there are two types of punishment, namely positive punishment and negative punishment. Both types arise in the observation and are used to manipulate students' speaking behavior.

1) Positive punishment

Positive punishment, also known as punishment type I, is the punishment that involves presentation of aversive stimulus as behavioral consequences.<sup>38</sup> The punishment is done by giving students an unpleasant

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<sup>37</sup> B.F. Skinner, *Science and Human Behavior*, (np.: The B.F.Skinner Foundation, 2005) , p. 185-186.

<sup>38</sup> Dakota Files, *Operant Conditioning: an Overview*.  
<http://www.dakota.fmpdata.net/PsychAI/PrintFiles/OperantCond.pdf>, 03/2011.

condition as the result of the mistakes they have committed. For that reason, this type is called punishment by application as well.

Memorizing vocabulary, push up, *kuda-kuda*, pinching, and whipping by prayer mat are categorized into positive punishment. All of them are aversive stimulus applied to prevent student from speaking in Banjaresse or Bahasa Indonesia.

## 2) Negative Punishment

Although fine is not the only negative punishment in this boarding school, it is the only negative punishment used regarding language discipline. Fine takes away money from students who commit a mistake. Taking away pleasing features of the punished is the characteristic of negative punishment.<sup>39</sup> This type of punishment is also called punishment type II or punishment by removal.

### b. Types of Punishment Based On the Time of Application

This classification is exclusively based on the gap between mistakes committed and the punishments given. So, there are two types of punishments under this categorization.

#### 1) Direct Punishment

The label clearly shows that this type of punishment is given right after students commit mistakes. The punishment is usually given by

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<sup>39</sup> *Ibid.*, p. 10.

teachers or seniors in the common places such as classrooms and the mosque. Those are the places where teachers, seniors, and students frequently interact.

The punishment itself diverse in term of size and form. One might be punished by a ten times push up for speaking in his native language, but might have to do it twenty times in another occasion. In the same way, some students might get pinched but the others might have to do *kuda-kuda* for some period of time. The size and the form entirely depend subjectively on who gives the punishment, in this case, the teacher or the senior.

## 2) Indirect Punishment

Indirect Punishment, which is formally arranged, is managed by a sub organization called Central Language Improvement (CLI). The members of CLI are seniors and teachers in the boarding school. CLI serves as the language discipline enforcer. It spies students, holds the language trial, and gives punishments to guilty students.

The language trial is held every day after *Isya* prayer. After a student admit his mistake, the appropriate punishment is given. The spying process, however, starts right after the trial and will go on until maghrib prayer, that is the time when all the spies have to submit the names of students that have spoken in their native language.

Indirect punishment covers the places where teachers nor seniors could not cover because CLI utilizes students to spy other students.

Therefore, students still have to be cautious not to speak in English even if teachers and seniors' presence is null.

Unlike direct punishment, the punishments given by CLI are coherent with the mistakes done by students. As you can see throughout table 4.1 up to 4.4, the form is varied and the size is added up consistently depending on how many times the students have committed the mistake.

## 2. How the Application of Punishment Modifies The Students' Speaking Behavior

Glancing at table 4.5 about number of mistakes in a week may be misleading. The total 40 violations per week is relatively a lot. Although it means that the majority of students still speak in English, even so it doesn't necessarily lead to a conclusion saying that the application of punishment has failed to modify students' speaking behavior. There are some factors to be considered before we say so.

In order to achieve a full understanding of how the application of punishment modifies students' speaking behavior, we have to figure the pattern and find connection between mistake committed and punishment received by a student. In addition, we have to look all the way back to the theory about how punishment affects behavior.

First of all, if we examine table 4.5 carefully, we will figure out that 21 out of 40 mistakes were happened in the dorms, while the rest 8, 4, 3, 3, and 1 were spreaded in bathrooms, the field, the kitchen, classrooms, and the mosque

repectively. The mosque and classrooms are two places where most of students' activities are monitored either by seniors or teachers. Both places are typical areas whereas direct punishment applied.

In another side, students-students interaction commonly occurs in dormrooms and bathrooms. Even if they speak in native language at those places, they won't be punished directly. Alternatively, spies will note and report them to CLI to be punished later at the night (or spies would, if there were any).

Another finding is that out of 39 second year students, there were 14 students committed it once, and only 5 students committed it more than once. From four days observation the number of students was getting bigger and bigger. Despite that fact, only five students were "eager" to repeat the mistake. It shows that indirect punishment also has significant effect towards students' behavior.

From the findings above, we can conclude that the application of punishment does modify students' speaking behavior. Now we move to further question, how does it work? To answer this question, we will have to bring up three Skinner's conceptions on how punishment could condition one's behavior.

#### a. Short Term Effect

The effect of the aversive stimuli used in punishment is confined to the immediate situation.<sup>40</sup> Direct punishment that is given either by teachers or seniors has a very strong short term effect for students. The pinched student will stop speaking in their native tongue straight off. Although pinching is not compatible with speaking in Banjarese, it doesn't matter. As long as the

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<sup>40</sup> B.F. Skinner, *loc. cit.*, p. 186.



aversive stimuli (in this case, pinching) is powerful enough to suppress the punished response (talking in Banjaresse), the behavior will be reduced or stopped at once.

However, indirect punishment doesn't work this way. It is simply because the gap between the punishment and the punished behavior is somewhat long. A student might continue speaking in his native language and will not realize his mistake until he is punished at the night.

#### b. Long Term Effect

behavior which has consistently been punished becomes the source of conditioned stimuli which evoke incompatible behavior.<sup>41</sup> After repeatedly being punished or watching his friends being punished for speaking in native language, student's awareness in abiding language discipline is aroused. If this state is properly conditioned, students' undesired speaking behavior might be stopped or reduced by presence of a teacher or a senior, or even by the possibility of incoming spies. Regardless the motive, this might be for the better because the punishment will not be necessary applied if students' emotional reaction can condition their own speaking behavior, by becoming aware that speaking in native language is subject to punishment.

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<sup>41</sup> *Ibid.*, p. 187.

### c. Repressing Effect

Any behavior which reduce a conditioned aversive stimulation will be reinforced.<sup>42</sup> Following the punishment, students may not simply stop engaging in speaking in their native language, but may also show a marked resistance if manually prompted. Further punishment is avoided. Students will repress the unwanted behavior by another competing behavior.

An interesting phenomenon is arised in avoiding this further punishment. Students do not automatically speak in English to free themselves from punishment. They may also employ another “technique”, such as codes, gesture, or even silence, as mean to escape the aversive stimulation. Although there is only little, since students prefer to speak in English rather than do not speak at all, but it happens.

If we look at all of the effects of punishment above, none of them has direct effect toward students’ English speaking whatsoever. The observed punishments, except a little of memorizing vocabulary, doesn’t contain English learning material. It is more likely that the punishment exclusively means to produce an aversive stimulation for students. Eventually, that is how it should be. The application of punishment, as a social control, is hoped to condition students’ speaking behavior in their daily activities.

In interview, there were few students said that they are not really agree if punishment is implemented to discipline their language. All of them, however,

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<sup>42</sup> *Ibid.*, p. 188.

shared the same opinion that the punishment has managed to make them speak in English. The punishment gives students more reason to learn English and use it in daily speaking. As a technique of motivation, punishment has been put to a good use. As it stated by Spolsky, The more motivation a learner has, the more time he or she will spend learning as an aspect of second language.<sup>43</sup> Boarding schools, in which most of students are struggling to motivate themselves, have to take the merits of this extrinsic motivation. Whether it contains educational materials or not, it will provide one additional reason for student to study the language harder.

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<sup>43</sup> Bernard Spolsky, *Condition For Second Language Learning. An Introduction to A General Theory*, (New York: Oxford University Press), p. 148.

## CHAPTER V

### CLOSURE

#### A. Conclusion

From the research about the application of punishment in Darul Istiqamah Boarding School, it is resolved that there are four types of punishment. Based on the manner of application, punishment are divided into two types, namely positive punishment and negative punishment. The time of application establishes other types of punishment, direct and indirect punishment.

Positive punishment is the punishment that *applies* aversive stimuli to the students that commit a mistake. There are several punishment that is found in Darul Istiqamah which can be labeled as positive punishment. Memorizing vocabulary, push up, whipping by prayer mat, pinching, and running around the field. However, fine is the only punishment that can be included in the second type of negative punishment. This punishment removes favorable stimulus (in the fine case, the money) from students that pull bad behavior.

From the time perspective, some punishments are given to the students on the spot, right after they get caught speaking in native languages. The teacher or senior who sees the crime punishes the student directly. Other punishment is given by the Central Language Improvement (CLI) every night after *isya* prayer. The students who speak not in English is not punished on the spot. Instead, they are noted and reported to CLI to be proceeded at the night.

The application of punishments has significant effect toward students' motivation in learning English at Darul Istiqamah Boarding School where extrinsic motivation is necessarily needed. It gives students one more reason to study the language. The

punishment doesn't reduce the students' speaking behavior in native language directly, but in resulting an English speaking environment at the school, it provides a very pleasing outcome indeed.

Beside increasing students' motivation in learning English, the application of punishment indirectly affects students' speaking behavior. There are three effects that is produced by punishment. The first effect occurs right away after a student is punished, he will immediately stop speaking in his native language. It doesn't matter if the punishment fits the mistake or not, but it has to be strong enough to suppress the unwanted behavior. The second effect happens as the consequence of the consistent application of the punishment. The student will now stop speaking in his native language not only because the punishment but also because of their awareness toward possibility of being punished. Since their awareness of not being punished is built, any action that might save them from the punishment will be reinforced. It may lead them to speak in English as one of the choices to avoid the punishment. The last mentioned phenomenon is the most important effect of punishment, the repressing effect.

## **B. Suggestion**

From the research findings, the writer proposes some suggestions regarding the application of punishment as a technique of teaching English speaking. First, teachers should consider applying punishment in schools where students' intrinsic motivation is low or not firmly established yet. However, it might be risky to provide tangible or extrinsic motivation for highly intrinsically motivated students because it might cause an overjustification effect.

Second, students should know why they are punished and how to avoid the punishment to build up their awareness toward the expected behavior. They may create their own way to escape from punishment. If teachers teach English and can show them

that speaking English is the best way out, students will eventually consider it as the best way out of undesired situation.

Last, but probably the most important to reckon, A careful consideration has to be carried out if the punishment is to be implemented. In order to do that, the one who wants to apply it needs to have a comprehensive understanding about punishment and its theories. He has to be able to measure that the punishment is strong enough to suppress the unwanted behavior but not overwhelming for students who receive it. Otherwise punishment will only produce unfortunate by products such as oversized punishment and disordered punishment which are painful and frustrating instead of reforming students. The consequences in which none of compassionate educators and educatees want to have.